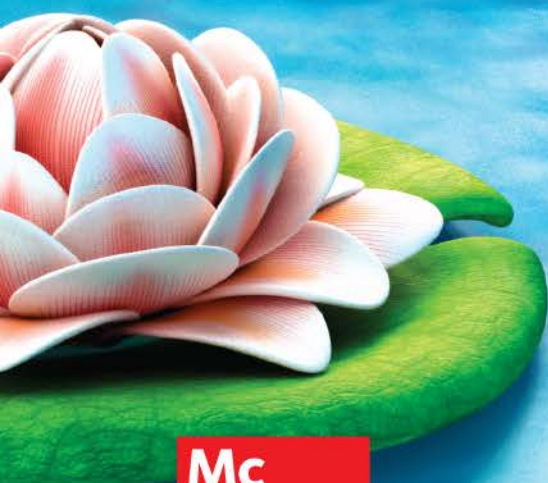


Wonders

California

Grade K
Unit 4

An ELA/ELD
Program



Mc
Graw
Hill
Education



Master the California
Common Core
State Standards!

TEACHER'S EDITION

WEEKLY OVERVIEW

Build Knowledge Meet Your Neighbors

? Essential Question:
Who are your neighbors?

Teach and Model Reading and Writing



Big Book and Little Book
Reading Writing
Workshop



"Sid," 22–29
Genre: Fiction



"Cultural Festivals"
Genre: Nonfiction

**Interactive
Read Aloud**

Differentiated Texts



APPROACHING



ON LEVEL



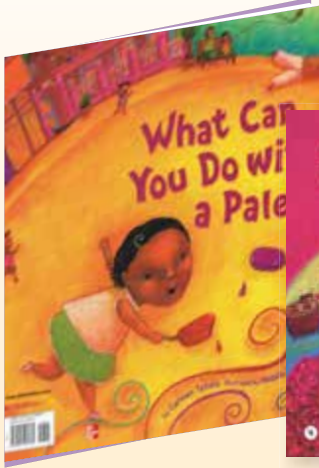
BEYOND



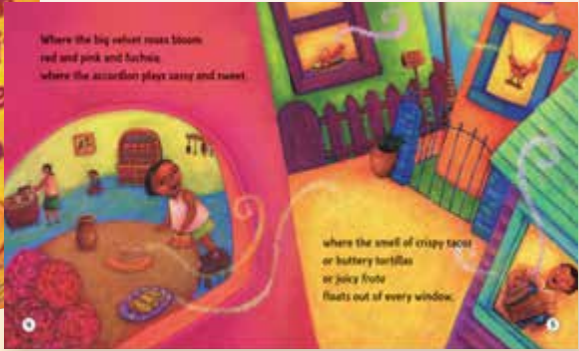
EL

Leveled Readers

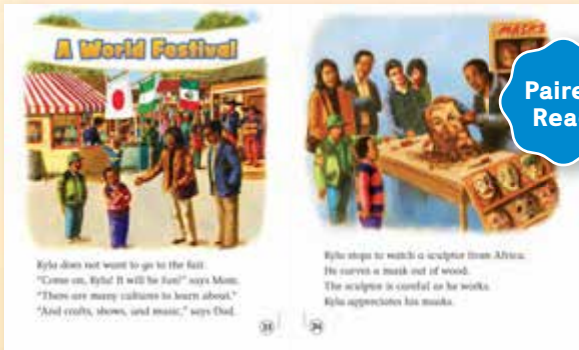
Practice and Apply Close Reading and Writing



Literature Big Book



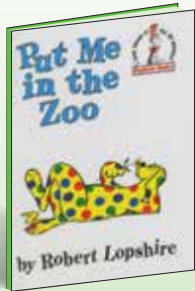
What Can You Do with a Paleta?, 4–32
Genre: Fiction



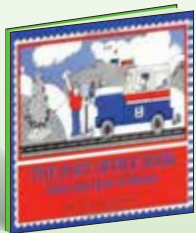
"A World Festival," 33–36
Genre: Nonfiction

**Paired
Read**

Extended Complex Texts



Put Me in the Zoo
Genre: Fiction



The Post Office Book
Genre: Nonfiction

**ONLINE
LESSONS**

Classroom Library

Student Outcomes



Ken Kemp/McGraw-Hill Education

Meaning Making

- Cite Relevant evidence from text
- Identify characters, settings, and events
- Retell the text

RL.K.3

Effective Expression

Write to Sources

- Draw evidence from nonfiction selection
- Compose informative/explanatory text
- Conduct short research on neighbors

Speaking and Listening

- Engage in collaborative discussions about meeting neighbors
- Retell and discuss *What Can You Do with a Paleta?*
- Present information on who your neighbors are

W.K.2, W.K.7, SL.K.1a, SL.K.6

Content Knowledge

- Explore differences in cultures around the world



HSSK.4.2

Language Development

Conventions

- Use adjectives in writing

Vocabulary Acquisition

- Develop oral vocabulary:
 - appreciate cultures prefer
 - proud tradition
- Use context clues to understand unknown words

L.K.1f, L.K.6

Foundational Skills

Phonics/Word Study

- /d/

High-Frequency Words

do

- Build your own word bank:
 - day long

Fluency

- Prosody

Decode Words

- Read decodable words in context

RF.K.3a, RF.K.3c, RF.K.4



Professional Development

- See lessons in action in real classrooms.
- Get expert advice on instructional practices.
- Collaborate with other teachers.
- Access PLC Resources



Go Digital! www.connected.mcgraw-hill.com.

INSTRUCTIONAL PATH

1

Talk About Neighbors

Guide children in collaborative conversations.

Discuss the essential question: *Who are your neighbors?*

Develop oral language and domain specific vocabulary on neighbors.

Listen to “Cultural Festivals” to ask and answer questions about finding out about the neighbors in the story.



2

Read and Write About Neighbors

**Model close reading with the Big Book.
Develop Shared and Interactive Writing.**

Read

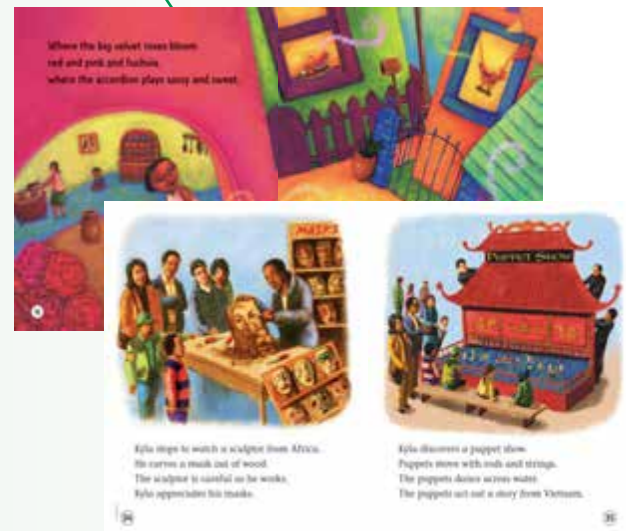
What Can You Do with a Paleta? to explore different neighborhoods.

Reread

What Can You Do with a Paleta? and use text evidence to understand how the author used words and illustrations to help explain who neighbors are. Engage in shared and interactive writing and use text evidence to write to a source.

Integrate

Information about your neighbors. Make text-to-text connections to compare different kinds of neighborhoods.



3

Guided Partner Work

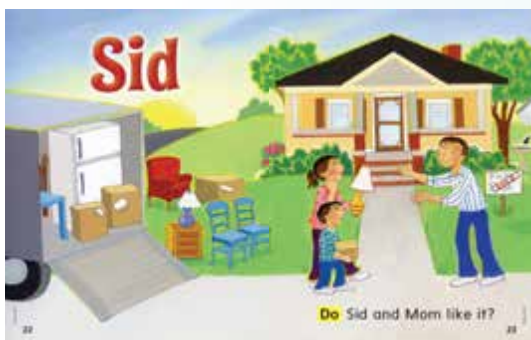
Gradual release of support to independent work.

- Text-Dependent Questions
- Scaffolded Partner Work
 - Talk with a Partner
 - Cite Text Evidence
 - Write or draw a response



4

Read About Your Neighbors



Apply foundational skills in connected text.
Practice close reading.

Read “Sid” to apply foundational skills that have been previously taught.

Reread “Sid” to explore finding out about your neighbors, citing text evidence to answer text-dependent questions and to engage in modeled retelling.

5

Write About Your Neighbors

Independent writing to a source.

Analyze a short response student model.
Use text evidence to write to a source, following the writing process and applying grammar.



6

Integrate Knowledge and Ideas

Connect Texts

Text to Text Discuss how each of the texts answers the question:
Who are your neighbors?

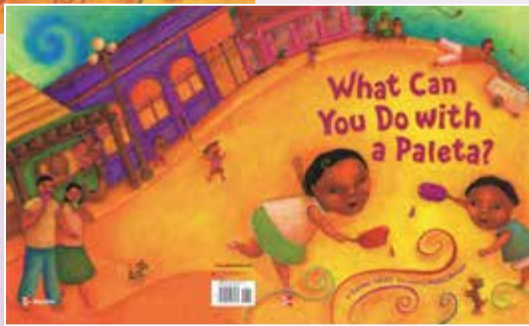
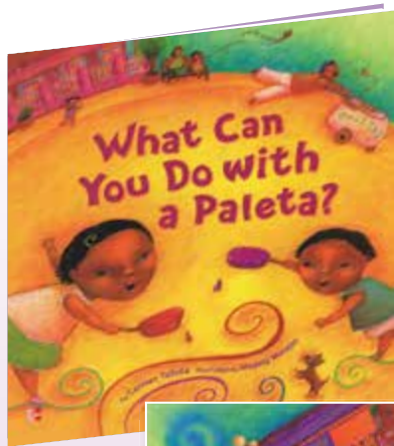
Text to Poetry Compare the different neighbors in the texts with a poem about neighbors who play together.

Conduct a Short Research Project

Make a display that will give information about people and places in the neighborhood.

DEVELOPING READERS AND WRITERS

Write to Sources: Informative



Day 1 and Day 2

Shared Writing

- Write about *What Can You Do with a Paleta?* p. T104

Interactive Writing

- Write about *What Can You Do with a Paleta?* p. T114
- Find Text Evidence, p. T114
- Apply Writing Trait: Describing Words, p. T114
- Apply Grammar Skill: Adjectives, p. T114



Day 3, Day 4, and Day 5

Independent Writing

- Analyze a student model, p. T122
- Write about "Sid," p. T122
- Provide scaffolded instruction to meet student needs, p. T122
- Find Text Evidence, p. T123
- Apply Writing Trait: Describing Words, p. T123
- Prewrite and Draft, p. T123
- Revise and Edit, p. T132
- Peer Edit, p. T132
- Final Draft, p. T133
- Present, Evaluate, and Publish, p. T138

Grammar

Adjectives

- Use our senses to choose adjectives, pp. T105, T115, T123, T133, T139
- Apply grammar to writing, pp. T105, T114, T122, T132, T138

Grammar Resources

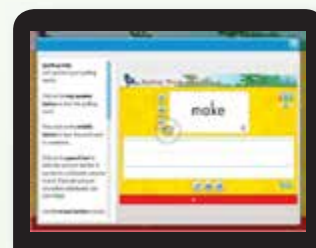
Online PDFs



Grammar Reproducibles,
pp. 31–33



Daily Mechanics/Usage
Practice, pp. 51–55



Online Grammar Games



Online Grammar Song

Spelling and Handwriting

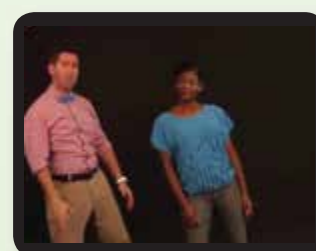
Online PDFs



Handwriting Practice
• Your Turn Practice Book, p. 116
• Handwriting, p. 28



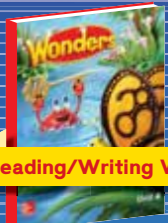
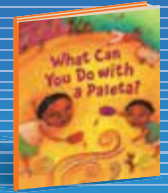
Spelling Lists, p. 11





Online Sound-Spelling Song

For Additional Support for Standard English Learners, see the online SEL Handbook

SUGGESTED LESSON PLAN

READING		DAY 1	DAY 2
Whole Group	Teach, Model and Apply  Reading/Writing Workshop 	Core Build Background Meet Your Neighbors, T92-T93 Oral Vocabulary T93 Word Work T100-T103 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics Introduce /d/d/ • Handwriting • High-Frequency Words Close Reading <i>What Can You Do with a Paleta?</i> T94	Oral Language Meet Your Neighbors, T106 Category Words T107 Close Reading <i>What Can You Do with a Paleta?</i> T108-T109 Word Work T110-T111 • Phonemic Awareness: Phoneme Blending • Phonics: Review/Blend Words with /d/d/ Shared Read “Sid”, T112-T113
		Options	Word Work T110-T111 • High-Frequency Words • Fluency: Sound-Spellings
LANGUAGE ARTS			
Whole Group	Writing Grammar	Core Shared Writing T104 Grammar Adjective, T105	Interactive Writing T114 Grammar Adjective, T115
		Options	

DIFFERENTIATED INSTRUCTION		Use your data dashboard to determine each student’s needs. Then select instructional supports options throughout the week.	
APPROACHING LEVEL		ON LEVEL	
Small Group	Leveled Reader <i>My Neighbors</i> , T142-T143 Literacy Activities 	Phonics Sound-Spelling Review, T146 Connect <i>d</i> to /d/, T146 Reteach, T146 Blend Words with /d/d/, T147 Reread for Fluency, T147 Build Fluency with Phonics, T147	Oral Vocabulary Review, T149 Comprehension Self-Selected Reading, T149
	Phonological Awareness Sentence Segmentation, T144 Phoneme Isolation, T144 Phoneme Blending, T145 Phoneme Segmentation, T145	High-Frequency Words Review, T148	Leveled Reader <i>Neighborhood Party</i> , T150-T151 Literacy Activities  Phonemic Awareness Phoneme Isolation, T152 Phoneme Blending, T152 Phoneme Segmentation, T152 Phonics Review, T153 Picture Sort, T153

DESIGNATED ELD		See pages T258-T279 of the ELD Teacher’s Edition.	
Emerging, Expanding, Bridging   		Oral Language/Vocabulary • Explore the Essential Question: Who are your neighbors? • Develop Vocabulary and Support Language	



CUSTOMIZE YOUR OWN LESSON PLANS

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WEEK 2

DAY 3	DAY 4	DAY 5
Listening Comprehension "Cultural Festivals," T117 Word Work T118-T121 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending Phonemic Awareness: Long Vowel Awareness Phonics: Review /d/d High-Frequency Words 	<ul style="list-style-type: none"> Oral Language, T124 Category Words, T125 Close Reading "A World Festival," T126 Word Work T128-T129 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation Phonemic Awareness: Long Vowel Awareness Phonics Blend Words with <i>d</i> and <i>a, i, m, p, s, t</i> Shared Read "Sid", T130-T131 Integrate Ideas T134-T135 <ul style="list-style-type: none"> Research and Inquiry 	Word Work T136-T137 <ul style="list-style-type: none"> Fluency: Sound-Spellings Phonemic Awareness: Phoneme Segmentation Phonics Read Words with <i>d</i> and <i>a, i, m, p, s</i> High-Frequency Words Integrate Ideas T140-T141 <ul style="list-style-type: none"> Text Connections Research and Inquiry
Oral Language "Meet Your Neighbors", T116 Review Oral Vocabulary T116 Word Work T118-T121 <ul style="list-style-type: none"> Fluency: Sound Spellings Phonics: Picture Sort 	Word Work T128-T129 <ul style="list-style-type: none"> Fluency: Sound Spellings High-Frequency Words 	Integrate Ideas T140-T141 <ul style="list-style-type: none"> Speaking and Listening
Independent Writing T122	Independent Writing T132	Independent Writing T138
Grammar Adjective, T123	Grammar Adjective, T133	Grammar, Adjective , T139

	BEYOND LEVEL	ENGLISH LEARNERS
Blend Words with /d/d, T154 Reread for Fluency, T154 High-Frequency Words Review, T155 Comprehension Self-Selected Reading, T155	Leveled Reader <i>Parade Day</i> , T156-T157 Literacy Activities Phonics , T158 High-Frequency Words , T158 Vocabulary Synonyms, T159 Comprehension Self-Selected Reading, T159 	 Leveled Reader <i>Neighborhood Party</i> , T160-T161 Literacy Activities Vocabulary T162 High-Frequency Words Review, T163 Category Words T163 Writing T164 Grammar Adjectives, T165

Close Reading <ul style="list-style-type: none"> Big Book: <i>What Can You Do with a Paleta?</i> Read Aloud: "Cultural Festivals" Shared Read: "Sid" Differentiated Text: Neighbors 	Writing/Grammar <ul style="list-style-type: none"> Interactive Writing Independent Writing Grammar: Present Tense Verbs 	Progress Monitoring <ul style="list-style-type: none"> Written Production Oral Production Diagnose and Prescribe
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DIFFERENTIATE TO ACCELERATE



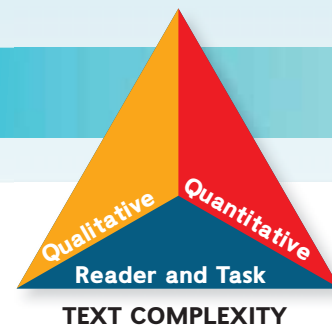
Scaffold to Access Complex Text

IF

the text complexity of a particular section is too difficult for children

THEN

see the references noted in the chart below for scaffolded instruction to help children Access Complex Text.



	Literature Big Book	Reading/Writing Workshop	Leveled Readers
Quantitative	 <p><i>What Can You Do with a Paleta?</i> Lexile 890</p> <p>Paired Selection: "A World Festival" Lexile 390</p>	 <p>"Sid" Lexile 340</p>	 <p>Approaching Level Lexile BR</p> <p>On Level Lexile 100</p> <p>Beyond Level Lexile 100</p> <p>EL Lexile BR</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Sentence Structure Sentences Across Pages, T95 <p>ACT See Scaffolded Instruction in Teacher's Edition, T95.</p>	<p>What Makes the Text Complex?</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Decoding with <i>d</i>, T110–T111 • Identifying high-frequency words, T111 	<p>What Makes the Text Complex?</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Decoding with <i>d</i> • Identifying high-frequency words <i>do</i> <p>See Level Up lessons online for Leveled Readers.</p>
Reader and Task	<p>The Introduce the Concept lesson on pages T92–T93 will help determine the reader's knowledge and engagement in the weekly concept. See pages T94–T99, T108–T109, T126–T127, T134–T135 and T140–T141 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T92–T93 will help determine the reader's knowledge and engagement in the weekly concept. See pages T112–T113, T130–T131, T134–T135 and T140–T141 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T92–T93 will help determine the reader's knowledge and engagement in the weekly concept. See pages T142–T143, T150–T151, T156–T157, T160–T161, T134–T135 and T140–T141 for questions and tasks for this text.</p>

Universal Access

Monitor and Differentiate

Quick Check

To differentiate instruction, use the Quick Checks to assess students' needs and select the appropriate small group instruction focus.

Comprehension Strategy Ask and Answer Questions, T117

Phonemic Awareness/Phonics /d/d (initial/final), T100, T110, T118, T128, T136

High-Frequency Words do, T103, T111, T121, T129, T137

If No → **Approaching** Reteach, pp. T142-T149

EL Develop, pp. T160-T165

If Yes → **On Level** Review, pp. T150-T155

Beyond Level Extend, pp. T156-T159

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.



Level Up with Leveled Readers

IF children can read their leveled text fluently and answer comprehension questions

THEN work with the next level up to accelerate children's reading with more complex text.



EL ENGLISH LEARNERS

Integrated ELD

Language Development

Develop academic vocabulary related to neighbors and participate in collaborative conversations about neighbors.

Meaning Making

Read "Sid" and *What Can You Do with a Paleta?* using scaffolded prompts to support accessing meaning of the complex texts.

Effective Expression

Write about "Sid" and *What Can You Do with a Paleta?* to show understanding of neighbors.

Designated ELD

Extended Language Interactions

Participate in conversations about neighbors, using academic vocabulary, supported by sentence frames and sentence starters.

