

Introduction to Grade K

All units in ***SRA Open Court Reading*** are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Let's Be Kind and Color Your World, by relating what they read to their own experiences. Other units, such as What's the Weather? and Rules We Follow, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students' growing knowledge of the unit theme or concept.

With ***SRA Open Court Reading*** students will

- identify and manipulate the sounds of language.
- learn how the alphabet works.
- enjoy learning from books and stories.
- explore concepts in science and social studies.
- develop writing to share ideas and information.
- be successful with early reading and writing experiences.
- focus not only on the importance of learning but also on the joy that learning brings to our lives.

Lesson Format

All lessons are divided into three parts:

- **Part 1:** *Foundational Skills* focuses on phonological and phonemic awareness, alphabetic knowledge, alphabetic principle, phonics, and penmanship.
- **Part 2:** *Reading and Responding* addresses comprehension, vocabulary, print and book awareness, and speaking and listening skills.
- **Part 3:** *Language Arts* contains the writing process; grammar, usage, and mechanics; and story crafting.

Instructional and management routines are incorporated into each part of the lesson.

Assessment

SRA Open Court Reading has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.

Workshop

Workshop is the time each day set aside for small-group instruction. Workshop also gives students an early experience of managing their own learning. For this reason, you should designate a time each day for students to work independently with partners, or in groups, while you work with small groups to pre-teach, reinforce learning, reteach, conference, or assess. Workshop develops over time. At this point in the school year, you are introducing Workshop rules and having students work on assigned activities for short periods of time. The whole class may be doing the same activity or maybe you have two activities with two groups of students doing one of each. Gradually introduce Workshop areas that focus on different areas of literacy. As you introduce each area, explain to students what materials will be in each area and what the students will be doing. For example:



Reading Area

You should set up a classroom Reading Area and fill it with as many children's books as possible. Include a number of informational titles and books of rhymes, poems, and songs, as well as trade books. Before beginning each unit in the program, bring in books about the specific concepts or themes that the students will be studying in the unit. Encourage students to bring in books they have enjoyed and would like to share with their classmates. As pre-decodables and decodable books are introduced, place copies in this area for students to practice reading independently.

Listening Area

Each selection in *Pickled Peppers*, the *Alphabet Book Big Book*, the theme-related *Big Books*, and the *First Readers* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

Computer Area

Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, phonemic awareness, and comprehension by using *SRA Open Court Reading eGames*, or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

Writing Area

The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students' efforts as they work together on unit investigations, including

- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and glue
- reference books, such as picture dictionaries
- computers—preferably with Internet access. *The SRA Open Court Reading* Home page (see <http://connected.mcgraw-hill.com/>) includes materials specifically related to the unit themes.
- books on themes students are studying

Game Area

This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.

Whole Group and Small Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.

Workshop begins slowly in kindergarten, gradually extending the time and activities. As the year progresses and students will be able to function independently, Workshop may occur at different times of the day. Some teachers like to start the day with Workshop with activities listed on the board when students come in. Some teachers like to have Workshop after each part of the lesson—Part 1: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.



Concept/Question Board

One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The **Concept/Question Board** is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise. Help students write these questions directly on a sheet of paper attached to the Board, or on separate slips of paper. You can use self-sticking notes as well. The **Concept/Question Board** lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.



Off to School

BIG Idea

What is school all about?



4

Theme Connections

How do you get to school?



Background
Builder Video

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5

Launch the Theme

EXPLAIN to students that they will be learning about school during this unit. Tell students they will read a variety of selections that teach them about activities they will do at school, various people at school, and different places in the school, such as the office and cafeteria. They will begin to understand more about what to expect at school. Display pages 4-5 of the *Off to School Big Book*, and discuss the various sections on the pages.

BIG Idea

READ the Big Idea question to students. Discuss what school means to them and what activities they will do in school. Then discuss the various people and places in the school. Tell students to keep the Big Idea question in mind as they read the selections throughout the unit.

Theme Connections

READ the Theme Connections question on page 5 of the *Off to School Big Book*. Review each photograph with students. Then have students use the three photographs to discuss the question.

ePresentation

BIG Idea

What is school all about?

Theme Connections

How do you get to school?

Background Builder Video

PLAY the *Background Builder Video* to give students additional background information about the theme. Discuss what they learned about school from the video.

Inquiry

EXPLAIN to students that they will begin a unit investigation about the theme, Off to School, and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigation.