Focus on Meaning

Use the activities in *My Language Book* and the differentiated texts to build understanding of the weekly concept.

Focus on Forms

Write and draw about texts using scaffolded prompts.

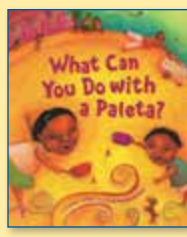


Wonders for ELs Teacher Edition and My Language Book

Materials



Reading/Writing Workshop Big Book
UNIT 4



Literature Big Book
What Can You Do with a Paleta?



Visual Vocabulary Cards
cultures
appreciate



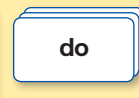
Response Board



Photo Cards
carrots
deer
dime
dish
dog
doll
grapes
pizza



Sound-Spelling Cards
dolphin



High-Frequency Word Cards
a
do
like
see
you



Think Aloud Clouds



"La piñata"
"Did You See a Dolphin?"



Introduce the Concept



Build Background

ESSENTIAL QUESTION

Who are your neighbors?

Read aloud the Essential Question. *We are going to sing a song about a piñata.* Explain how people hit piñatas at parties to break them open and get the toys or candy inside.

La piñata

Hit it, hit it, hit it,
See that you don't miss it!
Try to find the distance
so that you can find it.



Sing "La piñata." As you sing each line, have children echo and pretend to hit a piñata. Tell children that piñatas were invented in Mexico, but now people around the world enjoy them. *Where might you find a piñata in your neighborhood?* Tell children that this week they will learn about people in their neighborhoods.

Oral Vocabulary Words

Use the **Define/Example/Ask** routine to introduce the oral vocabulary words **cultures** and **appreciate**.

To introduce the theme "Meet Your Neighbors," explain that neighbors may come from different cultures. *It is fun to have different cultures in my neighborhood. I learn many things from neighbors about the world.*



Reading/Writing Workshop Big Book

OBJECTIVES

CCSS

Confirm understanding of information presented orally by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.2**

CCSS

Describe familiar people, places, things, and events, and with prompting and support, provide additional detail. **SL.K.4**

Go Digital



Meet Your Neighbors



Video



Visual Glossary

Oral Vocabulary Routine

Define: **Cultures** include the language, holidays, and special foods shared by groups of people.

Example: My family celebrates holidays from the Chinese and German cultures.

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

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? Why?

Vocal
Define
Examp
Ask:

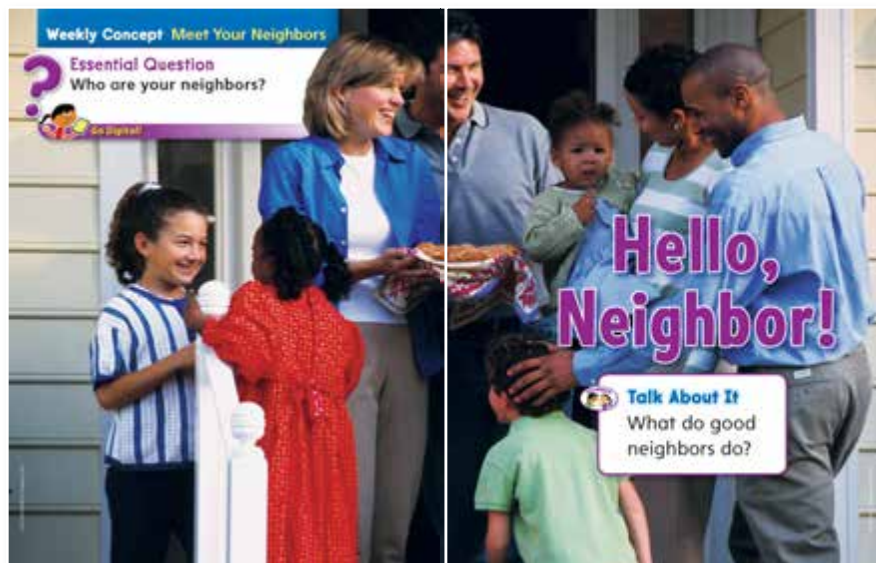
Visual Vocabulary Cards



Talk About It



Guide children to discuss the cultures in their neighborhood, such as the music, foods, holidays, or traditions. List their responses. Display pages 20–21 of the **Reading/Writing Workshop Big Book** and have the children do the **Talk About It** activity with a partner.



READING/WRITING WORKSHOP BIG BOOK, pp. 20–21

Collaborative Conversations

Be Open to All Ideas As children engage in partner, small group, and whole group discussions, tell them:

- That all ideas, questions, or comments are important.
- To ask a question if something is unclear.
- To respect the opinions of others.



ENGLISH LEARNERS SCAFFOLD

Emerging

Use Visuals Explain that the picture shows two families from a neighborhood saying hello to each other. *Do the people in the families look happy?* (yes) Point to the pie that the mother in the blue shirt is holding. *Is this a pie?* (yes) *Maybe the two families will eat pie together!*

Expanding

Describe Have children describe what is going on in the picture. *How many people are in the picture? Who is holding a pie?* Correct grammar and pronunciation as needed.

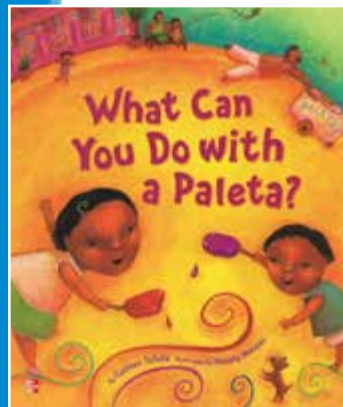
Bridging

Discuss Have children elaborate on what they think the two families might do together. Which children might play together? Elicit more details to support children's answers.

ELD ELD.PI.K.6.Em • ELD.PI.K.6.Ex
• ELD.PI.K.6.Br



Listening Comprehension



Literature Big Book



What Can You Do with a Paleta?

Connect to Concept: Meet Your Neighbors

Tell children that you will read about a neighborhood where people can buy paletas, or flavored ice treats.

Skill: Character, Setting, Events Tell children that characters are the people or animals in a story. Look for characters in the illustrations as we read. The setting is where and when the story happens, and the events are what happens in the story.

Strategy: Ask and Answer Questions Tell children that they can ask and answer questions before and while they read to help them better understand the text.

Concepts of Print Display the Big Book cover and read the title. Remind children that we read from left to right. Read the author and illustrator's names. Explain that the author writes the words and the illustrator draws the pictures.

Genre: Fiction Tell children that *What Can You Do with a Paleta?* is a fiction story. The events and characters are made up. It often has illustrations, or drawings. As you read, ask children to predict what the story will be about.

Close Reading Routine

Read

DOK 1-2

- Identify key ideas and details about neighborhoods.
- Take notes and retell.
- Use **ACT** prompts as needed.

Reread

DOK 2-3

- Analyze the text, craft, and structure.

Integrate

DOK 4

- Integrate knowledge and ideas and make text-to-text connections.
- Use the Integrate lesson.

OBJECTIVES

CCSS Actively engage in group reading activities with purpose and understanding. **RL.K.10**

CCSS Follow words from left to right, top to bottom, and page by page. **RF.K.1a**

- Strategy: Ask and Answer Questions
- Connect Big Book to Weekly Concept

ACADEMIC LANGUAGE

- *illustrations*
- Cognates: *ilustraciones*

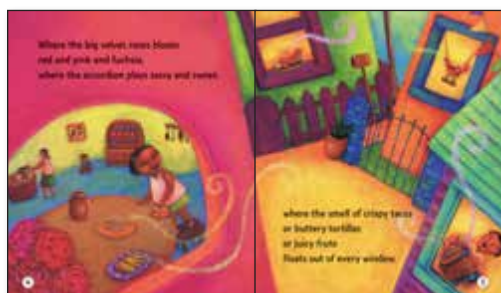
Go Digital



What Can You Do with a Paleta?



Retelling Cards



PAGES 4–5

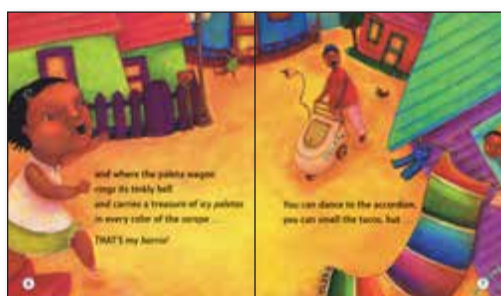
CONCEPTS OF PRINT

Remind children to read from left to right and top to bottom, and to use a return sweep. Point out that this sentence continues on page 6.

pp. 4–5

accordion: Tell children that an accordion is a musical instrument. Pantomime playing an accordion and point to the one in the picture. Ask children if they have ever heard an accordion. If so, where?

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br



PAGES 6–7

CHARACTER, SETTING, EVENTS

Point to the character on page 6. Say: This character is telling us the story. The setting is her barrio, which means “neighborhood” in Spanish. Have children identify the neighborhood sound the character hears. (tinkly bell)

pp. 6–7

wagon: Explain that a wagon is a cart with wheels. People can push or pull wagons on the street or sidewalk. Ask children if they have ever played with a wagon.

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br

BUILD ORAL VOCABULARY

sarape: a brightly colored blanket-like shawl with wide stripes



PAGES 8–9

HIGH-FREQUENCY WORDS

Have children identify and read the high-frequency word *do* on page 9.

BUILD ORAL VOCABULARY

rings: causes a sound
carries: takes from one place to another

A C T Access Complex Text

Sentence Structure Some sentences in *What Can You Do with a Paleta?* continue over a range of pages. Children may become confused about what is part of a sentence or where a sentence begins and ends.

Point out that the text on pages 4–6 is all one sentence. Guide children to look for capital letters that begin sentences, along with periods, exclamation points, or question marks that end sentences. Model how to flip the pages back and forth to find the beginning and ending of a complete thought.



PAGES 10–11

CHARACTER, SETTING, EVENTS

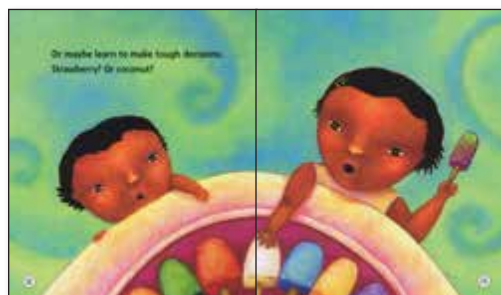
Remind children that events are what happens in the story. Point to the brother on page 11. Ask: *What does the girl do to her brother?* (scares him with her purple and green tongue)



pp. 10–11

paint your tongue: Point to the girl's tongue on page 10. Pantomime painting your tongue with a *paleta*. Say: *The girl says you can "paint your tongue" because the paleta makes her tongue green when she eats it.*

ELD ELD.P.III.K



PAGES 12–13

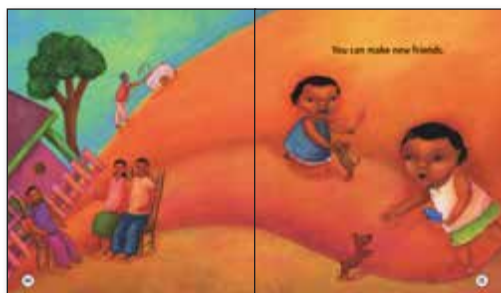
ASK AND ANSWER QUESTIONS

Think Aloud I read that the girl has to decide which kind of *paleta* she wants. I wonder: What else can you do with a *paleta*? I will keep reading to find out the answer.

pp. 12–13

decisions: When I make decisions, I choose to do one thing or another thing. Today I made a decision to wear (blue). What decision would you make about the paletas? Which flavor would you choose?

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br



PAGES 14–15

ASK AND ANSWER QUESTIONS

Think Aloud When I was reading earlier, I asked myself: What else can you do with a *paleta*? I find my answer on page 15. I learn you can make new friends. I will continue to ask and answer questions as I read.

BUILD ORAL VOCABULARY

make: to become



PAGES 16–17

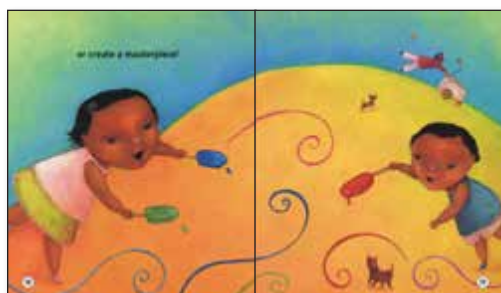
CHARACTER, SETTING, EVENTS

Remind children that they can learn about the characters by looking at the illustrations. Display page 16. Ask: *Which color paleta did the girl choose?* (blue) *What does this tell you about the character?* (She likes blue paletas.)

pp. 16–17

mustache: Point to the blue mustache on the girl. Explain that this is a pretend mustache made by the *paleta*. A real mustache is hair that grows between the mouth and the nose. Have children use their fingers to pantomime having mustaches.

ELD ELD.P.III.K



PAGES 18–19

ASK AND ANSWER QUESTIONS

Think Aloud The girl says you can create a masterpiece with *paletas*. I know that a masterpiece is a kind of art. I ask myself: What kind of art does the girl make? I look at the illustrations to find my answer. She makes colorful swirls.

BUILD ORAL VOCABULARY

create: to make



PAGES 20–21

PHONICS

Remind children that they have learned about words with the initial /d/ sounds. Ask them to find the word with initial /d/ on page 21. (*does*)

pp. 20–21

cool off: When I need to “cool off,” I am too hot. I drink cold water to cool off. What else can I do if I am too hot? (*use a fan; sit in the shade*)

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br



PAGES 22–23

CHARACTER, SETTING, EVENTS

What is happening on these pages? What are the characters doing? (*The girl’s Tío, or uncle, is telling a story about baseball to her and her brother. They are listening carefully.*)

pp. 22–23

Have volunteers act out pitching, catching, and hitting to help explain the game of baseball.

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br

BUILD ORAL VOCABULARY

offering: giving

pitched: thrown or tossed



PAGES 24–25

CHARACTER, SETTING, EVENTS

We read earlier that the setting for this story is the girl’s barrio, or neighborhood. Read aloud page 24 and point to the woman on page 25. Who is this character in the barrio? (*a woman who sells fruit*)

pp. 24–25

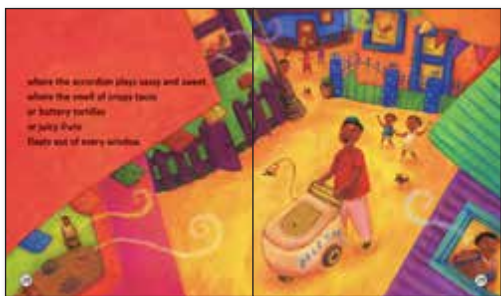
make it through: Tell children that when people need to “make it through” a workday, they are tired and need help. Ask children what helps them make it through a hard day at school.

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex • ELD.PI.K.I.Br



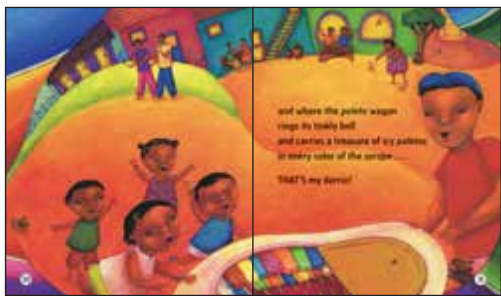
HIGH-FREQUENCY WORD

Have children identify and read the high-frequency word **do** on page 27.



CONCEPTS OF PRINT

Remind children that we read from left to right and top to bottom, with a return sweep. Model tracking the print as you read page 28 aloud.



AUTHOR'S PURPOSE

Why do you think the author wrote this fiction story? (Possible answer: She wanted to tell a fun story about a tasty treat; she wanted to show what a barrio is like.)



ASK AND ANSWER QUESTIONS

At the end of page 32 is a question: Which is YOUR favorite? My favorite flavor is (strawberry). What is yours?



pp. 26–27

slurp, sip, munch, gobble: Tell children that these words are all noises we can make when we eat. Make slurping and munching sounds. Have children mimic you.

ELD ELD.PI.II.K

pp. 28–29

house, window, door, neighbors:
Say each word and have
children echo you. Define each
word using the illustrations.

ELD ELD.PIII.K

Guided Retelling

Tell children that now they will use the **Retelling Cards** to retell the story.

- Display Retelling Card 1. Based on children's needs, use either the Guided or EL retelling prompts. The EL prompts contain support for English language learners based on levels of language acquisition. Repeat with the rest of the cards, using the prompts as a guide.
- Discuss the story. After retelling, have children tell what they think is the best thing to do with a *paleta*.
- Have children act out an event from the story with a partner.



Retelling Cards

Model Fluency

Reread pages 10–11 of *What Can You Do with a Paleta?* emphasizing the expression used when reading a sentence that ends with an exclamation point. Explain that exclamation points show strong feeling, such as excitement. Then reread the sentence on pages 10–11, and have children repeat it and mimic your tone. Repeat with the sentence on page 21.

Respond to Text

Talk About It Have children talk about what they learned about paletas. Use this sentence frame to focus discussion and help them cite text evidence.

I learned that paletas are . . .

Writing Fluency To help children increase writing fluency, have them write as much as they can for four minutes. Tell them to write about what they learned about paletas.

EL

ENGLISH LEARNERS SCAFFOLD

Emerging

Describe Read the title of this book. Display and describe the picture on the cover, pointing out the details. Then point to the frozen treat and ask: *Is this a paleta?* (**yes**) Give some other words to describe a *paleta*, such as *popsicle* or *ice cream*.

Expanding

Discuss What questions could we ask about a paleta? (**Possible responses:** What is it made of? How does it taste? Are there different kinds? Where can you get one?) Model correct pronunciation as needed.

Bridging

Express Say: What kinds of questions could we ask about the barrio in this story? What would you like to know about this neighborhood? Ask children how they could find the answers. Restate children's responses in order to develop their oral language proficiency.

ELD ELD.PI.K.I.Em • ELD.PI.K.I.Ex
• ELD.PI.K.I.Br

YOUR TURN PRACTICE BOOK p. 109



Word Work

Quick Review

Review /k/ /o/: Ask children to tell the initial sound of the *camel* and *octopus* Photo Cards.

Build Fluency: Sound-Spellings: Show the following **Word-Building Cards**: *a, c, i, m, n, o, p, s, t*. Have children chorally say each sound. Repeat and vary the pace.



Phonemic Awareness

OBJECTIVES

CCSS Isolate and pronounce the initial sounds in words. **RF.K.2d**

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

Phoneme Isolation

1 Model Introduce initial sound /d/. Display the **Photo Card** for *dolphin*. Listen for the sound at the beginning of *dolphin*. *Dolphin has the /d/ sound at the beginning. Say the sound with me: /d/. Say these words and have children repeat: doll, dish, deer.* Emphasize the phoneme /d/.



Let's play a song. Listen for words with /d/ at the beginning. Play "Did You See a Dolphin?" Have children listen for initial /d/. Let's listen to the song again and raise a hand when we hear words that begin with /d/. Play or sing the letter song again, encouraging children to join in. Have children raise their hands when they hear a word that begins with /d/.

2 Guided Practice/Practice Display and name each Photo Card: *deer, dime, dog, doll*. Say each picture name with me. Tell me the sound at the beginning of the word. Guide practice with the first word.



Photo Card



Photo Cards

ENGLISH LEARNERS

Pronunciation Display and have children name Photo Cards from this lesson to reinforce phonemic awareness and word meanings. Point to a card and ask: *What do you see? (a dog) What is the sound at the beginning of the word deer? (/d/)* Repeat using Photo Cards with words beginning with the /d/ sound.

ELD ELD.PI.III.K

ARTICULATION SUPPORT

Demonstrate how to say /d/. Open your mouth a little. Put the front of your tongue just behind your top front teeth. Use your voice and flick your tongue down to say /d/. Say *dog, day, dive*. Emphasize initial /d/. Have children repeat.

Go Digital



Phonemic Awareness



Sound-Spelling Cards

MINILESSON

10
Mins

Phonics



Sound-Spelling Card

Introduce /d/ d

- 1 Model** Display the dolphin **Sound-Spelling Card**. Say: *This is the Dolphin card. The sound is /d/. The /d/ sound is spelled with the letter d. Say the sound with me: /d/. This is the sound at the beginning of the word dolphin. Listen: /d/, /d/, /d/, dolphin. What is the name of this letter? (d) What sound does this letter stand for? (/d/)*

Display "Did You See a Dolphin?" (see Teacher's Resource Book online) Read or sing the song with children. Reread the title and point out that the word *did* begins and ends with the letter *d*. Model placing a self-stick note below the *d* in *Did* and *Dolphin*.

- 2 Guided Practice/Practice** Read each line of the song. Stop after each line and ask children to place self-stick notes below words that begin with *D* or *d* and say the letter name.

Did You See a Dolphin?

Did you see a dolphin diving in the deep?
Dipping and diving, swiftly she swims.
Do dolphins ever sleep?
Do dolphins ever sleep?

Corrective Feedback

Sound Error Model the sound /d/ in the initial position, then have children repeat the sound. Say: *My turn. Doll. /d/. Now it's your turn.* Have children say the words *dig* and *dish* and isolate the initial sound.










ENGLISH LEARNERS

Phonemic Awareness: Minimal Contrasts Focus on articulation. Make the /d/ sound and point out your mouth position. Have children repeat. Use the articulation photos. Children may have difficulty distinguishing between /d/ and /p/ in words such as *dip* and *did*.

Phonemic Awareness: Variations in Language In some languages, including Cantonese and Korean, there is no direct transfer for the /d/ sound. Emphasize the /d/ sound and demonstrate correct mouth position.

ELD ELD.PI.II.K

YOUR TURN PRACTICE BOOK pp. II0-III

 desk	 corn	 door
 dime	 doll	 on
 banana	 dog	 deer

Phonemic Awareness: /d/ Say the name of each picture. Put a marker on each picture if its name begins with the /d/ sound.



Word Work



Handwriting: Write *Dd*

OBJECTIVES

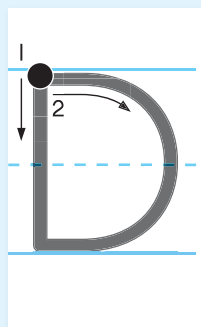
CCSS Write a letter or letters for most consonant and short-vowel sounds. **L.K.2c**

CCSS Read common high-frequency words by sight. **RF.K.3c**

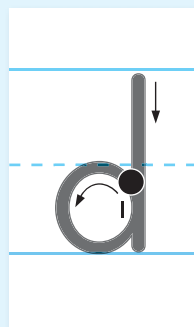
ACADEMIC LANGUAGE

uppercase, lowercase

- Model** Say the handwriting cues below as you write and identify the uppercase (capital) and lowercase forms of *Dd*. Identify the forms of the letter for children. Then trace the letters on the board and in the air as you say /d/.



*Straight down.
Go back to the
top. Around
and in at the
bottom.*



*Circle back
and around.
Go to the top
line. Straight
down.*

2 Guided Practice/Practice

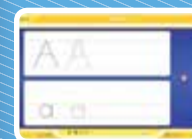
- Say the cues together as children trace both forms of the letter with their index fingers. Have them identify the uppercase (capital) and lowercase forms of the letter.
- Have children write *D* and *d* in the air as they say /d/ multiple times.
- Distribute **Response Boards**. Observe children's pencil grip and paper position, and correct as necessary. Have children say /d/ every time they write the letter *Dd*.



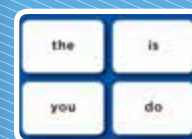
Daily Handwriting

Throughout the week teach uppercase and lowercase letters *Dd* using the Handwriting models. At the end of the week, have children use **Your Turn Practice Book** page 116 to practice handwriting.

Go
Digital



Handwriting



High-Frequency
Word Routine



High-Frequency Words

do

do

High-Frequency Word Card

- 1 Model** Display the book *What Can You Do with a Paleta?* Read the title. Point to the high-frequency word *do*. Then use the **High-Frequency Word Card** *do* with the **Read/Spell/Write** routine to teach the word.

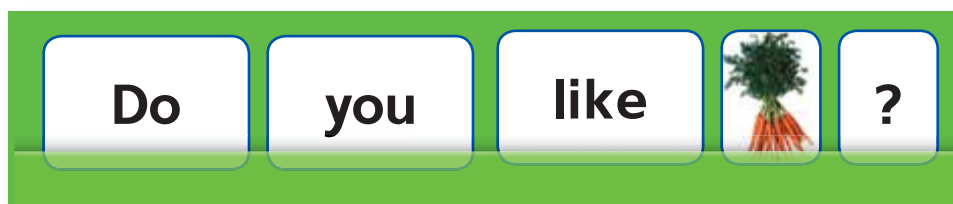
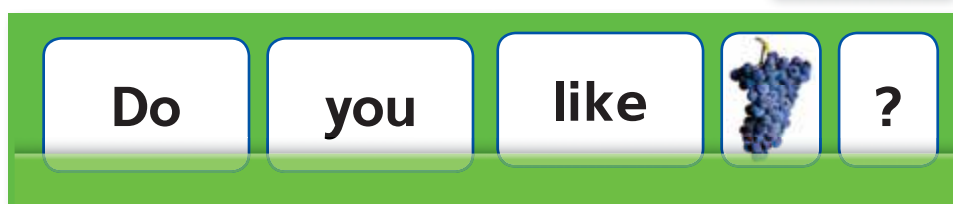
- **Read** Point to the word *do* and say the word. *This is the word do. Say it with me: do. Do you like school?*
- **Spell** *The word do is spelled d-o. Spell it with me.* Point out that the letter *d* stands for /d/ as in *do*.
- **Write** *Let's write the word in the air as we say each letter: d-o.*
- Let children know that the letter *o* in the word *do* has a different sound from the /o/ sound in *dot*.



- Have partners create sentences using the word.

- 2 Guided Practice/Practice** Build sentences using High-Frequency Word Cards, **Photo Cards**, and teacher-made punctuation cards. Have children point to the high-frequency word *do*. Use these sentences.

Also online



High-Frequency Words Practice

Monitor and Differentiate



Quick Check

Can children isolate /d/ and match it to the letter *Dd*?
Can children recognize and read the high-frequency word?



Small Group Instruction

- If No → **Approaching** Reteach pp. T144–I49
EL Develop pp. T162–I65
 If Yes → **On Level** Review pp. T152–I55
Beyond Level Extend pp. T158–I59



Language Arts



Shared Writing

Write About the Literature Big Book

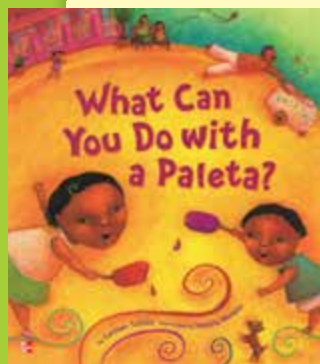
Analyze the Prompt Tell children that you will work together to write a response to a prompt or question. Read the prompt together. *What do the neighbors in the barrio do? Say: To answer this question, we need to look at the text and illustrations in What Can You Do With a Paleta? We need to find details about the neighbors and what they do.*

Find Text Evidence Explain that you will reread the text to find evidence and take notes to help answer the question. Read aloud pages 4 and 5. *Say: The text and the picture tell me that a woman is making tacos and tortillas for her family and a man is playing the accordion. These are details that will help us to answer the prompt. Let's write them down in our notes.*

Write to a Prompt Reread the prompt with children. *What do the neighbors in the barrio do? Say: Sometimes we can use some of the words in the prompt for our first sentence. Let's use some words to make our first sentence together: The neighbors in the barrio do many different things. Write the sentence. Now we will reread our notes. As I read the notes, think about which notes tell us about what the neighbors in the barrio do. Then we can write more sentences to answer the prompt. Track the print as you reread the notes.*

Guide children in forming complete sentences for you to record. If needed, write this sentence frame and model how to complete it using the notes: *A woman _____. Continue with the following sentence frames, writing down children's ideas for completing them: A man plays _____. A man sells _____. A woman sells _____. The children _____.*

Read the final responses as you track the print.



Literature Big Book

OBJECTIVES

CCSS

Use a combination of drawing, dictation, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.2**

CCSS

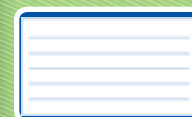
Produce and expand complete sentences in shared language activities. **L.K.1f**

- Complete a chart
- Recognize describing words (adjectives)

ACADEMIC LANGUAGE

- *chart, description, adjective*
- Cognates: *adjetivo*

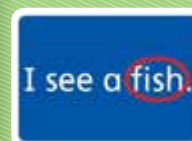
Go Digital



Graphic Organizer



Writing



Grammar



Grammar

Describing Words (Adjectives)

1 Model Explain to children that describing words can also come after the naming word. Write and read aloud: *The tomatoes are red. The peaches are soft. Which words describe the fruit in each sentence? (red, soft)* Underline the adjectives and read the sentences aloud with children.

2 Guided Practice/Practice Ask children to think of describing words for ice cream. Write sentences using some of the children's responses, such as *Ice cream is soft. The ice cream is vanilla.* Read aloud the sentences with children.

Write and read aloud these sentences:

The tortillas are round.

The tortillas are soft.

The bread is fresh.

The bread is tasty.

Ask children to name the describing word in each sentence. Have children create their own sentences using more describing words



Talk About It Have partners work together to orally describe fruits, using adjectives. Encourage them to tell how the fruit feels, tastes, and smells. Have children complete sentence frames such as the following: *The orange smells _____. The banana tastes _____.*

Link to Writing Guide children to review the Shared Writing sentences and identify any adjectives they may have used. Work with children to add adjectives.



ENGLISH LEARNERS SCAFFOLD

Emerging

Explain Help children understand the meaning of some adjectives by showing a real object, such as an apple. *What color is the apple?* Guide children in describing the apple by saying: *The apple is red.*

Expanding

Practice Write and read: *The banana is ____.* Have children name a describing word to complete the sentence. Write other fruits for children to describe.

Bridging

Practice Have children focus on one sense at a time as they describe a fruit, such as *I see an orange. It feels bumpy. It tastes sweet. It is round. It smells fresh.* Elicit more details to support children's answers.

ELD ELD.PI.K.I2b.Em
• ELD.PI.K.I2b.Ex • ELD.PI.K.I2b.Br

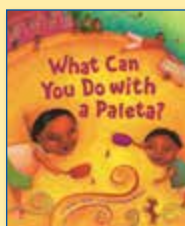
Daily Wrap Up

- Review the Essential Question and encourage children to discuss it, using the new oral vocabulary words. *What different kinds of food do you see in your neighborhood?*
- Prompt children to share the skills they learned. How might they use those skills?

Materials



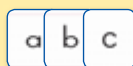
Reading/Writing Workshop Big Book UNIT 4



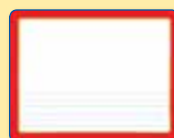
Literature Big Book *What Can You Do with a Paleta?*



Visual Vocabulary Cards
cultures
appreciate



Word-Building Cards



Response Board



Photo Cards
apple
astronaut
boots
butter
carrots
cheese
corn
cowboy

doctor
egg
fish
jacket
juice
nurse
pie
pizza
sandwich
shirt
umbrella
umpire
vegetables
vest



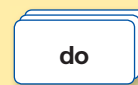
Sound-Spelling Cards
dolphin



Puppet



"La piñata"



High-Frequency Word Cards
a see
and the
do to
go we
like you



Build the Concept



Oral Language

OBJECTIVES

CCSS Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.K.6**

CCSS Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5a**

- Segment sentences into words
- Develop oral vocabulary

ESSENTIAL QUESTION

Who are your neighbors?

Remind children that this week they are learning about neighbors and neighborhoods. They are also learning about cultures and how to appreciate many different kinds of people.

Sing the song, "La piñata." As you sing, have children echo the lines. Say: *Think about what we read in the book. What kinds of food might someone serve at a party in the barrio?* (*paletas, tacos, tortillas*)

Phonological Awareness

Sentence Segmentation

Let's say the first line of the song and clap for each word. Clap the first sentence with children. Let's say the line again and I am going to hold up a finger for each time we say a word. "Hit it, hit it, hit it." How many words did I count? (6) Let's say the second line. You will clap and I will count. "See that you don't miss it!" How many words did I count? (6) Continue clapping the song with children and counting the words.

Review Oral Vocabulary

Use the **Define/Example/Ask** routine to review the oral vocabulary words **cultures** and **appreciate**. Prompt children to use the words in sentences.

Vocal
Define
Examp
Ask:



Visual Vocabulary Cards

Go Digital



Visual Glossary



Category Words

Category Words: Food Words

1 Model Use the **Big Book** *What Can You Do with a Paleta?* to point out food words: *tacos*, *tortillas*, page 5; *paleta*, page 6. Explain that food words name things we eat. Point out the illustrations of paletas on pages 8 and 10. *I can look at the pictures for clues to figure out what paleta is. What is another food word for paleta? (popsicle, ice pop)* Explain that a *paleta* is a frozen treat made from fresh fruit. Have children share what they know about the other foods in the story.

- Ask children to use food words in sentences. *Describe a time you tried a new food. What did you eat? What did it taste like?* For example: *I ate cheesy tacos. They were spicy and yummy.*

2 Guided Practice/Practice Tell children you will say some words. If the word is a food word, they will say “yum.”

fish	cheese	shoe	cut	rice
desk	doll	egg	lettuce	strawberry

- Ask groups of children to sort food from other objects. Gather small food items, such as a piece of fruit, health bars, and nuts, as well as small classroom items such as crayons, paint brushes, books, etc.
- Give each group of children some food items and some classroom items.
- Have children sort the food from the classroom objects.
- Discuss with children how they decided to group the objects.

LET'S MOVE!

Have children act out scenes from the Big Book *What Can You Do with a Paleta?* Have children act out licking a paleta, cooling off with a paleta, and giving a paleta to a friend.



ENGLISH LEARNERS

Understand Help children understand the food words *tortillas*, *tacos*, and *paleta* from the Big Book. Discuss with children what the different foods are. Have them draw a picture of each food. Then help them add labels to their drawings.

ELD ELD.PI.K.I.Em • ELD.PI.K.IO.Ex

→ Listening Comprehension



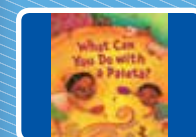
What Can You Do with a Paleta?

Analyze the Text



After children read and retell the selection, reread *What Can You Do with a Paleta?* Use the scaffolded instruction in the Reread prompts below to help them develop a deeper understanding of the text, guiding children to answer the questions on pages 41–42 of the *Close Reading Companion*.

Go Digital



What Can You Do with a Paleta?

Literature Big Book

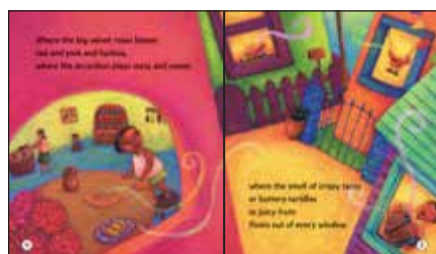
OBJECTIVES

CCSS With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

CCSS With prompting and support, identify characters, settings, and major events in a story. **RL.K.3**

ACADEMIC LANGUAGE

- fiction
- Cognate: *ficción*



PAGES 4–5

WORD CHOICE

Reread pages 4–5. Talk about the author’s descriptive language and use of sensory words. Ask children: *How does the author help you picture what the neighborhood looks like?* Have them point to illustrations that show sensory details and identify words that describe senses. (Sensory details are represented in the illustration by the swirls coming from the food to show the sense of smell as well as the swirls coming from the bird and accordion to show hearing sounds. Sensory words include sassy, sweet [hearing], crispy, buttery, juicy [taste].)

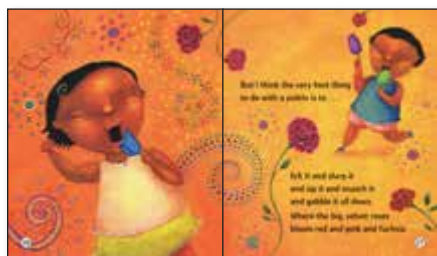
Close Reading Companion, 41

USE ILLUSTRATIONS

How does the illustration help you understand what the girl says on this page? (The illustration helps me understand what a masterpiece is.)



PAGES 18–19

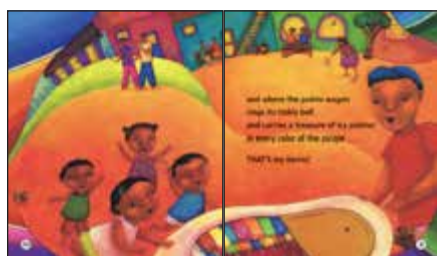


PAGES 26–27

AUTHOR'S/ILLUSTRATOR'S CRAFT

Reread pages 26–27. Tell children to look at the pictures. Ask: How do the pictures show how the girl feels about the paleta? (*The pictures show her smiling.*) Tell children: the author uses words to help us picture what else the girl likes to do with a paleta. What words help us understand what the girl likes to do? (*The author uses words like lick it, slurp it, sip it, munch it, and gobble it.*)

Close Reading Companion, 42



PAGES 30–31

AUTHOR'S PURPOSE

Why did the author write this story? (*She wanted to tell a fun story about a tasty treat; she wanted to show what her barrio is like.*)

Write About the Text

Read aloud the following writing prompt: *What can you tell about the neighbors in the barrio?* Then use the following sentence starters to focus discussion and help them cite text evidence.

The neighbors in the barrio . . .

I can tell this because . . .

Engage children in Interactive Writing. Guide them to use their responses from the *Close Reading Companion*. For a full lesson on writing a response supported by text evidence, see pages T114–T115.

Make Connections



Essential Question Remind children that the Essential Question is: Who are your neighbors? Have them talk with a partner about something they learned about neighborhoods.

I learned that neighborhoods . . .

Write About It Ask children to write about one thing they learned about neighborhoods.

Close Reading Routine

Read

DOK 1–2

- Identify key ideas and details about neighborhoods.
- Take notes and retell.
- Use **ACT** prompts as needed.

Reread

DOK 2–3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 41–42

Integrate

DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.



Word Work

Quick Review

Build Fluency: Sound-Spellings:
Show the following **Word-Building Cards**: a, c, d, i, m, n, o, p, s, t. Have children chorally say each sound. Repeat and vary the pace.



Phonemic Awareness



Puppet

OBJECTIVES

CCSS

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

CCSS

Read common high-frequency words by sight. **RF.K.3c**

Phoneme Blending

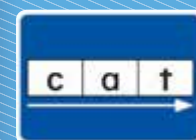
- Model** Use the puppet to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word, /d/ /i/ /g/. It can blend those sounds to make a word: /diiig/ dig. When the puppet blends the sounds together, it makes the word dig. Listen as the puppet blends more sounds to make a word. Model phoneme blending with the following:*
/d/ /i/ /sh/ /d/ /e/ /s/ /k/
- Guided Practice/Practice** *The puppet is going to say the sounds in a different word: /d/ /i/ /p/. Say the sounds. Let's blend the sounds and say the word with the puppet: /diiip/, dip. Tell children to listen as the puppet says the sounds in words. Have them repeat the sounds, and then blend them to say the word.*

/d/ /o/ /k/ dock /d/ /a/ /sh/ dash /d/ /i/ /m/ dim /d/ /o/ /t/ dot

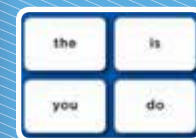
Go Digital



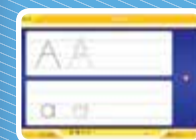
Phonemic Awareness



Phonics



High-Frequency Word Routine



Handwriting



ENGLISH LEARNERS

High-Frequency Words: Reinforce Meaning Display the High-Frequency Word Card *do*. Point to the word as you ask the following questions. Have children respond.

- Do you walk to school?
- Do you ride a bus?
- Do you like to play games?
- Do you have a pet?