Concept/Question Board

START an Off to School **Concept/Question Board**. Begin by posting a few pictures or words that represent the concept of school. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of school. Tell students to refer to the **Concept/Question Board** regularly throughout the unit as they read and learn more about the theme. Before you begin the unit, ask students if they have any initial questions about school and to post their questions on the **Concept/Question Board**.

Inquiry Planner

USE the steps below to have students research the theme Off to School.



	Steps	Examples
LESSON 1	Develop Questions, Create Conjectures	Think of questions and decide on one to research: Who works in your school?
LESSON 2	Collect Information, Develop Presentations	Research your question with a learning walk, where you will ask workers in your school about their jobs. Decide how you will present your research as a class. Examples include drawing a mural with pictures and writing, creating a slideshow, or making a group Big Book.
LESSON 3	Deliver Presentations	Groups will present their research findings. The class should discuss the presentation and ask any new questions they have about the information presented.

Assessment is an ongoing cycle.

1

Screen

Administer the Diagnostic Assessment to students entering class after the school year has begun to identify those who are at risk for reading failure.

2

Diagnose and Differentiate

Diagnose students' strengths and weaknesses, and differentiate instruction according to their abilities.

3

Monitor Progress

Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

F FORMAL ASSESSMENT

- Lesson and Unit Assessments
- Benchmark Assessments

I INFORMAL ASSESSMENT

- Skills Practice
- Listening and Speaking Rubrics

4

Measure Outcomes

Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.

English Learners

The digital *English Learner Teacher's Guide* provides support for students at four levels of English language proficiency. Certain lessons are designed to be taught before the lessons in the *SRA Open Court Reading* program during Workshop time, while others may reteach, reinforce, or review the skills introduced in the core program.

In addition, English Learner tips, found throughout the *SRA Open Court Reading Teacher Editions*, provide support for some of the more challenging aspects of learning English, such as vocabulary acquisition and the correct use of prepositions. The following is an example of an English Learner tip:

English Learner • Grade K EL Tip

IRREGULAR VERBS The following irregular verbs appear on pp. 32-33 of the *Big Book*: *overheard*, *was*, *sang*, *thought*, *said*, *took*, and *began*. Tell students that these action words are being used in the past, and, in the present, they are *overhear*, *is*, *sing*, *think*, *say*, *take*, and *begin*. If possible, reread the pages in the present tense.

Meet Individual Needs

The digital *Intervention Teacher's Guide* provides focused, direct support for students who need to review the skills introduced in the *SRA Open Court Reading* program. Lessons are designed to be used flexibly and may be taught in a single, separate intervention session, or as small group or individual instruction during Workshop time. Written practice is included in *Intervention Support*.

In addition, support is provided throughout the *SRA Open Court Reading Teacher's Editions* for Approaching, On, and Beyond Level Students through focused, differentiated instruction tips found within the lessons. These tips are designed to review and reinforce the skills at point of use.

Differentiated Instruction: Cause and Effect

AL APPROACHING LEVEL During Workshop, prompt students to identify causes and effects in the classroom. For example, tell students *We lined up because it was time for recess*. Ask, *What happened?* *We lined up*. Explain that this is the effect. Then ask, *Why did we line up?* *because it was time for recess*. Explain that this is the cause, the reason why we line up.

OL ON LEVEL During Workshop, work with students to record other causes and effects in "Snow White and Rose Red" in the Cause and Effect Graphic Organizer available digitally.

BL BEYOND LEVEL During Workshop, have partners repeat identified causes and effects in sentence form using the linguistic pattern, *[effect] because [cause]*.

SUPPORT FOR ENGLISH LEARNERS

The *SRA Open Court Reading* program offers support for English Learners with the following components:

- English Learner Tips
- *English Learner Teacher's Guide*
- *English Learner Photo Library Cards*
- *English Learner Glossary*

INTERVENTION SUPPORT

Intervention support in *SRA Open Court Reading* includes the following:

- Differentiated Instruction Tips
- *Intervention Teacher's Guide*
- *Intervention Support*

BIG Idea

What is school
all about?