Phonics



Sound-Spelling Card

Review /d/ d

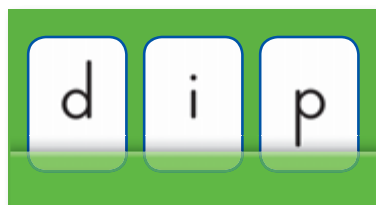
- Model** Display the *Dolphin Sound-Spelling Card*. Say: *This is the letter d. The letter d stands for the sound /d/ as in the word dolphin. What is the letter? (d) What sound does the letter d stand for? (/d/)*
- Guided Practice/Practice** Have children listen as you say some words. Ask them to write the letter *d* on their **Response Boards** if the word begins with /d/. Do the first two words with children.

dance cap desk deer
nest door tape dust

ELD ELD.PI.K.I.Em
• ELD.PI.K.I.Ex
• ELD.PI.K.I.Br • ELD.PIII.K

Blend Words with /d/ d

- 1 Model** Place **Word-Building Cards** *d, i, p* in a pocket chart. Point to the letter *d*. *This is the letter d. The letter d stands for /d/. Say: /d/. This is the letter i. The letter i stands for /i/. Say: /i/. This is the letter p. The letter p stands for /p/. Say: /p/. Listen as I blend the sounds together: /diiip/. Now blend the sounds with me to read the word.*



- 2 Guided Practice/Practice** Use Word-Building Cards or write *dot*. Point to the letter *d* and have children say the sound. Point to the letter *o* and have children say the sound. Point to the letter *t* and have children say the sound. Move your hand from left to right under the word, and have children blend and read *dot*.



High-Frequency Words

do

do

High-Frequency Word Card

- 1 Guided Practice** Display the **High-Frequency Word Card** *do*. Use the **Read/Spell/Write** routine to teach the word. Ask children to close their eyes, picture the word in their minds, and then write it the way they see it. Have children self-correct by checking the High-Frequency Word Card.
- 2 Practice** Add the high-frequency word *do* to the word bank.
- Have partners create sentences using the word.
 - Have children count the number of letters in the word and then write the word again.

Cumulative Review Review words: *a, and, go, like, see, the, to, we, you*.

- Repeat the **Read/Spell/Write** routine. Mix the words and have children chorally say each one.

Monitor and Differentiate

Quick Check

Can children blend phonemes to form words and match /d/ to Dd?
Can children read and recognize the high-frequency word?



Small Group Instruction

If No →	Approaching	Reteach pp. T144–149
	EL	Develop pp. T162–165
If Yes →	On Level	Review pp. T152–155
	Beyond Level	Extend pp. T158–159



Shared Read



Reading/Writing Workshop Big Book and Reading/Writing Workshop



Read "Sid"

Focus on Foundational Skills

Model Book Handling Demonstrate book handling. Hold up and point to the front and back cover of the book. *This is the front cover of the book. This is the back cover of the book.* Model turning the pages of the book.

Model Concepts About Print Model reading and tracking a page from "Sid." *As I read, I begin with the first word on the left and move to the right. When I'm done with the first sentence, I read the sentence below it. Again, I begin on the left and move to the right.* Invite volunteers to point to the words in the **Big Book** as you read them.

Predict Read the title together. Have children tell what is happening in the photo. Invite them to predict what the story will be about.

Read Have children chorally read the story with you. Point to each word as you read it together. Help children sound out the decodable words and say the sight words.

- Page 20: Review with children that the letter d can stand for the sound /d/. Have them identify words with /d/. Guide them to blend the sounds to read the words.
- Page 21: Ask children to find the high-frequency word *do*.

If children have difficulty, provide corrective feedback and guide them page by page using the student **Reading/Writing Workshop**.

Focus on Comprehension

As you read, take notes, writing down key details and questions. Use the following questions. Help children find text evidence to support their responses.

- Page 23: Who is this story about? (*Sid and his mom*)
- Page 24: Where does the story take place? (*At their new home.*)
- Page 29: What happened at the end of the story? (*Sid and Tod are playing ball.*)

Go Digital



"Sid"

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

CCSS Read emergent-reader texts with purpose and understanding. **RF.K.4**

ACADEMIC LANGUAGE

- predict
- Cognate: *predecir*

"Sid"



READING/Writing WORKSHOP, pp. 22-29

Focus on Fluency



Have small groups use the **Reading/Writing Workshop** to reread "Sid." Remind them that the words in a story should be read in a way that shows the feelings that author wants to show. As they read the story aloud, encourage them to read with feeling.

As children reread, have them discuss the characters, setting, and events.

Retell Have partners retell "Sid." Invite them to act out their favorite part of the story.

Make Connections



Essential Question Ask: *Who are your neighbors?* Use text evidence to model how to answer the Essential Question. *As I read the story I thought about important details. I read that the story takes place in the girl's neighborhood. She describes what her neighbors do with their paleta. Those are key details. They help me understand who the girl's neighbors are.*



ENGLISH LEARNERS

Reinforce Vocabulary Display the **High-Frequency Word Cards** *do, we, you, can, see, the*. Point to classroom objects and groups of children as you use the high-frequency words in sentences such as the following: *I can hear a dog barking outside. Do you hear a dog barking outside? (Yes, we can hear a dog barking outside.) I can see the classroom door opening. Do you see the classroom door opening? (Yes, we can see the classroom door opening.) I can do the puzzle. Can you do the puzzle? (Yes, we can do the puzzle.)*

ELD ELD.PI.K.I.Em • ELD.PIII.K



Language Arts



Interactive Writing

Write About the Literature Big Book

Analyze the Prompt Tell children that you will work together to write a response to a prompt or question. Read the prompt together. *What can you tell about the neighbors in the barrio? Say: To answer this question, we will need to find text evidence in What Can You Do With a Paleta? and use it to make inferences, or figure out things not stated in the text.*

Explain that you will reread the text to take notes to help answer the question.

As you reread the story pause after each spread and ask children if there is any evidence you should record about what the neighbors in the *barrio* are like. For example, the children play together and make new friends. The grown-ups like to sit outside together and talk. Record children's responses as they use text evidence to describe what the neighbors are like.

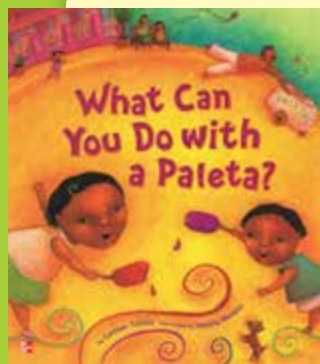
Write to a Prompt Reread the prompt with children. *What can you tell about what the neighbors in the barrio are like?* Remind children that sometimes they can use some of the words in the prompt for the first sentence. *Let's use some words in the prompt to make our first sentence together: The neighbors in the barrio are friendly and nice.* Write the sentence. *Now we will reread our notes. As I read the notes, think about which notes tell us about what the neighbors in the barrio are like. Then we can write more sentences to answer the prompt.* Track the print as you reread the notes.

Tell children that you will use the notes to answer the prompt about what they can tell about the neighbors. Guide children in forming complete sentences as you share the pen in writing them. Say: *Let's remember to use details from the text in our writing. We will also try to include words that describe how things look, feel, or act.* If needed, write these sentence frames and model how to complete them using the notes:

The children _____. *The grown-ups like to _____.*

Then continue with the remaining sentence frames, sharing the pen as children suggest how to complete them. *The children are _____.* *The neighbors in the barrio _____.*

Read the final responses as you track the print.



Literature Big Book

OBJECTIVES

CCSS

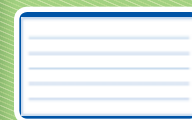
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.2**

- Recognize describing words (adjectives)

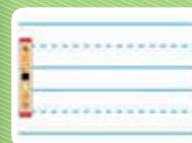
ACADEMIC LANGUAGE

- *chart, description, adjective*
- Cognates: *adjetivo*

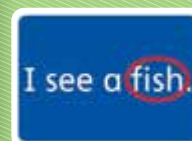
Go Digital



Graphic Organizer



Writing



Grammar



Grammar

Describing Words (Adjectives)

- 1 Review** Remind children that we can use our senses to help us choose good describing words.

Write and read aloud these sentences:

I have a black cat.

My cat feels soft.

My cat likes warm milk.

Have children identify the describing word in each sentence.

(black, soft, warm)

- 2 Guided Practice** Tell children that describing words are helpful. *If we lose something, we can describe it to other people who can help us find it.* Show the **Photo Card** for vest. Write and read aloud this sentence frame: *I lost my _____ vest.* Ask children to help you describe the vest. Guide them to describe the color. (yellow) Point to the blank, fill it in, and read aloud: *I lost my yellow vest.*

Provide other sentence frames, such as *I wore my _____ jacket.*

Show the Photo Card for jacket. Read aloud the completed sentence.

Ask children to point to the describing word in the sentence.



- 3 Practice** Have children work in pairs. Provide each group with the sentence frame *I like my _____*. Show the Photo Cards for *boots* and *shirt*. Guide children in creating sentences that describe the item on each Photo Card. Have pairs read their sentences aloud.



Talk About It Have partners work together to orally generate sentences with adjectives. Have them use these frames: *The garden is _____.*
The _____ flowers are in a vase. Encourage them to create their own sentences.



ENGLISH LEARNERS

Use Visuals Ask children to draw or describe foods they love to eat. Have them describe the ingredients. List the foods on the board and read the list together. To reinforce the meaning of English words for foods, use the Photo Cards for *apple, butter, carrots, cheese, corn, egg, fish, juice, pie, pizza, sandwich, and vegetables*. Model correct pronunciation as needed.

ELD ELD.PI.K.9.Em

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. *What foods from other cultures have you tried?*
- Prompt children to share the skills they learned. How might they use those skills?

Materials



Reading/Writing
Workshop Big Book
UNIT 4



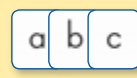
Interactive Read-Aloud
Cards



Visual
Vocabulary
Cards
proud
tradition
prefer



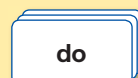
Photo Cards
deer
dime
dinosaur
door
octopus
olive
otter
ox



Word-Building Cards



Puppet



High-Frequency
Word Cards
a see
and the
do to
go we
like you



Response Board



"Did You See
a Dolphin?"



Build the Concept



Oral Language

OBJECTIVES

CCSS Actively engage in group reading activities with purpose and understanding. **RL.K.10**

CCSS Identify real-life connections between words and their use. **L.K.5c**

Develop oral vocabulary

ACADEMIC LANGUAGE

- *informational text*
- Cognates: *texto informativo*



ESSENTIAL QUESTION

Remind children that this week they are talking and learning about who their neighbors are. Guide children to discuss the Essential Question using information from the **Big Book** and the weekly song.

Remind children that their neighbors might celebrate many different holidays. Sing the song "La Piñata" and have children join in.

Oral Vocabulary

Review last week's oral vocabulary words, as well as *cultures* and *appreciate* from Day 1. Then use the **Define/Example/Ask** routine to introduce *proud*, *tradition*, and *prefer*.

Oral Vocabulary Routine

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 feel proud?

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?

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?

Vocab
Define
Examp
Ask:



Visual Vocabulary Cards

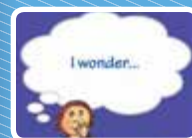
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Visual Glossary



"Cultural
Festivals"



Think Aloud
Cloud

→ Listening Comprehension



Read the Interactive Read Aloud

Genre: Informational Text

Tell children you will be reading an informational text. Remind them that *informational text* gives true information, or facts, about a topic. Display the **Interactive Read-Aloud Cards**.

Read the title. Point out that cultural festivals are held to celebrate important events and holidays.



Interactive Read-Aloud Cards

Strategy: Ask and Answer Questions

Remind children that good readers ask themselves questions as they read. This helps them understand the information in the text. Use the **Think Aloud Cloud** to model asking and answering questions as you read the selection.

Think Aloud I read that some holidays and festivals go on for a whole week! That sounds like fun. I wonder what festivals go on for that long. Who celebrates those holidays? I will keep reading to find out the answer.

Read "Cultural Festivals." Pause to model using the strategy of asking and answering questions.

Make Connections



Guide partners to connect "Cultural Festivals" with *What Can You Do with a Paleta?* Discuss how both texts tell us more about the cultures in our neighborhoods. Remind children that one selection is fiction and the other is informational text. Then have children write about a time they celebrated an event or holiday. Guide them to describe their personal experience.

ENGLISH LEARNERS

Reinforce Meaning As you read "Cultural Festivals," make meaning clear by pointing to specific people, places, or objects in the photographs, demonstrating word meanings, paraphrasing text, and asking children questions. For example, on Card 1, point to a fan. Say: *This is a fan.* Repeat with *dress* and *costume*.

ELD ELD.PI.K.I.Em • ELD.PI.K.I.Ex
• ELD.PI.K.I.Br

Monitor and Differentiate



Quick Check

Can children apply the comprehension strategy and skill?



Small Group Instruction

If No →	Approaching	Reteach pp. T142–143
	EL	Develop pp. T160–161
If Yes →	On Level	Review pp. T150–151
	Beyond Level	Extend pp. T156–157



Word Work



Phonemic Awareness



Puppet

OBJECTIVE

CCSS Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

CCSS Blend two to three phonemes into recognizable words. **RF.K.2f**

CCSS Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) **RF.K.3b**

Blend phonemes to make words

Phoneme Blending

1 Model Use the puppet to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word: /d/ /o/ /t/. It can blend those sounds to make a word: /doot/ dot. Now the puppet is going to say the sounds in a new word: /m/ /a/ /d/. When the puppet blends the sounds together, it makes the word mad. Explain that the word mad has the /d/ sound at the end. Listen as the puppet blends more sounds to make words. Model blending with initial and final /d/ with the following: /d/ /i/ /sh/; /s/ /a/ /d/; /m/ /u/ /d/; /d/ /i/ /p/*

2 Guided Practice/Practice *The puppet is going to say the sounds in a different word. Listen as it says each sound: /d/ /i/ /m/. Let's say the sounds and then blend them: /d/ /i/ /m/, /diiim/. Let's say dim. Repeat with nod. Have children repeat the sounds, then blend them to say the words. Guide practice with the first word.*

/d/ /o/ /t/ /p/ /o/ /d/ /d/ /u/ /k/ /r/ /e/ /d/
/d/ /i/ /m/ /d/ /a/ /d/ /h/ /i/ /d/ /d/ /ē/ /p/

Long Vowel Awareness

1 Model Tell children that the letter *o* is a special letter called a vowel. Vowels have a short and a long sound. Remind children that the letter *o* can stand for /o/ as in *mop*. It can also stand for long *o* as in *go*. *Long o can be spelled with the letter o. Display the Boat Sound-Spelling Card. Say: This is the Boat Card. The sound is /ō/. What is the name of this letter? (o) What sound does this letter stand for? (/ō/) This sound can be spelled with the letters o and e. Listen to these words: rope, bone, home. They all have the /ō/ sound.*

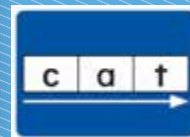
2 Guided Practice/Practice Ask children to name the sound that is the same in each set. Guide practice with the first set: *hole, cone, rope; mom, hot, rock; joke, dove, home; hog, lock, top.*

Review Have children review long *i* by saying the word in each set that has the long *i* sound: *bit/bite; kit/kite; pin/pine; rid/ride.*

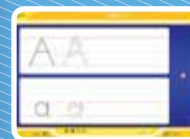
Go Digital



Phonemic Awareness



Phonics



Handwriting

MINILESSON

10
Mins

Phonics



Review /d/ d

- 1 Model** Display **Word-Building Card d**. *This is the letter d. The letter d stands for /d/, the sound you hear at the end of sad. Say the sound with me: /d/. I will write the letter d because sad has the /d/ sound at the end.*
- 2 Guided Practice/Practice** Tell children that you will say some words that have /d/ at the end and some words that do not. Have children say /d/ and write the letter *d* on their **Response Boards** when they hear /d/ at the end of the word. Guide practice with the first word.
- had sit lid cap mad man sad

Decodable Reader

words in connected text.

Have children read "Did Dan?" (pages 13-18), to practice decoding

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat. For example, for the word *mad*, tap under the letter *d* and ask: *What's the sound?* Return to the beginning of the word. *Let's start over.* Blend the word with children again.

→ Word Work



Phonics



Photo Cards

Picture Sort

- 1 Model** Remind children that the letter *d* stands for /d/. Place the **Word-Building Card** *d* on the left side of a pocket chart.

What is the letter? (d) What sound does it stand for? (/d/)

Hold up the **Deer Photo Card**. *Here is the picture for deer. Deer has the /d/ sound at the beginning. I will place deer under the letter d because the letter d stands for /d/.*

Use the same routine for /o/ o and the Photo Card for *octopus*.

- 2 Guided Practice/Practice** Display and name the following Photo Cards: *dime*, *dinosaur*, *door*, *olive*, *otter*, *ox*. Have children say the picture name and the sound at the beginning of the word. Have them tell which letter the Photo Card should be placed under. Guide children with the first word.



Photo Cards

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

Sort picture names by initial phoneme

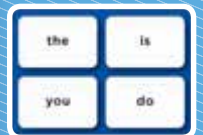
ACADEMIC LANGUAGE

sort

Go Digital



Phonics



High-Frequency Word Routine

MINILESSON

5
Mins

High-Frequency Words

do

- 1 Guided Practice** Display the High-Frequency Word Card *do*. Review the word using the **Read/Spell/Write** routine.
- 2 Practice** Point to the High-Frequency Word Card *do* and have children read it. Repeat with previous weeks' words *a*, *and*, *go*, *like*, *see*, *the*, *to*, *we*, *you*.

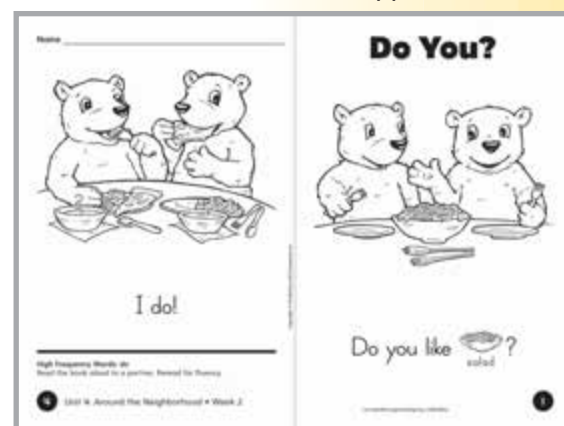
Build Fluency

Word Automaticity Write the following sentences and have children chorally read aloud as you track the print. Repeat several times.

Do you see the cat?
I can see Tim and Matt.
Do you like Pam and Dan?
Do you nap on the mat?

Read for Fluency Distribute pages 113-114 of the **Your Turn Practice Book** and help children assemble their Take-Home Books. Chorally read the Take-Home Book with children. Then have children reread the book to review high-frequency words and build fluency.

YOUR TURN PRACTICE BOOK pp. 113-114



Build Your Word Bank

- 1 Model** Display the **Build your Word Bank Cards** for *day* and *long* from the **Your Turn Practice Book High-Frequency Word Cards**. Use the **Read/Spell/Write** routine to teach each word.
 - **Read** Point to the word *day* and say the word. *This is the word day. Say it with me: day. What day of the week is it?*
 - **Spell** *The word day is spelled d-a-y. Spell it with me.*
 - **Write** *Let's write the word in the air as we say each letter: d-a-y. Point out that the letter a stands for /ā/as in ate.* Then repeat the **Read/Spell/Write** routine with *long*.
- 2 Guided Practice** Display the **Build Your Word Bank Cards** for *day* and *long*. Point to each of the words and have children chorally read each word. Then, have children take turns using the Build Your Word Bank words in a sentence. Provide guidance as needed.

Monitor and Differentiate

Quick Check

Can children blend phonemes to make words and match /d/ to **Dd** to read words?

Can children read and recognize the high-frequency word?



Small Group Instruction

If No → **Approaching** Reteach pp. T144-I49
EL Develop pp. T162-I65
 If Yes → **On Level** Review pp. T152-I55
Beyond Level Extend pp. T158-I59



Language Arts



Independent Writing

Write About the Reading/Writing Workshop

Analyze the Model Prompt Have children turn to page 30 in the *Reading/Writing Workshop*. Say: *Let's read how Emma responded to a prompt.* Read the prompt: *What can you tell about the new neighbors?* Explain to children that the first step in answering the prompt is to understand what information the prompt is asking for. *The prompt is asking what the new neighbors seem to be like.* The next step in answering the prompt is to find text evidence and take notes.

Find Text Evidence Explain that Emma used the evidence in the text and art to take notes. Last, she used her notes to write a response to the prompt.

Reading/Writing Workshop

Analyze the Student Model Read the Student Model and discuss the callouts.