LESSON 1

Foundational Skills

Phonological and Phonemic Awareness**Alphabetic Knowledge**

- Letters *Aa-Hh*
- Penmanship/Handwriting

Print and Book Awareness

Read Pre-Decodables 1, 2

Reading and Responding

Comprehension Strategy

- Making Connections

Access Complex Text

- Main Ideas and Details

Writer's Craft

- Story Elements: Plot

Vocabulary**Inquiry**

Language Arts

Writing

- Introduction to the Writing Process

Grammar, Usage, and Mechanics

- Nouns

Story Crafting

- Story Frames

LESSON 2

Phonological and Phonemic Awareness

Alphabetic Knowledge

- Letters *Ii-Pp*

Print and Book Awareness

Read Pre-Decodables 3, 4

Comprehension Strategies

- Asking and Answering Questions
- Clarifying
- Visualizing

Access Complex Text

- Classify and Categorize

Writer’s Craft

- Genre Knowledge

Vocabulary

Inquiry

Writing

- Introduction to the Writing Process

Grammar, Usage, and Mechanics

- Nouns

Story Crafting

- Story Frames

LESSON 3

Phonological and Phonemic Awareness

Alphabetic Knowledge

- Letters *Qq-Zz*

Print and Book Awareness

Read Pre-Decodables 5, 6

Comprehension Strategies

- Summarizing
- Predicting and Confirming Predictions

Access Complex Text

- Compare and Contrast
- Cause and Effect

Writer’s Craft

- Text Features: Headings
- Story Elements: Character

Vocabulary

Inquiry

Writing

- Introduction to the Writing Process

Grammar, Usage, and Mechanics

- Nouns

Story Crafting

- Story Frames

DAY 1

DAY 2

Foundational Skills

Resources

- *Pickled Peppers*, pp. 13, 16, 20
- *Alphabet Sound Cards*
- Listening and Supply Icons
- Routines I, B
- *Alphabet Book*, pp. 36–55
- *Magnetic Dry Erase Boards*
- *Pocket Chart Picture Cards*
- *Letter Cards*
- *Core and Practice Pre-Decodables* 5, 6
- *High-Frequency Flash Cards* *a*, *and*, *go*, *the*
- *Lion Puppet*

Warm Up, p. T154

Phonological and Phonemic Awareness, pp. T154–T155

Alphabetic Knowledge, pp. T155–T157

- Letter Names—*Qq* and *Rr*
- Letter Shapes
- Alphabet Book—*Qq* and *Rr*
- Penmanship/Handwriting

Print and Book Awareness, p. T158

- Pickled Peppers
- Peter Piper

Warm Up, p. T170

Phonological and Phonemic Awareness, pp. T170–T171

Alphabetic Knowledge, pp. T172–T173

- Letter Names—*Ss*, *Tt*, and *Uu*
- Letter Shapes
- Alphabet Book—*Ss*, *Tt*, and *Uu*

Reading a Pre-Decodable, p. T174

- *Core Pre-Decodable* 5 *School*
- High-Frequency Word: *and*
- Checking Comprehension

Reading and Responding

Resources

- *Cross Curricular Big Book I*, pp. 4–11
- Routines 8, 9, A
- *Off to School Big Book*, pp. 44–55

Build Background, p. T159

Preview the Selection, p. T160

Read the Selection, p. T161

Comprehension Strategy, pp. T161–T165

- Summarizing

Print and Book Awareness, p. T166

Discuss the Selection, pp. T166–T167

Develop Vocabulary, p. T167

Practice Vocabulary, p. T175

Close Reading, p. T175

Access Complex Text, pp. T175, T176

- Compare and Contrast

Writer’s Craft, pp. T175, T178

- Text Features: Headings

Develop Vocabulary, p. T179

Language Arts

Resources

- *Pocket Chart Picture Cards*
- *Off to School Big Book*, pp. 32, 34

Introduction to the Writing Process, p. T168

- Prewriting

Grammar, Usage, and Mechanics, p. T169

- Nouns

Introduction to the Writing Process, p. T180

- Prewriting

Grammar, Usage, and Mechanics, p. T181

- Nouns



Workshop

Resources

- *Intervention Teacher’s Guide*
- *English Learner Teacher’s Guide*
- *EL Photo Library Cards*

- *Differentiated Instruction*, pp. T157, T158, T161, T165, T169

- *English Learner*, pp. T156, T161

- *Differentiated Instruction*, pp. T174, T175, T176, T179, T180

- *English Learner*, pp. T171, T172, T174, T178, T181



Monitor Progress

Resources

- *Skills Practice I*, pp. 15–20
- *Lesson and Unit Assessment I*, pp. T27–T45
- *eGames*

- *Skills Practice I*, p. T157

- *Skills Practice I*, p. T173

DAY 3

Warm Up, p. T30
Phonological and Phonemic Awareness, pp. T30–T31
Alphabetic Knowledge, pp. T31–T33

- Letter Names—*Ee* and *Ff*
- Letter Shapes
- Alphabet Book—*Ee* and *Ff*
- Penmanship/Handwriting

Print and Book Awareness, p. T34

- Pickled Peppers
- One, Two, Buckle My Shoe

Build Background, p. T35
Preview the Selection, p. T36
Read the Selection, p. T37
Comprehension Strategy, pp. T38–45

- Making Connections

Print and Book Awareness, p. T46
Discuss the Selection, pp. T46–T47
Develop Vocabulary, p. T47

Introduction to the Writing Process, p. T48

- Drafting

Story Crafting, p. T49

- Story Frames

- **Differentiated Instruction**, pp. T32, T33, T37, T39, T43, T47
- **English Learner**, pp. T41, T47

- **Skills Practice I**, p. T33

DAY 4

Warm Up, p. T50
Phonological and Phonemic Awareness, p. T50
Alphabetic Knowledge, pp. T51–T52

- Letter Names—*Gg* and *Hh*
- Letter Shapes
- Alphabet Book—*Gg* and *Hh*

Reading a Pre-Decodable, p. T53

- **Core Pre-Decodable 2 Apple Pie**
- Checking Comprehension

Practice Vocabulary, p. T54
Close Reading, p. T54
Access Complex Text, pp. T55, T57, T61

- Main Ideas and Details

Writer’s Craft, pp. T56, T58, T60, T62

- Story Elements: Plot

Develop Vocabulary, p. T63

Introduction to the Writing Process, p. T64

- Drafting/Revising

Story Crafting, p. T65

- Story Frames

- **Differentiated Instruction**, pp. T54, T57, T60, T65
- **English Learner**, pp. T61, T62

- **Skills Practice I**, p. T53

DAY 5

Warm Up, p. T66
Phonological and Phonemic Awareness, pp. T66–T67
Alphabetic Knowledge, pp. T67–T68

- Reviewing Letter Names and Alphabet Book—*Aa-Hh*
- Reviewing Letter Shapes
- Penmanship/Handwriting

Print and Book Awareness, p. T69

- Pickled Peppers
- Little Boy Blue

Practice Vocabulary, p. T70
Review Read Aloud and Big Book, p. T70
Comprehension Strategy, p. T71
Access Complex Text, p. T71
Writer’s Craft, p. T72
Inquiry, pp. T72–T73
Concept/Question Board, p. T73

Introduction to the Writing Process, p. T74

- Presenting

Grammar, Usage, and Mechanics, p. T75

- Nouns

- **Differentiated Instruction**, pp. T66, T67, T70, T72
- **English Learner**, p. T66
- **Inquiry**, p. T72

- **Skills Practice I**, pp. T67, T75
- **Lesson and Unit Assessment I**, pp. T69, T73, T75
- **eGames**, pp. T69, T75

Foundational Skills

Resources:

- *Alphabet Sound Cards*
- *Lion Puppet*
- *Alphabet Book*, pp. 4–7
- Supply Icons

- *Skills Practice I*, p. 1
- *Pickled Peppers*, p. 19

Objectives:

- Students will
- review the names of classmates.
- listen for sounds and rhythms.
- identify the names and shapes of the letters *Aa* and *Bb*.
- play with words using the letters *Aa* and *Bb*.
- practice proper pencil and paper positions.
- review parts of a book and engage in group reading activities.

CCSS

RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.2.A** Recognize and produce rhyming words.

Warm Up Name Necklaces



DISTRIBUTE Name Necklaces to students.

Have students sit in a circle with you, and sing “Where Is _____?” (to the tune of “Where is Thumbkin?”) until all students have been named.

The Alphabet

CCSS RF.K.I.D

HAVE students name letters they know. Point to the *Alphabet Sound Cards* as letters are named.

Sing the “Alphabet Song” with students. Point to the *Alphabet Sound Cards* as you sing.

ePresentation

1 of 31



Phonological and Phonemic Awareness

Listening for Sounds

TELL students to close their eyes and listen to the sounds around them. Identify a few sounds that are obvious, such as cars on the street, footsteps and voices in the hallway, or rain outdoors.

Have individual students identify other sounds they hear. Repeat each answer in a complete sentence, and then tell the student to repeat it with you: *Tyler hears the sound of a _____.*

Point out to students that many kinds of sounds are all around them.