- **Details** Emma used clues in the text and art to write that the neighbors bought some gifts. **Trait: Ideas**
- **Adjectives** She wrote the words *big and orange* to tell about the ball that Tod bought. **Grammar**
- **Specific Words** Emma decided to use the word *friendly* to tell about the neighbors. **Trait: Word Choice**

For additional practice with writing traits use the digital Unit 4 Week 2 Writing Trait Minilesson online.



Reading/Writing Workshop

OBJECTIVES



Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.2**

- Recognize describing words (adjectives)

ACADEMIC LANGUAGE

- *chart, description, adjective*
- Cognates: *adjetivo*

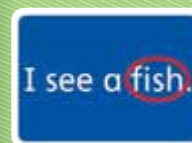
Go Digital



Graphic Organizer



Writing



Grammar

Your Turn: Write About the Text Say: *Now we will write to a new prompt. Read the Your Turn prompt on page 31 of the Reading/Writing Workshop and discuss with children. What are good neighbors like? Say: To answer the prompt, we need to find evidence in the text and the illustrations. What can we tell about what it takes for someone to be a good neighbor?*

Have children take notes as they look for evidence to answer the prompt. Tell children to:

- Use **details** in the text and art.
- Use **adjectives**, or describe about how a person or thing looks or acts.
- Choose the **specific words** to tell about someone or something.

Have children read their notes as they track the print.

Write to a Prompt Guide children as they begin their writing.

Prewrite Have children review their notes and plan their writing.

Draft Remind children to use some words from the prompt to write their first sentence. If needed, write these sentence frames and model how to complete them. *Good neighbors _____. They might bring _____ and _____. A neighbor who is a kid might _____ and _____.*



ENGLISH LEARNERS

Use Visuals Display the picture of the open *paleta* wagon from the Big Book. Help children think of describing words that tell about the *paletas*, such as the different colors, texture, taste, and temperature. Write those words. Then help children use the words to fill in this sentence frame: *I like the _____ paletas.*

ELD ELD.PI.K.12b.Em
• ELD.PI.K.12b.Ex • ELD.PI.K.12b.Br



Grammar

Describing Words (Adjectives)

- 1 Review** Remind children that an adjective is a describing word that tells more about something. Remind them that we use our senses to help us to choose good describing words.

Write and read aloud the following sentences:

I like fluffy bread.

My friend likes crunchy carrots.

Ask children to name the describing word in each sentence.

- 2 Practice** Write and read aloud this sentence from the Big Book: *It has icy paletas.* Have partners name the describing word in the sentence. (icy) Have partners think of other describing words that might fit. (colorful, cold, delicious, juicy, bright) Help children write the words on self-stick notes and substitute their own words for icy. Ask children to share their new sentences with the class.



Talk About It Have partners work together to orally describe fruits, using adjectives. Encourage them to tell how the fruit feels, tastes, and smells.

Daily Wrap Up

- Review the Essential Question and encourage children to discuss, using the oral vocabulary words *cultures* and *appreciate*. *What do you know about other cultures? What do you appreciate about other cultures?*
- Prompt children to review and discuss the skills they used today. Guide them to give examples of how they used each skill.

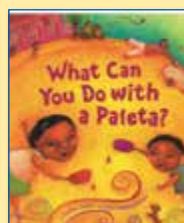
Materials



Reading/Writing Workshop Big Book
UNIT 4



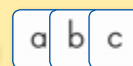
Reading/Writing Workshop
UNIT 4



Literature Big Book
What Can You Do with a Paleta?



Interactive Read-Aloud Cards



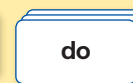
Word-Building Cards



Puppet



Visual Vocabulary Cards
do



High-Frequency Word Cards
do



Response Board



Photo Cards
berries vegetables
cheese watermelon
egg yogurt
grapes
lemon
peach
pear
sandwich
soup

→ Extend the Concept



Oral Language

OBJECTIVES

CCSS Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.K.2**

CCSS Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.K.6**

Develop oral vocabulary

ESSENTIAL QUESTION

Remind children that this week they have been talking and reading about who their neighbors are. Have them sing “La Piñata” and think about the celebration in this song. Then ask them to tell about the neighborhood in *What Can You Do with a Paleta?*

Phonological Awareness

Sentence Segmentation

Repeat from the song: “See that you don’t miss it!” Say: *We can break this sentence into its words. Listen as I say the sentence and clap for each part.* Clap once for each word as you say the sentence. Have children echo and mimic. Then say: *I’m going to say another line from the song: “Hit it; hit it; hit it.”* Have a child repeat the line and clap for each part of the sentence. Then have the entire class echo and mimic.

Review Oral Vocabulary

Reread the Interactive Read Aloud Use the **Define/Example/Ask** routine to review the oral vocabulary words *cultures*, *appreciate*, *proud*, *tradition*, and *prefer*. Then have children listen as you reread “Cultural Festivals.”

- *What are special ways of celebrating Cinco de Mayo?* (People have parades and listen to mariachi music. They eat tacos and spicy soup at street fairs.)
- *What is a tradition during Diwali?* (giving gifts to friends and family)



Go Digital



Visual Glossary



“Cultural Festivals”



Category Words

Category Words: Food Words

1 Explain/Model Read aloud the following poem about food:

*One bite, two bites, I am eating a paleta.
Three bites, four bites, the flavor is so yummy.
Five bites, six bites, I love to eat paleta.
Seven bites, eight bites, the paleta is in my tummy.*

- Reread the first line of the poem and ask children which word is a food word, or a word that names something we eat. (paleta) Then challenge children to name other food words. Repeat the poem using the new food words in place of *paleta*. Invite children to read the poem aloud with you.

2 Guided Practice Display the Photo Cards for *cheese, egg, sandwich, soup, and yogurt*. What do these pictures have in common? (They are all food words.) Talk about each food word. Then work with children to create sentences using the food words from the Photo Cards. (Possible answers: I like Swiss cheese; I ate a peanut butter and jelly sandwich.)

- Ask children to identify food words that are part of a sandwich. Point to the bread, jelly, and peanut butter on the Photo Card for *sandwich*. Work with children to name other sandwich ingredients. (Possible answers: bun, cheese, mustard, lettuce, tomato, ham, turkey)

LET'S MOVE!

Give directions for children to act out. For example: *Crack an egg. Bite into an apple. Scoop up the cereal. Knead the dough. Stir the soup*. Then call out the direction words in random order, more quickly this time, and have children act them out. For example: *Bite. Scoop. Stir. Crack. Knead*.

ENGLISH LEARNERS

Describe Display the Photo Cards for *cheese, egg, sandwich, soup, and yogurt*. Point to each card as you name it and guide children to describe the food words. Have children repeat the food words in their native language and in English.

ELD ELD.P.III.K

YOUR TURN PRACTICE BOOK p. 115

Name _____

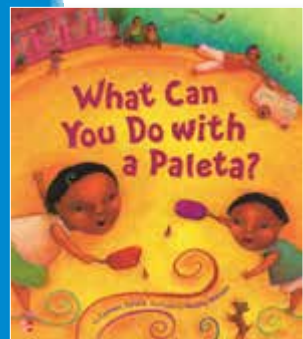
1.  corn  banana  carrot

2.  cake  apple  watermelon

3.  ham  tomato  fish

Category Words: Kinds of Foods
1. Put a marker on pictures of vegetables.
2. Put a marker on pictures of fruits.
3. Put a marker on pictures of meats.
What other kinds of foods are there? Tell about them.

→ Listening Comprehension



Literature Big Book



"A World Festival"

Strategy: Ask and Answer Questions

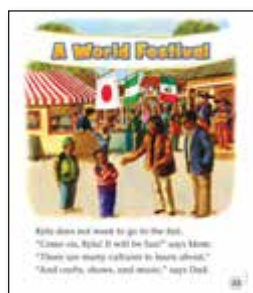
Remind children that good readers ask and answer questions as they read. Have children look at page 33. *We can ask: What will be at the festival? The text and illustrations tell us the answer: crafts, shows, and music from different countries around the world.*

Text Feature: Environmental Print

Explain Tell children that environmental print is the writing we see on signs, buildings, and products. We can learn more about a story from the environmental print shown in the illustrations.

Apply Have children look closely at page 33. *What signs do you see at the festival? (World Festival banner; food and drink sign)*

Read



LITERATURE BIG BOOK PAGE 33

CHARACTER, SETTING, EVENTS

*Where does the story take place?
(at a World Festival in Kyla's neighborhood) Who doesn't want to go to the fair? (Kyla)*

OBJECTIVES

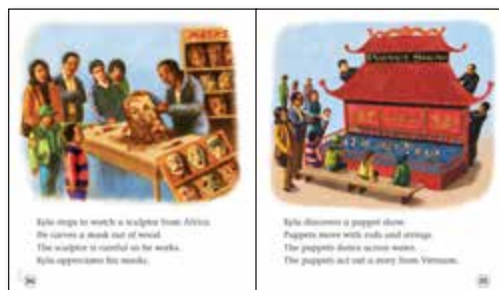
CCSS With prompting and support, identify characters, settings, and major events in a story. **RL.K.3**

CCSS Ask and answer questions about unknown words in a text. **RL.K.4**

- Understand the characteristics of fiction
- Use the text feature environmental print to gather information
- Apply the comprehension strategy: Ask and Answer Questions
- Make connections across texts

ACADEMIC LANGUAGE

environmental print



LITERATURE BIG BOOK PAGES 34-35

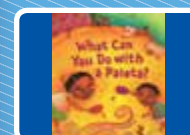
ASK AND ANSWER QUESTIONS

Which country is the puppet show from? (Vietnam) Point to Vietnam on a map or globe. Then point to the United States to show the waters and land between the two countries.

BUILD ORAL VOCABULARY

How does the author help us understand what carves means? (The illustration shows the man carving.) What clues help you know what a sculptor does? (The man is a sculptor. He carves wood. A sculptor carves.)

Go Digital



What Can You Do with a Paleta?



LITERATURE BIG BOOK PAGE 36

CHARACTER, SETTING, EVENTS

What do Kyla and her family do last at the festival? **(They dance and clap to a Mexican band playing music.)**

Point to Mexico on a map. Then point to your state. Have children trace a path from Mexico to your state.

Respond to the Text**Retell**

Help children use key details to retell the selection.

Reread

After children retell “A World Festival,” use the REREAD questions and **Close Reading Companion** page 43. Help them find text evidence to support their responses.

- How does the illustration on page 33 help you understand how Kyla feels about going to the fair? **(Kyla is crossing her arms and frowning. That shows me she does not want to go.)**
- When do Kyla’s feelings begin to change about the festival? **(As she sees the man carving and watches the puppet show.)**
Close Reading Companion
- How does Kyla feel at the end of the selection? **(She looks happy.)** How do you know? **(I looked at the picture.)** How do Kyla’s feelings change? **(Now she is glad to be at the festival.)**

Integrate**Make Connections**

Have children talk about the different ways people show how proud they are of the country they come from.

Write About It To help children increase writing fluency, have them write as much as they can for the next four minutes, about one way people show they are proud of their country.

**ENGLISH LEARNERS**

Reinforce Meaning As you read aloud the text, make the meaning clear by pointing to details in the illustrations. Ask children questions and elicit language.

ELD ELD.PI.K.I.Em • ELD.PI.K.I.Ex
• ELD.PI.K.I.Br

**CONNECT TO CONTENT**

Different Cultures Around the World Review with children cultures that were described in the story. Encourage children to tell about other cultures they know about. Display a map or globe and point out the different countries being discussed. Explain to children that a globe is a model of Earth.



NGSS 3-5.ETS1.A

Word Work

Quick Review

Build Fluency: Sound-Spellings: Show the following **Word-Building Cards**: *a, c, d, i, m, n, o, p, s, t*. Have children chorally say each sound. Repeat and vary the pace.



Phonemic Awareness

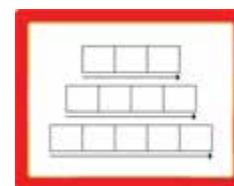
OBJECTIVES

- CCSS** Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**
- CCSS** Spell simple words, phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**
- CCSS** Read common high-frequency words by sight. **RF.K.3c**
- CCSS** Blend two to three phonemes into recognizable words. **RF.K.2f**
- CCSS** Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) **RF.K.3b**

- Segment words into phonemes
- Blend letter sounds to make words

Phoneme Segmentation

- 1 Model** Use **Sound Boxes** and markers. *Listen for how many sounds are in this word: sad. Say the word with me: sad. There are three sounds in sad. Say the sounds in sad with me: /s/ /a/ /d/. Let's place a marker for each sound in a sound box.* Demonstrate for children how to use the Sound Boxes. Repeat for *dad*.



Sound Box

- 2 Guided Practice/Practice** Distribute Sound Boxes and markers. Say each word. Have children repeat the word and say each sound as they place a marker in a box. Then have them tell the number of sounds in the word. Guide practice with the first word.

mad, /m/ /a/ /d/ dot, /d/ /o/ /t/ duck, /d/ /u/ /k/
dig, /d/ /i/ /g/ pad, /p/ /a/ /d/ sit, /s/ /i/ /t/

Long Vowel Awareness

- 1 Model** Remind children that the letter *o* is a vowel and that it can stand for the short sound /o/ and the long sound /ō/. The long *o* sound /ō/ can be spelled with the letters *o, e* as in *home*. Use the puppet to demonstrate how to blend phonemes. *The puppet is going to say the sounds in rope: /r/ /ō/ /p/. The puppet can blend those sounds to make the word: /rrrōōōp/, rope.* Tell children to listen for the long *o* sound, /ō/. Use the puppet to model phoneme blending with the words below. /n/ /ō/ /z/, nose; /k/ /ō/ /n/, cone; /h/ /ō/ /l/, hole
- 2 Guided Practice/Practice** *Listen to the puppet as it says the sounds in words. You will repeat the sounds and then blend them to say the word.* /h/ /ō/ /p/, hope; /b/ /ō/ /n/, bone; /j/ /ō/ /k/, joke
/r/ /ō/ /b/, robe /t/ /ō/ /n/, tone /n/ /ō/ /t/, note

Review Repeat blending routine for long *a, i* using the following words:

/n/ /ā/ /m/ /k/ /ā/ /p/ /k/ /ī/ /t/ /r/ /ī/ /d/

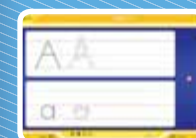
Go Digital



Phonemic Awareness



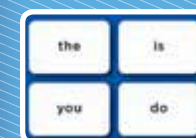
Phonics



Handwriting



Visual Glossary



High-Frequency Word Routine



Phonics

Blend Words with *d* and *a*, *i*, *m*, *p*, *s*, *t*

- 1 Guided Practice** Display **Word-Building Cards** *p*, *a*, *d*. Point to the letter *p*. *This is the letter p. The letter p stands for /p/. Say /p/. This is the letter a. The letter a stands for /a/. Listen as I blend the two sounds together /paaa/. Say /paaa/. This is the letter d. The letter d stands for /d/. Listen as I blend the three sounds /paaad/, pad. Now you say it. Let's change p to s. Use the same routine to blend sad.*
- 2 Practice** Write *did* and *dad*. Have children blend the words. Ask children to tell which letter is the same. (*d*) Ask children to tell which letters are different. (*i* and *a*) Discuss the sounds each letter stands for and how it changes the word. Repeat with *mad*, *mat*.

Decodable Reader

words in connected text.

Have children read "Did Sid See Don?" (pages 19-24), to practice decoding



High-Frequency Words

do

Practice Say the word *do* and have children write it. Then display the **Visual Vocabulary Card** *do* and follow the Teacher Talk routine on the back.

Build Fluency Build sentences in a pocket chart using **High-Frequency Word Cards**, **Photo Cards** and teacher made punctuation cards. Have children chorally read the sentences as you track the print. Then have them identify the word *do*.

Do you see the sky?

Do you like berries?

Do you like vegetables?

Do you like to juggle?

Have partners create sentences using the word *do*.



Visual Vocabulary Card

Monitor and Differentiate



Quick Check

Can children segment words into phonemes and read words with /d/ *d*?

Can children read and recognize high-frequency words?



Small Group Instruction

If No →	Approaching	Reteach pp. T144–I49
	EL	Develop pp. T162–I65
If Yes →	On Level	Review pp. T152–I55
	Beyond Level	Extend pp. T158–I59



→ Shared Read



Reading/Writing
Workshop Big Book
and Reading/Writing
Workshop

MINILESSON
10
Mins

Reread “Sid”

Focus on Foundational Skills

Model Book Handling Demonstrate book handling. Hold up the book and point to the front cover. *This is the front cover of the book.* Point to the back cover. *This is the back cover.* Model turning the pages of the book.

Model Concepts About Print Point to the cover. Read the title while reminding children how you read from left to right. Then model reading each sentence of the story, tracking the print as you read. *Remember that when I read each sentence, I begin on the left and move to the right.* Finally, invite a volunteer to come up to the **Big Book** and model reading from left to right, tracking the print with his or her finger.

Focus on Comprehension

Reread Review each rebus and discuss what it stands for. Then have children chorally read the story. Children should sound out the decodable words and say the sight words. Offer support as needed using the student **Reading/Writing Workshop**.

Ask the following:

- Look at page 24. What does Sid see? (his new house)
- Look at page 25. Who is knocking or tapping on the front door? (a neighbor named Dan)
- Look at page 29. What are new friends Sid and Tod doing? (playing ball)

Go
Digital



“Sid”

"Sid"



READING/WRITING WORKSHOP, pp. 22-29

Focus on Fluency: Intonation

- 1 **Explain** Explain that you change the tone of your voice when you read sentences that end with a period, question mark, or exclamation point. Point out different kinds of punctuation in the story, including the title.
- 2 **Model** Model reading pages 22 and 23 of "Sid." Point to the question mark on page 23. *When I read page 23, I notice how the sentence ends with a question mark. When I read the question, I change my tone so that my voice goes higher, like this.* Read the question with appropriate intonation. Then point out differences in intonation by reading other sentences in the story that end with other types of punctuation.
- 3 **Guided Practice** Read the title and encourage children to echo you. Then read each sentence in the story and have children repeat it using proper intonation. Finally, invite the class to choral read the story as you listen for proper intonation.

Respond to Text



Talk About It Have children talk about what they learned about neighbors. Use this sentence starter to focus discussion and help them cite text evidence.

I learned that neighbors . . .



Language Arts



Independent Writing

Write About the Reading/Writing Workshop

Revise

Reread the prompt about the story *Sid*: “What are good neighbors like?” Have children read their drafts to see if they answered the question. Then have them check for the following:

- **Details** Is their response based on evidence from the text and illustrations? Remind children that sometimes the answer to the prompt is not stated word for word in the text. They need to think about the text evidence to help them answer the prompt.

Trait: Ideas

- **Adjectives** Did they use an adjective that tells more about, or describes, a person or thing? **Grammar**

- **Specific Words:** Did they choose words that really tell about how something looks, smells, tastes, sounds, or feels? **Trait: Word Choice**



Peer Review Have children work with a partner. Ask partners to check that the response includes text evidence and a word that tells about how something looks, smells, tastes, sounds, or feels, or an *adjective*. Does the drawing go along with the writing? They should take notes about what they like most about the writing, questions they have for the author, and ideas they think the author could include. Have partners discuss these topics. Provide time for them to make revisions.

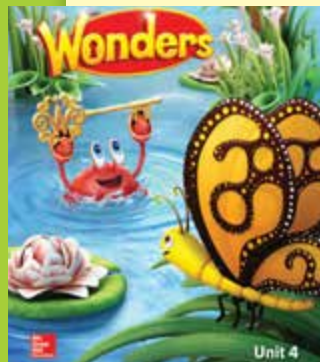
Proofread/Edit

Have children check their work for the following:

- All sentences start with a capital letter.
- All sentences have a punctuation mark.
- All words are spelled correctly.



Peer Edit Next, have partners exchange their drafts and take turns reading for the mistakes above. Encourage partners to discuss and fix errors together as they read.



Reading/Writing Workshop

OBJECTIVES

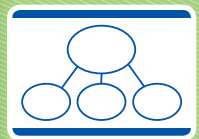
CCSS Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.2**

CCSS With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.5**

ACADEMIC LANGUAGE

- *Revise, draft, adjective*
- Cognates: *revisar, adjetivo*

Go Digital



Graphic Organizer



Writing



Grammar

Final Draft

After children have edited their own writing and finished their peer edits, have them write their final draft. Tell children to write neatly so that others can read their writing or guide students to explore a variety of digital tools to produce and publish their writing. Have children add a drawing with their writing. Encourage children to include details in their drawings that help make their writing clear.

Teacher Conference As children work, conference with them to provide guidance. Encourage children to find adjectives in their writing. Help them to find places where they can add more adjectives.



Grammar

Describing Words (Adjectives)

- 1 Review** Remind children that we use our senses to help us choose good describing words, or adjectives. Show the Photo Card for watermelon. Ask children to name some adjectives that describe a watermelon.
(red, green, juicy, sweet)
- 2 Practice** Display the Photo Card for vegetables and identify those shown with children. Have children work in pairs to name adjectives that describe the vegetables (orange, red, green, long, smooth, shiny, flowery, leafy, skinny). Record responses on chart paper. Have one partner think of one of the vegetables pictured. Tell children to guess which vegetable their partner is thinking of, using the adjectives in a sentence frame: Is it _____? Then, have partners switch roles. Provide support as needed.



Talk About It Have partners work together to orally generate sentences with adjectives. Encourage them to create sentences about why a particular food is their favorite. Read aloud this sentence frame: *I like _____ because it is _____.*



ENGLISH LEARNERS

Picture Cards and Describing Words Display Photo Cards for *grapes*, *lemon*, *peach*, and *pear*. Work with children to name describing words (adjectives) that tell about the fruit. Have children use a phrase or sentence with the adjective and fruit as well as they can. For example: *purple grapes* or *The grapes are purple*.

ELD ELD.PI.K.I.Em • ELD.PI.K.I.Ex
• ELD.PI.K.I.Br

Daily Wrap Up

- Review the Essential Question and encourage children to discuss it, using the oral vocabulary words.
- Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

OBJECTIVES

CCSS Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.7**

CCSS With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.K.6**

ACADEMIC LANGUAGE

- *research, Internet*
- Cognates: *internet*



HSS HSS K.4.4



RESEARCH AND INQUIRY

Make a Display

Tell children that today they will do a research project with a partner to make a display about people or places in their neighborhood. Review the steps in the research process below.

STEP 1 Choose a Topic

Guide partners to talk about people who live in their neighborhood. Have them think about neighbors who come from different places. Prompt partners to discuss neighborhood places, such as stores and restaurants, that come from different cultures.

STEP 2 Find Resources

Talk about locating and using resources to collect information. Encourage children to gather details by asking questions. Guide children to use maps and the Internet as resources, too. Have children use the Research Process Checklist online.

STEP 3 Keep Track of Ideas

Have children list their ideas by drawing pictures or writing words. Help children write words that may be unfamiliar because they are names of countries or states.

Go
Digital



Collaborate

Collaborative Conversations



Listen Carefully As children engage in discussions with a partner, in a small group, or as a whole class, encourage them to:

- look at the person who is speaking.
- listen to the words the speaker is saying.
- respect others by not interrupting them.
- repeat classmates' ideas to check understanding.

STEP 4 Create the Project: Our Neighbors Display

Explain the characteristics of the project:

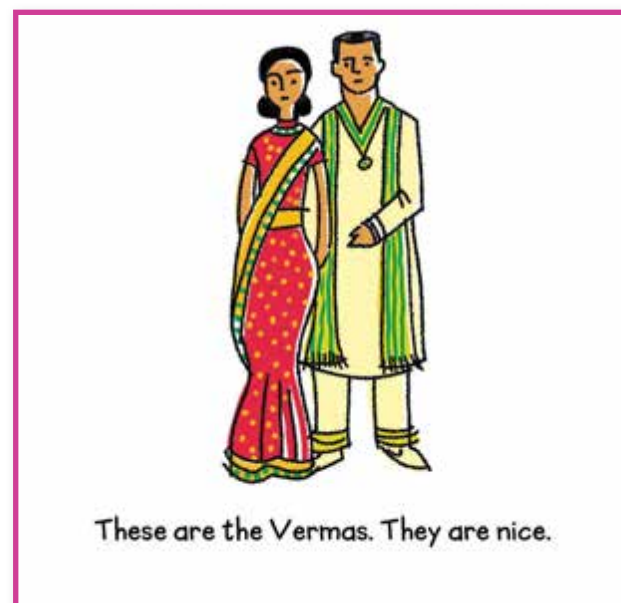
- **Information** This display will give information about people or places in the neighborhood.
- **Text** Tell pairs that their portion of the display will have a sentence that describes their illustration. Provide this sentence frame:

These/This are/is the _____.

- **Illustration** Direct children to draw a picture of the person or place.

Direct children to work with a partner to choose someone or something in their neighborhood that they will represent in the display.

- Guide children to use the research from the Internet sources and digital tools to produce and publish their writing.
- Guide children to name the person or thing in the first sentence.
- Encourage children who can write more about their topic to do so.
- Encourage children to include details in their illustration.



DISPLAY

ENGLISH LEARNERS SCAFFOLD

Emerging

Use Sentence Frames Pair children with more fluent speakers. Provide sentence frames to help children describe their illustration. For example: Our picture shows _____. It is from _____.

Expanding

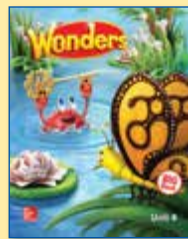
Discuss Guide children to focus on what is interesting about having people or things in the neighborhood (such as restaurants) from different cultures. You might also ask how children know that people are from cultures that are different from their own.

Bridging

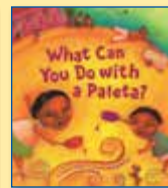
Describe Prompt children to use adjectives to describe details in their pictures. Use the details and adjectives as springboards for additional questions that help fully describe the cultural aspects of children's pictures.

ELD ELD.PI.K.I.Em • ELD.PI.K.I.Ex • ELD.PI.K.I.Br • ELD.PI.K.5.Ex • ELD.PII.K.5.Br

Materials



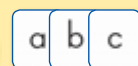
Reading/Writing
Workshop Big Book
UNIT 4



Literature Big Book
*What Can You Do
with a Paleta?*



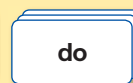
Interactive Read-Aloud
Cards



Word-Building
Cards



Visual
Vocabulary
Cards
do



High-Frequency
Word Cards
a see
and the
do to
go we
like you



Photo
Cards
banana
celery
cherry
olive
pea
soup
yogurt



Response Board



"Did You See
a Dolphin?"

Word Work



Phonemic Awareness

OBJECTIVES

- CCSS** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**
- CCSS** Read common high-frequency words by sight. **RF.K.3c**
- CCSS** Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) **RF.K.3b**

- Segment words into phonemes
- Blend sounds to read words with /d/ d

Phoneme Segmentation

- 1 Model** Use **Sound Boxes** and markers. *Listen to this word: dip. Say it with me: dip. Say the sounds in dip with me: /d/ /i/ /p/. Let's place a marker for each sound in a box: /d/ /i/ /p/. Repeat for Don.*
- 2 Guided Practice/Practice** Distribute **Sound Boxes** and markers. Say each word. Have children repeat the word and say each sound as they place a marker in a box. Then have them tell the number of sounds in the word. Guide practice with the first word. Use these words: mud, dock, Dan, dim, nod, sad.

Long Vowel Awareness

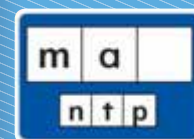
- 1 Model** Remind children that the letter *o* is a vowel and that it can stand for the short sound /o/ and the long sound /ō/. The long *o* sound /ō/ can be spelled with the letters *o*, *e* as in nose. Hold up the **Photo Card** for *nose*. *This is a picture of a nose. Nose has the /ō/ sound. Listen: /nnn/ /ōōō/ /zzz/. When I hear /ō/, I know the vowel sound is long. Place nose card on one side of a pocket chart to begin a column for long o. Repeat with the Photo Card for sock placing it on the other side of the pocket chart to begin a column for short o.*
- 2 Guided Practice/Practice** Say the name of the following Photo Cards and have children sort them by the long and short *o* vowel sound: *boat, box, comb, fox, goat, knot, lock, mop, rope, rose*. Guide children with the first card.

Review Repeat the sorting routine with short and long *a* and *i* and the following **Photo Cards**: *bat, game, fan gate, pig, nine, six, kite*.

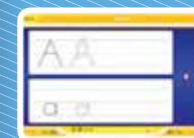
Go Digital



Phonemic
Awareness



Phonics



Handwriting



Visual
Glossary



Phonics

Read Words with *d* and *a, i, m, n, p, s*

1 Guided Practice Remind children that the letter *d* can stand for the sound /d/. Display **Word-Building Cards** *m, a, d*. Point to the letter *m*. *The letter m stands for the sound /m/. Say /mmm/. The letter a stands for the sound /a/. Say /aaa/. The letter d stands for /d/. Say /d/. Let's blend the sounds to make the word: /mmaaad/ mad. Let's change m to s. Blend and read sad with children.*

2 Practice Write these words and sentences for children to read: Dan, pad, dim, did. I am sad. Don can see the mat. Did you like the cat? Dad can see Pam and Dot.



Have children write the letter *d* on their **Response Boards**. Play and sing "Did You See a Dolphin?" Have children hold up and show the letter *d* on their boards when they hear initial /d/.

Dictation

1 Review Dictate the following sounds for children to spell. As you say each sound, have children repeat it and then write the letter that stands for the sound: /d/, /k/, /n/, /i/, /o/, /t/.

2 Dictate the following words for children to spell. Model for children how to use sound boxes to segment each word to scaffold the spelling. *I will say a word. You will repeat the word, then think about how many sounds are in the word. Use your Sound Boxes to count the sounds. Then write one letter for each sound you hear: sad, cat, dot, sip, pad, dim. Then write the letters and words for children to self-correct.*

Quick Review

Build Fluency: Sound-Spellings: Show the following **Word-Building Cards**: *c, d, i, m, n, o, t*. Have children chorally say each sound. Repeat and vary the pace.

Monitor and Differentiate



Quick Check

Can children segment words into phonemes and read words with /d/ *d*?

Can children read and recognize high-frequency words?



Small Group Instruction

If No →	Approaching	Reteach p.T144-149
	EL	Develop p.T162-165
If Yes →	On Level	Review p.T152-155
	Beyond Level	Extend pp. T158-159



High-Frequency Words

do



1 Review Display **Visual Vocabulary Card** *do*.

Choose a Partner Talk activity on back.

Visual Vocabulary Card

Distribute each of these **High-Frequency Word Cards**: *and, do, go, to, you*. *I will say some sentences. When you hear the word that is on your card, stand and hold up your word card.*

Do birds fly in the sky?

Tim *and* Don will come.

You can see the sun.

I want *to* give this *to* her.

Do you want *to go* with us.

→ Language Arts



Independent Writing

Write About the Reading/Writing Workshop

Reading/Writing Workshop

OBJECTIVES

- CCSS** Speak audibly and express thoughts, feelings, and ideas clearly. **SL.K.6**
- CCSS** Use a combination of drawing, dictation, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.5**

- Recognize describing words (adjectives)

ACADEMIC LANGUAGE

- *present, publish, adjective*
- *Cognates: presente, adjetivo*

Prepare

Tell children that they will present their finished writing and drawing to the class.

Remind children to:

- Plan how they will explain how they used evidence in the text and illustrations in their response.
- Consider their audience.
- Think about how they will describe their drawings to the class.

Present

Have children take turns standing up and reading their responses aloud.

Tell children to:

- Speak clearly and in a loud voice.
- Point to their drawings and explain the details.
- Listen quietly and wait until the presenter has finished before asking him or her any questions.

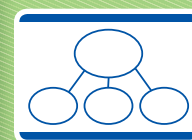
Evaluate

Have children discuss their own presentations and evaluate their performances, using the presentation rubric. Use the teacher's rubric to evaluate children's writing and drawings. Have children look back at their previous writing in their Writer's Portfolio and discuss how they have changed as writers throughout the year. Encourage children to share their observations with a partner.

Publish

After children have finished presenting, collect their responses. Create a bulletin board display entitled "Be a Good Neighbor" and attach children's writings. Then have children add their writing to their Writer's Portfolio.

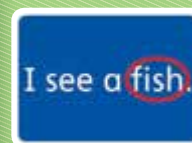
Go Digital



Graphic Organizer



Writing



Grammar



Grammar

Describing Words (Adjectives)

1 Review Remind children that an adjective is a describing word that tells more about something. Explain to children that sometimes the adjective will come before the naming word. Other times the adjective may come after the naming word. Show the **Photo Card** for *soup*. Write and read aloud the following sentence: *The soup is red.* Have children tell what the describing word is. (red) *What does it describe? (the soup)*

2 Review/Practice Write and read aloud this sentence frame:

The _____ is _____.

Point to the first blank and tell children that the name of the food goes there. Point to the second blank and tell children a describing word goes there. Write *soup* and *red* on self-stick notes to fill in the blanks and read *The soup is red.*

Have children work in groups. Show groups the Photo Cards for *banana*, *celery*, *cherry*, *olive*, *pea*, and *yogurt*. Have children choose a food to describe. Provide the sentence frame above and self-stick notes. Circulate to help children write their adjectives and to offer corrective feedback as needed. Guide children to think of multiple describing words for each food.

Daily Wrap Up

- Review blending words with initial and final /d/ d. Remind children that describing words give details about something.
- Use the **High-Frequency Word Cards** to review the **Words to Know**.
- Remind children that they can choose many different words to describe one thing.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about meeting your neighbors.
- Take notes and retell.
- Use **ACT** prompts as needed.

Reread DOK 2–3

- Analyze craft and structure.
- Use the *Close Reading Companion*.

Integrate DOK 4

- Integrate knowledge and ideas and make text-to-text connections.
- Use the Integrate lesson.
- Use *Close Reading Companion*, p. 44.

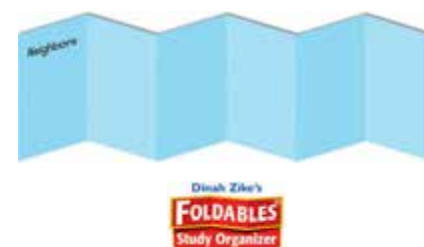


TEXT CONNECTIONS

Connect to the Essential Question

Write the Essential Question on the board: *Who are your neighbors?*
Read the Essential Question aloud. Tell children that they will think about all of the information that they have learned about neighbors. Say: *We have read many selections on this topic. We will compare the information from this week's **Literature Big Book** selections What Can You Do with a Paleta? and the Paired Selection "A World Festival."*

Evaluate Text Evidence Guide children to review the selections and their completed graphic organizers. Have children work with partners to compare information from all the week's reads. Children can record notes using a Foldable®. Guide them to record information from the selections that helps them to answer the Essential Question.



Make a Display

OBJECTIVES

- CCSS** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.7**



Have children create a checklist and review their illustrations for the display.

- Does their drawing show a person or a place in their neighborhood?
- Have they included a sentence that describes their drawing?
- Did they use the research from the Internet sources and digital tools to produce and publish their writing?
- Did they include details in their drawing?

Guide partners to practice sharing their illustrations with each other. Children should practice speaking and presenting their information clearly.

Prompt children to ask questions to clarify when something is unclear: *What did you learn about the people or places in your neighborhood? What did you want your drawing to show? How does your drawing show neighbors or places in your neighborhood?* Have children use the Presentation Checklist online.

Go Digital

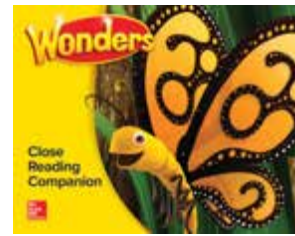


Resources:
Research and
Inquiry



Text to Poetry

Read aloud with children the Integrate activity on page 44 of the *Close Reading Companion*. Guide partners to discuss how the poem is similar to the selections they read this week. Have partners collaborate to complete the Integrate page by following the prompts.



OBJECTIVES

- CCSS** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.K.9**

Present Ideas and Synthesize Information

When children finish their discussions, ask a volunteer from each pair to share information from their Foldable® and Integrate pages. After they present their ideas, ask: *How does learning about your neighbors help you answer the Essential Question: Who are your neighbors?* Lead children to discuss using the information from their charts to answer the Essential Question.

SPEAKING AND LISTENING



As children are working with partners in their *Close Reading Companion*, or on their illustrations for the display, make sure that they are actively participating in the conversation, and when necessary, remind children to use these speaking and listening strategies.

Speaking Strategies

- Speak clearly and point out the key details in your drawing.
- Stay on topic.
- Answer questions politely and provide additional details.

Listening Strategies

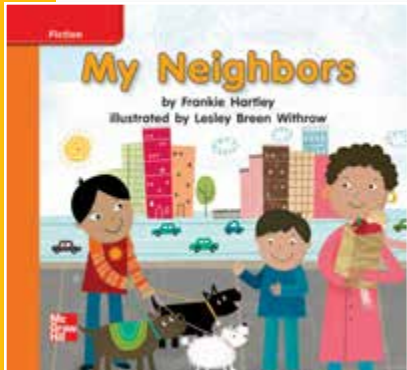
- Respect others by not interrupting.
- Ask a question if something is unclear.
- Listen carefully and look at the person who is speaking.

OBJECTIVES

- CCSS** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **SL.K.1**
- CCSS** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **SL.K.4**
- CCSS** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.5**



Approaching Level



Leveled Reader

OBJECTIVES

- CCSS** With prompting and support, ask and answer questions about key details in a text. **RL.K.1**
- CCSS** With prompting and support, retell familiar stories, including key details. **RL.K.2**
- CCSS** With prompting and support, identify characters, settings, and major events in a story. **RL.K.3**
- CCSS** Read emergent-reader texts with purpose and understanding. **RF.K.4**
- CCSS** Use illustrations and context to make predictions about text. **RL.K.10b**

Leveled Reader: *My Neighbors*

Before Reading

Preview and Predict

Show children the cover of the book. Read the title and the names of the author and illustrator. Discuss the cover illustration. Say: *Think about the title. Where might this story take place?* Preview each illustration and identify the rebus pictures. Ask children what they think the story will be about.

Review Genre: Fiction

Remind children that fiction is a made-up story. Say: *A fiction story has characters and events.* Ask children to name some of their favorite fiction stories and tell what happens to the characters.

Model Concepts of Print

Model for children how to read the text on page 2, while you track your finger under each word.

Review High-Frequency Words

Point to the high-frequency word *do* on page 2 of the story. Then ask children to look through the rest of the book to find the word *do*.

Essential Question

Set a purpose for reading. Say: *Let's read the book to find out who the boy's neighbors are.* Remind children to use the rebuses and illustrations as they read.

During Reading

Guided Comprehension

As children read *My Neighbors*, monitor and provide guidance by correcting blending and modeling the strategy and skill.

Go
Digital



Leveled
Reader

Strategy: Ask and Answer Questions

Remind children that as they read they can ask questions about things they don't understand and look for answers in the text and pictures.

Skill: Character, Setting, and Events

Explain to children that they can learn a lot about a story by thinking about the characters, setting, and events. Explain that characters are the people in a story. The setting is where and when the story takes place. The events are the things that happen in the story.

Think Aloud On page 2, I see from the picture that the boy and his mom are the main characters. The baker is another character. The setting is their neighborhood. The event is that the boy and his mother are buying bread.

Guide children to talk about the events happening on each page. Ask children to read the sentence and look at the illustration. Then have them describe the event they see the characters taking part in.

After Reading

Respond to Reading

- What are the boy and his mother doing on page 3? (shopping for fruit)
- Who do the boy and his mother meet in their neighborhood on page 4? (a boy walking dogs)
- Why is it fun to meet different people in your neighborhood? (You can talk to the different people and see what they are doing each day.)

Retell

Have children take turns retelling the story. Help them make a personal connection by asking: *Who do you see in your neighborhood?*

Model Fluency

Reread the story aloud, pausing after each page and have children choral-read with you.

Apply Have children practice reading aloud and emphasizing different words as they point to each word and rebus.

LITERACY ACTIVITIES

Have children complete the activities on the inside back cover of the reader.

Level Up



Level-up lessons available online.

IF Children read *My Neighbors* **Approaching Level** with fluency and correctly answer the Respond to Reading questions,

THEN Tell children that they will read another story about who their neighbors are.

- Have children page through *Neighborhood Party* **On Level** as you preview what children know about the people in their neighborhood.
- Have children read the story, monitoring their comprehension and providing assistance as necessary.



Approaching Level

Phonological Awareness

ELD ELD.PIIL.K

SENTENCE SEGMENTATION

TIER
2

OBJECTIVES

CCSS Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.K.2**

I Do

Remind children that all sentences are made of words. Say the line from the song "La Piñata," *See that you don't miss it!* Say the sentence again. Have children clap the words while you holding up a finger and count each word. *There are six words in this sentence.*

We Do

Repeat the line and have children hold up fingers and count the words in the sentence as you say them.

You Do

Say the first part of the last line of the song: *Try to find the distance.* . . Have children clap for each word. Repeat the line and have children hold up a finger for each word. Ask how many words. (5)

ELD ELD.PIIL.K

PHONEME ISOLATION

TIER
2

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Display the **Dolphin Photo Card**. *This is a dolphin. The first sound I hear in dolphin is /d/.* Have children repeat the word with you, emphasizing the initial sound. Then have them say the first sound with you: /d/. Repeat for final /d/ using the **Bird Photo Card**.

We Do

Display the **Dinosaur Photo Card**. Name the photo and have children repeat it. *What is the first sound in dinosaur?* (/d/) Say the sound together. Repeat for final /d/ using the **Cloud Photo Card**.

You Do

Display the **Door Photo Card**. Have children say the name, then say the initial sound: *door, /d/*. Repeat for final /d/ using the **Hand Photo Card**.

You may wish to review Phonological Awareness and Phonemic Awareness with **EL** using this section.

ELD ELD.PIIL.K

PHONEME BLENDING

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Listen as the puppet says the sounds in a word: /d/ /o/ /t/. Now the puppet will blend the sounds together to make a word: /dooot/, dot. The puppet blended the sounds /dooot/ to make the word dot. Repeat with bad, dock.

We Do

The puppet will say the sounds in a word. Listen to the puppet, then blend the sounds to say the word. Have the puppet say /d/ /i/ /m/. Have children repeat. Now let's blend the sounds and say the word with the puppet: /d/ /i/ /m/, /diiimmm/, dim. Repeat with pad.

You Do

Have the puppet say the following sounds. Ask children to blend the sounds and say the words:

/d/ /u/ /k/ duck /d/ /a/ /b/ dab /s /a/ /d/ sad /d/ /i/ /d/ did

ELD ELD.PIIL.K

PHONEME SEGMENTATION

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Use the **Sound Boxes** and markers. *Listen as I say a word: mad. Say the word with me: mad. There are three sounds in mad: /m/ /a/ /d/. I'll place a marker for each sound: /m/ /a/ /d/. Point to the sounds in turn and have children say them with you. Repeat for dip.*

We Do

Distribute Sound Boxes and markers. *Listen as I say a word: dim. Say the word with me: dim. Say the sounds with me: /d/ /i/ /m/. How many sounds do you hear? (3) Now place a marker for each sound. Repeat for the word dad.*

You Do

Say the word sad. Have children repeat the word, then say its sounds. Have them tell the number of sounds, then place a marker for each sound. Continue with the words dot, day, had, red, and deck.



ENGLISH LEARNERS

For the children who need phonics, decoding, and fluency practice, use scaffolding methods as necessary to ensure students understand the meaning of the words. Refer to the Language Transfer Handbook for phonics elements that may not transfer in students' native languages.

→ Approaching Level

Phonics

ELD ELD.PIIL.K

SOUND-SPELLING REVIEW

TIER
2

OBJECTIVES

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

I Do

Display **Word-Building Card o**. Say the letter name and the sound it stands for: /o/ o. Repeat for *m, a, s, p, t, i, n, c*.

We Do

Display Word-Building Cards one at a time and together say the letter name and the sound that each letter stands for.

You Do

Display Word-Building Cards one at a time and have children say the letter name and the sound that each letter stands for.

ELD ELD.PIIL.K

CONNECT *d* TO /d/

TIER
2

OBJECTIVES

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

I Do

Display the **Dolphin Sound-Spelling Card**. *The letter d stands for /d/ at the beginning of dolphin. Say the name of the letter and the sound it stands for. (d, /d/) I'll write d when I hear /d/: dance, deep, mile, desk, tool. Repeat for final /d/ using the Cloud Photo Card and the words head, glad, gate, muffin, kid.*

We Do

Day begins with /d/. Let's write d. With children, write d when they hear /d/. Say: sail, dish, dash, poem. Repeat for final /d/ using hop, said, camp, head, feed.

You Do

Have children write the letter *d* if a word begins with /d/: *date, pear, sick, disk, down, talk*. Repeat for final /d/ using *small, wet, read, weed, green, sad*.

ELD ELD.PIIL.K

RETEACH

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Display **Reading/Writing Workshop**, p. 20. The letter *d* stands for the /d/ sound you hear at the beginning of *dolphin*. Say *dolphin*, emphasizing /d/.

We Do

Have children name each picture in row 1. Repeat the name, emphasizing /d/. Repeat for row 2, emphasizing the final sound.

You Do

Guide children in reading the words in row 3. Then have them read the words in row 4, offering assistance as needed.

ELD ELD.PI.II.K

BLEND WORDS WITH /d/d

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Display **Word-Building Cards** *d, o, t*. *This is the letter d. It stands for /d/. This is the letter o. It stands for /o/. This is the letter t. It stands for /t/. Listen as I blend all three sounds: /doooot/, dot. The word is dot. Repeat for pod.*

We Do

Now let's blend more sounds to make words. Make the word dim. Let's blend /diiimmm/, dim. Have children blend to read the word. Repeat with the word sad. Let's blend /saaad/, sad.

You Do

Distribute sets of Word-Building Cards with *d, i, a, m*, and *p*. Write: *pad, dim, dip, mad*, and *mid*. Have children form the words and then blend and read the words.

Decodable Reader Have children read "Did Dan?" (pages 13–18) and "Did Sid See Don?" (pages 19–24) to practice decoding words in connected text.

ELD ELD.PI.II.K

REREAD FOR FLUENCY

OBJECTIVES

CCSS Read emergent-reader texts with purpose and understanding. **RF.K.4**

I Do

Turn to p. 22 of the **Reading/Writing Workshop** and read aloud the title. *Let's read the title together.* Page through the book. Ask children what they see in each picture. Ask children to find the high-frequency word *do* on pp. 23 and 24.

We Do

Then have children open their books and chorally read the story. Have children point to each word as they read. Provide corrective feedback as needed. After reading, ask children to recall the people who welcomed Sid's family to their new home.

You Do

Have children reread "Sid" with a partner for fluency.

ELD ELD.PI.II.K

BUILD FLUENCY WITH PHONICS

Sound/Spelling Fluency

Display the following **Word-Building Cards**: *m, a, s, p, t, l, n, c, o*, and *d*. Have children chorally say each sound. Repeat and vary the pace.

Fluency in Connected Text

Have children review the Decodable Reader selections. Identify /d/d and blend words as needed. Have children reread the selections on their own or with a partner.

→ Approaching Level

High-Frequency Words

TIER
2

RETEACH WORDS

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

I Do

Display **High-Frequency Word Card** *do* and use the **Read/Spell/Write** routine to reteach the word.

We Do

Have children turn to p. 21 of **Reading/Writing Workshop** and discuss the first photo. Then read aloud the first sentence. Reread the sentence with children. Have children point to the word *do* in the sentence. Use the same routine for the other sentence on the page.

You Do

Write the sentence frame *Do you like to ____?* Have children copy the sentence frame on their **Response Boards**. Then have partners work together to read and orally complete the frame by asking each other to name things they like to do.

CUMULATIVE REVIEW

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

I Do

Display the **High-Frequency Word Cards** *I, can, the, we, see, a, like, to, and, go, you, do*. Use the **Read/Spell/Write** routine to review words. Write sentences such as: *Dan and Sid do not like to mop. Can you see the pin on the cap?*

We Do

Chorally read the sentences. Then guide children to create a sentence as a class using the High-Frequency Words.

You Do

Have partners create sentences using the High-Frequency Words. Remind them to refer to the High-Frequency Word Cards as needed. Then have them write the words on their **Response Boards**.

REVIEW WORDS

OBJECTIVES

CCSS

Identify real-life connections between words and their use. **L.K.5c**

Develop oral vocabulary: *cultures, appreciate, proud, tradition, prefer*

I Do

Use the **Define/Example/Ask** routine to review words. Use the following:

- cultures* **Cultures** are the languages, holidays, and special foods shared by groups of people.
- appreciate* When you **appreciate** something, you respect it or value it.
- proud* When you are **proud**, you feel good about yourself or something you have done.
- tradition* A **tradition** is a belief or habit that is repeated in a family.
- prefer* When you **prefer** something, you like it more than something else.

We Do

Ask questions to build understanding. *What have you learned about cultures in books you have read? Why do you appreciate your school? What is something you have done at school that you are proud of? What is a new tradition in your family? Which do you prefer to eat—fruit or vegetables? Why?*

You Do

Have children complete these sentence frames: *We can learn about new cultures by _____. I appreciate a new box of crayons because _____. My family was proud because _____. A summer tradition is _____. I prefer hot days to cool days when I want to _____.*

Comprehension

SELF-SELECTED READING

OBJECTIVES

CCSS

With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

Apply the strategy and skill to reread the text.

Read Independently

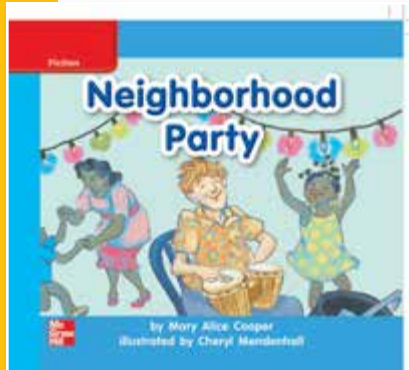
Help children select a story with illustrations for sustained silent reading. Remind children that they can use illustrations to help them understand what is happening with the characters, setting, and events in a story. Tell children to ask and answer questions before, during, and after reading.

Read Purposefully

Before reading, help children identify an illustration of a character they want to find out more about. After reading, guide children to discuss the illustration. Have them explain how the illustration helped them understand the story. *Why did you want to learn more about the character? How did the picture help you answer questions as you read?*



On Level



Leveled Reader

OBJECTIVES

- CCSS** With prompting and support, ask and answer questions about key details in a text. **RL.K.1**
- CCSS** With prompting and support, retell familiar stories, including key details. **RL.K.2**
- CCSS** With prompting and support, identify characters, settings, and major events in a story. **RL.K.3**
- CCSS** Read emergent-reader texts with purpose and understanding. **RF.K.4**
- CCSS** Use illustrations and context to make predictions about text. **RI.K.10b**
- CCSS** Use illustrations and context to make predictions about text. **RI.K.10b**

Leveled Reader: *Neighborhood Party*

Before Reading

Preview and Predict

Show children the cover of the book. Read the title and the names of the author and illustrator. Ask children what the author and illustrator do. Have children talk about what they see on the cover. Preview the illustrations inside the book and allow children to predict what they will learn. Say: *This book is about a neighborhood party. What do you see in the illustrations that make it look like a party?*

Review Genre: Fiction

Review with children that fiction is a made-up story that has characters, events, and settings.

Model Concepts of Print

Model how to point to each word as you read a page of text. Tell children to point to the words as you read each page in the book.

Review High-Frequency Words

Point out the word *do* on page 2. Ask children to use the word in a sentence of their own.

Essential Question

Set a purpose for reading: *Who do you think lives in this neighborhood? Let's read the book to find out who the neighbors in this city apartment building are.*

During Reading

Guided Comprehension

As children whisper-read, monitor and provide guidance by correcting blending and modeling the strategy and skill.

Go
Digital



Leveled
Reader

Strategy: Ask and Answer Questions

Remind children that as they read they can ask questions about things they don't understand and look for answers in the text and pictures.

Skill: Characters, Setting, and Events

Remind children that characters are the people in a story, the setting is the place, and the events are what happens in the story. Explain that the illustrations will help children identify the characters, setting, and events in a story.

Think Aloud Looking at the illustration on page 2, I see some of the characters. They are on the roof of an apartment building. This is the setting of the story. A man is bringing food for the party. The text tells me some of this, and I understand more when I look at the illustration.

Guide children to discuss the text and illustration on each page and talk about what the characters are doing.

After Reading

Respond to Reading

- What kinds of foods are at the party at the apartment building? (tacos, soup, chips, dip, hot dogs, dumplings)
- Who are the people at the party? (the neighbors in the building)
- What makes all the foods at the party different from each other? (They are from different cultures, or different countries.)

Retell

Have children take turns retelling the story. Help them make personal connections by asking: *What are some foods that you would like to share with your neighbors?*

Model Fluency

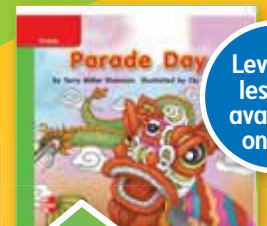
As you read the first few pages, have children chorally repeat each sentence.

Apply Have children practice reading with partners. Encourage them to use expression in their voices as they read.

LITERACY ACTIVITIES

Have children complete the activities on the inside back cover of the reader.

Level Up



Level-up lessons available online.

IF Children read *Neighborhood Party* **On Level** with fluency and correctly answer the Respond to Reading questions,

THEN Tell children that they will read another story about who their neighbors are.

- Have children page through *Parade Day* **Beyond Level** as you talk about what the children see at a community parade.
- Have children read the story, monitoring their comprehension and providing assistance as necessary.

→ On Level

Phonemic Awareness

PHONEME ISOLATION

OBJECTIVES

CCSS

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Display the **Dolphin Photo Card**. *This is a dolphin. The first sound is /d/. Say it with me.* Repeat for final /d/ using the **Hand Photo Card**.

We Do

Say *dug* and have children repeat. *What is the first sound in dug?* (/d/) Repeat with *cap*, *deer*, and *pin*. Repeat for final sounds with *tip*, *hid*, *mom*.

You Do

Say these words and have children tell the initial sound: *ox*, *man*, *dog*, *dim*, *tan*, *can*. Repeat for final sounds using the words *pad*, *pat*, *cap*, *ram*.

PHONEME BLENDING

OBJECTIVES

CCSS

Blend two to three phonemes into recognizable words. **RF.K.2f**

I Do

Listen as the puppet says the sounds in a word: /d/ /a/ /sh/. The puppet will blend the sounds together to make a word: /daaash/, dash. When the puppet blends the sounds together, it makes the word dash. Repeat with *dish*, *had*.

We Do

The puppet will say sounds in a word. Repeat the sounds, then blend the sounds to say the word. Have the puppet say /d/ /i/ /m/. Guide children to repeat the sounds and blend them to make *dim*.

You Do

Have the puppet say the following sounds. Ask children to repeat the sounds and then blend them to say the word: /d/ /u/ /k/ *duck*; /s/ /a/ /d/ *sad*; /n/ /o/ /d/ *nod*; d/ /u/ /g/ *dug*.

PHONEME SEGMENTATION

OBJECTIVES

CCSS

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Use the **Sound Boxes** and markers. *Listen as I say a word: mad. Say it with me. There are three sounds in mad: /m/ /a/ /d/. I'll place a marker in a box for each sound.* Repeat for *did*.

We Do

Listen as I say a word: dad. Say the word with me: dad. Say the sounds with me: /d/ /a/ /d/. Now place a marker for each sound. Repeat for the word *dot*.

You Do

Say *dot*. Have children repeat the word, then say its sounds. Have them place a marker in a box for each sound and tell how many sounds in the word. Continue with *duck*, *bad*, *dig*, and *bed*.

REVIEW PHONICS

OBJECTIVES

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

I Do

Display **Reading/Writing Workshop**, p. 20. Point to the *Dolphin Sound-Spelling Card*. *What letter stands for the /d/ sound you hear at the beginning of dolphin? The letter is d.*

You Do

Have children say the name of each picture in rows 1 and 2. Then ask them to identify the words with /d/ in the beginning and the words with /d/ at the end.

We Do

Have children read each word in rows 3 and 4. Repeat, asking them to raise their hands if they hear /d/ at the beginning of the word, keeping their hands lowered if they hear /d/ at the end of the word.

PICTURE SORT

OBJECTIVES

CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

CCSS Understand and follow one- and two-step oral directions. **SL.K.2a**

I Do

Display **Word-Building Cards** *d* and *t* in a pocket chart. Then show the *Door* Photo Card. Say *door*. Tell children that the sound at the beginning is /d/. *The letter d stands for /d/. I will put the Door Photo Card under the letter d.* Show the *Top* Photo Card and say the name. Tell children that the sound at the beginning of *top* is /t/. *The letter t stands for /t/. I will put the Top Photo Card under the t.*

You Do

Show the *Deer* Photo Card and say the picture name. Have children repeat. Then have them tell the sound they hear at the beginning of *deer*. Ask them if they should place the photo card under the *d* or the *t*.

We Do

Continue using Photo Cards for *Toe*, *Dime*, and *Teeth*. Have children say the picture name and the initial sound. Then have them place the card under the *d* or *t*.

→ On Level

Phonics

BLEND WORDS WITH /d/d

OBJECTIVES
CCSS Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**

I Do

Write *d, i, p*. This is the letter *d*. It stands for /d/. Say it with me: /d/. This is the letter *i*. It stands for /i/. Say it with me: /iii/. This is the letter *p*. It stands for /p/. Say it with me: /p/. I'll blend the sounds together to read the word: /diiip/, dip.

We Do

Write *pad* and *did*. Guide children to blend the words sound by sound to read each word.

You Do

Write the following words and have children blend the words sound by sound to read each word.

mad Dan dot Sid dim

Decodable Reader Have children read "Did Dan?" (pages 13-18) and "Did Sid See Don?" (pages 19-24) to practice decoding words in connected text.

REREAD FOR FLUENCY

OBJECTIVES
CCSS Read emergent-reader texts with purpose and understanding. **RF.K.4**

I Do

Point to the title "Sid" on p. 22 of **Reading/Writing Workshop**. Read the title and have children repeat. Work with them to read for accuracy and expression. Model reading page 27: *When I read, "Dot and Dan can sip," I read all the way to the end of the sentence before pausing. This makes my reading sound natural, as if I were talking.*

We Do

Read p. 23. Point to the question mark and explain that your voice goes up when asking a question. Then have children chorally read the page with you. Continue chorally reading the remainder of the pages.

You Do

Have partners reread "Sid." Provide time to listen as children read the pages. Comment on their accuracy and expression and provide corrective feedback by modeling proper fluency.

High-Frequency Words

WEEK 2

REVIEW WORDS

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

I Do

Use the **High-Frequency Word Card** *do* with the **Read/Spell/Write** routine to review the word.

We Do

Have children turn to p. 21 of **Reading/Writing Workshop**. Discuss the photographs and read aloud the sentences. Point to the word *do* and have children read it. Then chorally read the sentences. Have children frame the word *do* in the sentences and read the word.

You Do

Say the word *do*. Ask children to close their eyes, picture the word, and write it as they see it. Have children self-correct.

Reteach previously introduced high-frequency words, including the **Build Your Word Bank** high-frequency words, using the **Read/Spell/Write** routine.

Fluency Use the **Your Turn Practice Book Word Cards** to review the previously introduced High-Frequency and Build Your Word Bank words. In random order, point to the words. Have children chorally read each word. Repeat at a faster pace.

Comprehension

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

Apply the strategy and skill to reread the text

Read Independently

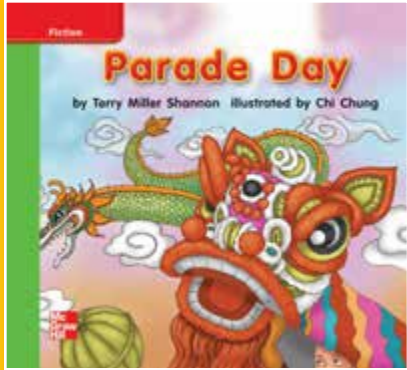
Have children select a story with illustrations to read for sustained silent reading. Remind them that the illustrations can help them understand key details about characters, setting, and plot. Explain that the illustrations can also help them ask and answer questions before, during, and after reading.

Read Purposefully

Before reading, ask children to point out an illustration of a character or a setting they would like to learn more about. Tell them that during reading, they should ask and answer questions about the story and the illustrations. Have them focus on ways the illustration can help them answer their questions. After reading, guide children in a discussion about how the illustration helped them answer a question about the character or setting.



Beyond Level



Leveled Reader

OBJECTIVES

CCSS

With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

CCSS

With prompting and support, retell familiar stories, including key details. **RL.K.2**

CCSS

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **RL.K.6**

CCSS

Use illustrations and context to make predictions about text. **RL.K.10b**

Leveled Reader: *Parade Day*

Before Reading

Preview and Predict

Ask children to point to the title on the cover of their books. Read it aloud as children point to each word. Ask children to point to the name of the author and the illustrator. Read each one aloud and ask: *What does the author do? What does the illustrator do?* Have children look at the picture on the cover and ask them what they think the book will be about. Have them preview each page. Did they confirm their predictions?

Review Genre: Fiction

Have children recall that fiction stories are make-believe. Explain that the characters and events in the stories are made up by the author. Ask children whether they think the events in this story *could* take place in real life.

Essential Question

Remind children of the Essential Question: *Who are your neighbors?* Have children set a purpose for reading by saying: *Let's read to find out who the neighbors are in this story.*

During Reading

Guided Comprehension

As children whisper-read *Parade Day*, monitor and provide guidance by correcting blending and modeling the strategy and skill.

Strategy: Ask and Answer Questions

Remind children that as they read they can ask questions about things they don't understand and look for answers in the text and pictures.

Go
Digital



Leveled Reader

Skill: Character, Setting, and Events

Review with children that the people in a story are the characters, the place where the characters are is the setting, and the things that happen in the story are the events. Model how to use illustrations to learn more about the characters, setting, and events in the story.

Think Aloud When I read page 3, I know that Dean sees Mr. Grant and that Jada wants to make music. I can see from the illustration that Jada and Dean are watching the men playing music march by. One of the men must be Mr. Grant. Jada and Dean are the main characters and the event is that they are watching Mr. Grant play music in the parade.

Guide children to read the text and look at the illustrations in the book. Ask them to describe the event that is happening in each picture. Ask them to say where they think the parade is taking place.

After Reading

Respond to Reading

- *Who are the characters in the story?* (The main characters are Dean and Jada. The other characters are the people in the parade.)
- *What is the setting of the story?* (a neighborhood parade)
- *Why do you think Jada wants to do everything she sees in the parade?* (Possible answer: She is very excited about the parade and everything looks fun to her.)

Retell

Have children take turns retelling the story. Help them make a personal connection by asking: *Have you ever been to a parade in your community? What did you see there? Did you see any of your neighbors?*

LITERACY ACTIVITIES

Have children complete the activities on the inside back cover of the reader.



Gifted and Talented

EVALUATING Ask children to plan a community parade of their own. Have them think about what the parade would commemorate and where it would be held. Encourage them to think about what they would like to include in their parade, such as music or performances.

HAVE children draw a picture of their parade showing the way they planned it and the events they chose to feature. Ask children to share their pictures with the class.

→ Beyond Level

Phonics

REVIEW

OBJECTIVES

CCSS Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**

I Do

Display **Reading/Writing Workshop**, p. 20. Point to the **Dolphin Sound-Spelling Card**. *What is the sound at the beginning of dolphin? What letter can stand for /d/? The letter is d.*

We Do

Have children say the name of each picture. Then ask them to share other words they know that begin with /d/.

You Do

Have partners read each word. Ask them to write the words on their **Response Boards**, underlining the letter in each word that stands for /d/.

Fluency Have children reread the story “Sid” for fluency.

Innovate Have children create a new page for “Sid” by completing the frame ____ *can tap, tap, tap on a* ____ with the name of a new person who comes to visit and what that person taps.

High-Frequency Words

REVIEW

OBJECTIVES

CCSS Read common high-frequency words by sight. **RF.K.3c**

I Do

Use the **Your Turn Practice Book Build Your Word Bank High-Frequency Word Cards** for *day* and *long*. Introduce the words using the **Read/Spell/Write** routine.

We Do

Display the **Your Turn Practice Book High-Frequency Word Cards** for *do, the, you, and, to, like, and can*. Have children help you create sentence frames using both sets of word cards.

You Do

Have partners write sentences using the **Build Your Word Bank High-Frequency words** *day* and *long* on their **Response Boards**. Have them read their sentences.

ORAL VOCABULARY: SYNONYMS

OBJECTIVES

CCSS With guidance and support from adults, explore word relationships and nuances in word meanings. **L.K.5**

Develop oral vocabulary: Synonyms

I Do

Review the meanings of the oral vocabulary words *prefer* and *appreciate*. A *synonym* is a word that means almost the same thing as another word. A *synonym* for *prefer* is *favor*. When you *favor* something, you like it better. I favor sneakers over boots. A *synonym* for *appreciate* is *value*. To *value* something is to be grateful for it. Teachers value their students.

We Do

Work with children to create sentences using the new words *favor* and *value*.

You Do

Have children work with a partner to think of three or four people or things they value. Then have partners make sentences to describe why they value the person or thing they chose.



Extend Have partners create a short poem describing something they favor. They should use *favor* and *value* in their poems. Explain that the poems do not have to rhyme. Ask children to share their poems.

Comprehension

SELF-SELECTED READING

OBJECTIVES

CCSS With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

Apply the strategy and skill to reread the text.

Read Independently

Have children select a story with illustrations for sustained silent reading. Remind them that asking and answering questions about the story and illustrations can help them understand the characters, setting, and events.

Read Purposefully

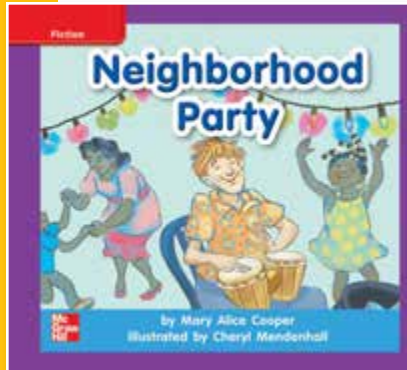
Before reading, ask children to choose an illustration of a character or setting they would like to learn more about. Remind them to use the illustration to ask and answer questions. After reading, have children explain how details in the illustration helped them answer questions.



Independent Study Have children choose one illustration from the books they read this week. Challenge them to use the details in the picture to predict what they think might happen next. Encourage them to ask and answer questions, then write a few sentences describing what they think will happen.



English Learners



Leveled Reader

OBJECTIVES

CCSS

With prompting and support, ask and answer questions about key details in a text. **RL.K.1**

CCSS

With prompting and support, retell familiar stories, including key details. **RL.K.2**

CCSS

Read emergent-reader texts with purpose and understanding. **RF.K.4**

CCSS

Activate prior knowledge related to the information and events in texts. **RL.K.10a**

Leveled Reader: *Neighborhood Party*

Before Reading

Preview and Predict

Show children the cover of the book. Read aloud the title as you point to it. Ask children to tell about a party they have been to. Point out and name things in the cover illustration. Have children repeat, using the language pattern, “*This is a _____.*” Walk children through the book and identify the rebus pictures: *tacos, soup, chips, dip, hot dogs, dumplings, and drums*. Say each word and ask children to point to the item in the illustration and to the label.

Essential Question

Set a purpose for reading: *Let’s find out who the neighbors are. Let’s find out what food the neighbors bring to the party.* Encourage children to ask questions or ask for help to clarify what they do not understand as they read.

During Reading

Interactive Question Response

Pages 2–3 Point to the illustration on page 2. Ask: *What do these people bring to the party?* (**tacos**) As children respond, reinforce the language pattern in the story. Say: *We do need tacos.* Read the sentence with children, having them point to each word as they read it. Point to the illustration on page 3. *Look at the picture. What does the woman bring to the party to share?* (**soup**) Reinforce the language pattern. Say: *We do need soup.* Have children read the sentence.

Pages 4–5 Point to the illustration and label on page 4. (Note: If the English words *chips* and *dip* are not familiar to children, bring in examples to show them.) Say: *The labels on this picture say chips. Who brings the chips?* (**Encourage children to answer in full sentences: “The man brings the chips.”**) *What does the boy on page 5 bring?* (**The boy brings dip.**) Read the sentences on pages 4 and 5 with children.

ELD

ELD.PI.K.1.Em • ELD.PI.K.1.Ex • ELD.PI.K.1.Br • ELD.PI.K.5.Em •
ELD.PI.K.5.Ex • ELD.PI.K.5.Br • ELD.PI.K.6.Em • ELD.PI.K.6.Ex •
ELD.PI.K.6.Br • ELD.PI.III.K

Go
Digital



Leveled
Reader

Pages 6–7 Point to the illustration and label on page 6. Ask: *What are the labels pointing to?* (hot dogs) *Who will eat these hot dogs?* (all the people at the party) Read aloud the sentence with children. Point to the illustration on page 7 and the labels pointing to the dumplings and the plate. *What are the labels pointing to?* (dumplings and plate) Point to the woman holding the plate. Ask: *What do the characters say they do need?* Read the sentence with children.

Page 8 Point to the illustration. Say: *This man brings drums. What can the man do with the drums at the party?* (Encourage children to respond in a full sentence: “The man can make music.”) *What do you think the party will be like with drums?* (Possible answers: The party will be loud/fun.) Monitor children as they whisper-read the sentence.

After Reading

Respond to Reading

To reinforce children’s use of English, encourage them to answer in full sentences. Prompt if necessary.

- *What are the people doing on the roof?* (The people are having a party.)
- *What kinds of foods do people bring to the party?* (Possible answers: The people bring tacos/soup/chips/dip/hot dogs/dumplings.)
- *Why is it fun to have a party with your neighbors?* (Possible answer: You can talk to them/get to know them/share food.)

Retell

Let’s retell the book together. What are the people in the book doing? (They are having a party.) *What are the people sharing with each other?* (They are sharing different kinds of foods.)

Model Fluency

As you read each sentence, track the print and have children chorally repeat it. Stop occasionally to point to a rebus or to discuss a picture.

Apply Ask partners to practice reading the book together. Encourage children to repeat a line when they have difficulty with a word.

LITERACY ACTIVITIES

Have children complete the activities on the inside back cover of the reader.

Level Up



Level-up lessons available online.

IF Children read *Neighborhood Party* **EL Level** with fluency and correctly answer the Respond to Reading questions,

THEN Tell children that they will read a more detailed version of the story.

- Have children page through *Neighborhood Party* **On Level** and discuss who the neighbors are and what they are sharing.
- Have children read the story, monitoring their comprehension and providing assistance as necessary.

English Learners

Vocabulary

ELD ELD.PI.K.1.Em • ELD.PI.K.1.Ex • ELD.PI.K.1.Br • ELD.PI.K.12a.Em • ELD.PI.K.12a.Ex • ELD.PI.K.12a.Br

PRETEACH ORAL VOCABULARY

OBJECTIVES

CCSS Speak audibly and express thoughts, feelings, and ideas clearly. **SL.K.6**

LANGUAGE OBJECTIVE

Preview vocabulary

I Do

Display the images from the **Visual Vocabulary Cards** and follow the routine to preteach the oral vocabulary words.

We Do

Display each image again and explain how it illustrates or demonstrates the word. Model using sentences to describe the image.

You Do

Display the word *appreciate* again and have children talk to a partner to name different things they appreciate.

Emerging

Have children draw a picture of something they appreciate. Ask questions to elicit language.

Expanding

Provide the following sentence frame: *I appreciate ____.*

Bridging

Ask children a question using one of the words and have them answer in a complete sentence.

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PRETEACH VOCABULARY

OBJECTIVES

CCSS Speak audibly and express thoughts, feelings, and ideas clearly. **SL.K.6**

LANGUAGE OBJECTIVE

Preview vocabulary

I Do

Display the images from the **ELL Visual Vocabulary Cards** one at a time to preteach the vocabulary words *potluck* and *celebrate*, then follow the routine. Say each word and have children repeat it. Define each word in English.

We Do

Display each image again and incorporate the word in a short discussion about the image. Model using sentences to describe the image.

You Do

Have children talk to a partner to name different things they would like to bring to a potluck. Provide the sentence frame: *I could bring ____.*

Emerging

Model completing the sentence frame. Guide children to tell what they could bring to a potluck.

Expanding

Have pairs work together to come up with a list of food.

Bridging

Ask children to make a sentence of their own that incorporates both words.

High-Frequency Words

WEEK 2

ELD ELD.PIII.K

REVIEW WORDS

OBJECTIVES

CCSS Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). **RF.K.3c**

CCSS Understand and follow one- and two-step oral directions. **SL.K.2a**

LANGUAGE OBJECTIVE

Review high-frequency words

I Do

Display the **High-Frequency Word Card** for *do*. Read the word. Use the **Read/Spell/Write** routine to teach the word. Have children write the word on their **Response Boards**.

We Do

Say sentences that show the word used in a question and a statement: *Do you like snakes? I do not like snakes.* Read each sentence with children. Explain to them that the word *do* can be used to ask a question.

You Do

Ask children to work with partners to come up with oral sentences using the word *do*. Write the sentences on the board and ask volunteers to circle the word *do* in each.

Emerging

Help children say and write the word *do* on paper.

Expanding

Have partners ask each other questions that start with "Do you ____?"

Bridging

Ask children to name more things to complete the sentence frame: *Do you ____?*

ELD ELD.PI.K.1.Em • ELD.PI.K.1.Ex • ELD.PI.K.12b.Em • ELD.PI.K.12b.Ex • ELD.PI.K.12b.Br • ELD.PIII.K

REVIEW CATEGORY WORDS

OBJECTIVES

CCSS Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L.K.5c**

LANGUAGE OBJECTIVE

Use category words

I Do

Display the following **Photo Cards** and say each word aloud: *apple, carrots, egg, pizza, sandwich*. Define the words in English, and then in Spanish, if appropriate, identifying any cognates.

We Do

Provide sentence frames to help children talk about the foods: *I like ____ because ____; I do not like ____ because ____.*

You Do

Have children work with a partner to use the sentence frames with other kinds of foods.

Emerging

Have children draw a picture of a food they like. Ask questions about the picture.

Expanding

Have partners talk about their favorite foods.

Bridging

Have children create their own oral sentences about food.

→

English Learners

Writing

ELD ELD.PI.K.10.Em • ELD.PI.K.10.Ex • ELD.PI.K.10.Br • ELD.PI.K.12b.Em • ELD.PI.K.12b.Ex • ELD.PI.K.12b.Br • ELD.PII.K.5.Br

SHARED WRITING

OBJECTIVES

CCSS Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **W.K.3**

LANGUAGE OBJECTIVE

Contribute to a shared writing project

- I Do
- Use gestures to help children understand the meanings of any unfamiliar words in the prompt. Use each word in a sentence. Then tell children that they need to look at the text and illustrations to answer the prompt.
- We Do
- As you reread the **Big Book** selection, model how to find text evidence and take notes to answer the prompt. Use gestures for any unfamiliar vocabulary. Then read a few more pages and ask children what notes you should write. Guide them in using text evidence. Add drawings as needed.
- You Do
- Provide sentence frames to help in scaffolding the prompt and have partners use text evidence to complete them.

Emerging

Show children images to help them understand unfamiliar vocabulary. Say each word and have children repeat.

Expanding

Guide partners to complete the sentence frames by using the notes.

Bridging

Have children complete the sentence frames on their own and read them to their partner.

ELD ELD.PI.K.10.Em • ELD.PI.K.10.Ex • ELD.PI.K.10.Br • ELD.PI.K.12b.Em • ELD.PI.K.12b.Ex • ELD.PI.K.12b.Br • ELD.PII.K.5.Em • ELD.PII.K.5.Ex • ELD.PII.K.5.Br

WRITING TRAIT: WORD CHOICE

OBJECTIVES

CCSS With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.5**

LANGUAGE OBJECTIVE

Choose the best words when writing

- I Do
- Explain that good writers choose the best words to talk about their topic. They choose words that help readers picture what is happening in the story.
- We Do
- Point to the **Big Book** selection *What Can You Do with a Paleta?* Help children find descriptive words from the story. Ask: *What are the tortillas like? (buttery) What are the tacos like? (crispy)*
- You Do
- Have children think of a favorite food. Then have them work with a partner to write a list of words that describe their favorite foods.

Emerging

Show children pictures of different types of foods and help them think of describing words for them.

Expanding

Ask children to find examples of describing words in familiar texts.

Bridging

Ask children to use adjectives to write a sentence about their favorite food.

DESCRIBING WORDS (ADJECTIVES)

CCSS

OBJECTIVES

Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5c

LANGUAGE OBJECTIVE

Recognize and use adjectives correctly



Language Transfers Handbook

Cantonese and Korean speakers place adjectives following nouns in their native language. Children may need help with the correct order of words, such as in the sentence *This is a lesson new*.

I Do

Review that an adjective is a describing word that tells about something, such as its color, shape, or size. Say the following sentence: *I think pizza is tasty*. Say the sentence again and have children repeat it. Say: *Tasty is an adjective. It describes or tells about pizza*.

We Do

Say the following sentences. Guide children to tell the describing word (adjective) in each.

I ate hot soup.

You drank fresh water.

The cookie tastes sweet.

You Do

Use the following sentence frame:

My lunch was _____.

Pair children and have them orally complete the sentence frame by providing details from this week's readings. Circulate, listen in, and take note of each child's language use and proficiency.

Emerging

Ask children what they had for lunch. Prompt them to describe how it tasted.

Expanding

Have children list describing words from this week's selections before completing the sentence frame.

Bridging

Ask children to complete the sentence frame with little or no help and read their sentence aloud.

PROGRESS MONITORING

Use your Quick Check observations and the assessment opportunities identified below to evaluate children’s progress in key skill areas.

Unit 4 Week 2 Assessment	Standards Covered	Quick Check Observations	Pencil and Paper Assessment
Phonemic Awareness/ Phonics /d/d (initial/final)	RF.K.3a	Can children isolate /d/ and match it to the letter <i>Dd</i> ?	Practice Book. pp. 110–111
High-Frequency Words <i>do</i>	RF.K.3c	Can children recognize and read the high-frequency word?	Practice Book. pp. 113–114
Comprehension Character, Setting, Events	RL.K.3	As you read <i>What Can You Do with a Paleta?</i> with children, can they use the text and illustrations to identify and discuss characters, setting, and events?	Practice Book. p. 109
Quick Check Rubric			
Skills	1	2	3
Phonemic Awareness/ Phonics	Does not connect the sound /d/ with the letters <i>Dd</i> .	Usually connects the sound /d/ with the letters <i>Dd</i> .	Consistently connects the sound /d/ with the letters <i>Dd</i> .
High-Frequency Words	Does not identify the high-frequency word.	Usually recognizes the high-frequency word with accuracy, but not speed.	Consistently recognizes the high-frequency word with speed and accuracy.
Comprehension	Does not use the text and illustrations to identify and discuss characters, setting, and events.	Usually uses the text and illustrations to identify and discuss characters, setting, and events.	Consistently uses the text and illustrations to identify and discuss characters, setting, and events.

Using Assessment Results

WEEK 2

Weekly Assessment Skills	If . . .	Then . . .
PHONEMIC AWARENESS/ PHONICS	Quick Check Rubric: Children consistently score 1 or Pencil and Paper Assessment: Children get 0–2 items correct	. . . reteach tested Phonemic Awareness and Phonics skills using Lessons 16–17 and 27–29 in the <i>Tier 2 Phonemic Awareness Intervention online PDFs</i> and Lesson 20 in the <i>Tier 2 Phonics/Word Study Intervention online PDFs</i> .
HIGH-FREQUENCY WORDS	Quick Check Rubric: Children consistently score 1	. . . reteach tested skills by using the High-Frequency Word Cards and asking children to read and spell the word. Point out any irregularities in sound-spellings.
COMPREHENSION	Quick Check Rubric: Children consistently score 1 or Pencil and Paper Assessment: Children get 0–1 items correct	. . . reteach tested skill using Lessons 22–30 in the <i>Tier 2 Comprehension Intervention online PDFs</i> .

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.



Data-Driven Recommendations

Response to Intervention

Use the children's assessment results to assist you in identifying children who will benefit from focused intervention.

Use the appropriate sections of the *Placement and Diagnostic Assessment* to designate children requiring:

TIER 2 Intervention Online PDFs

TIER 3 WonderWorks Intervention Program