Feeling the Rhythm

CCSS RF.K.2.A



TEACH students the following rhyme:

<i>Polly put the kettle on,</i>	<i>Sukey take it off again,</i>
<i>Polly put the kettle on,</i>	<i>Sukey take it off again,</i>
<i>Polly put the kettle on,</i>	<i>Sukey take it off again,</i>
<i>We'll all have tea.</i>	<i>They've all gone away.</i>

Repeat the rhyme, substituting a student's name for *Polly*. Have students repeat the rhyme with you, clapping each time the new name is said.

Substitute a new name for *Sukey*. Continue repeating the rhyme with students and clapping when the names are said.



Teacher Tip

PLAN AHEAD In preparation for the Warm Up activity, have Name Necklaces on hand. If you have a large class, you may want to do this activity over several days, using several names each day, to ensure all students get a turn at some point.



English Learner

VISUAL SUPPORT Use *EL Photo Library Cards* 106 (kettle) and 163 (teacup) as well as gestures to help students understand the meaning of the rhyme.

Alphabetic Knowledge

Letter Names—*Aa* and *Bb*

CCSS RF.K.I.D

EL DISPLAY *Alphabet Sound Cards Aa* and *Bb*. Use the *Lion Puppet* to focus students' attention on the cards. Have students repeat the names *A* and *B* after the puppet says them aloud. Review with students what they learned about the *Alphabet Sound Cards* during the Getting Started section.

Have students look at their Name Necklaces, and tell them to raise their hands if their names begin with the capital letter *A* or *B*. Have these students come to the front of the room and hold up their Name Necklaces. Have each student say if his or her name begins with *A* or *B*. Repeat this for students with a lowercase *a* or *b* in the middle or at the end of their names.

○ Remind students that when letters are at the beginning of someone's name, they are called capital letters, as in capital *A* and capital *B*, and look tall. When the letters are in the middle or at the end of a name, they are called lowercase letters, such as lowercase *a* and lowercase *b*.

Letter Shapes

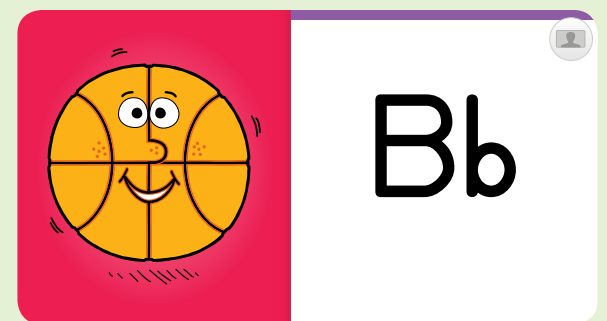
POINT TO *Alphabet Sound Cards Aa* and *Bb*. Identify the difference between the capital, or uppercase, letters and the lowercase letters. Explain that *Aa* is red because it is a special kind of letter called a vowel. Tell students they will learn more about vowels later. Identify the differences between the two letters.

Display the ball-and-stick models of capital and lowercase *Aa* and *Bb*. Tell students they will learn how to trace the letters with you.

- Start with capital, or uppercase, *A*. As you trace the letter, describe what you are doing. Say, "Start at the top, and slant down this way (left). Start at the top again, and slant down this way (right). Then make a line across. Uppercase *A*." Repeat, and have students trace the letter in the air with you.
- Repeat the step for lowercase *a*. Say, "Start here, go around this way (left) all the way. Start here, and go straight down, touching the circle. Lowercase *a*."
- Repeat the step for capital, or uppercase, *B*. Say, "Start at the top, and go all the way down. Start at the top again, and go around to the middle, then around again to the bottom. Uppercase *B*." Repeat, and have students trace the letter in the air with you.
- Repeat the step for lowercase *b*. Say, "Start here at the top, and go all the way down. Start here, and go all the way around, making a small circle. Lowercase *b*."

CCSS RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet.

ePresentation



Letter Shapes



Letter Shapes



EL English Learner

LETTER NAMES Keep in mind that letter names are pronounced differently in other languages. Also, many languages use writing systems other than the Roman alphabet. Be alert for students who need extra help identifying and naming letters.

Teacher Tip

LETTERS *SRA Open Court Reading* identifies the letters of the alphabet as capital and lowercase letters. During many alphabetic knowledge and penmanship activities, however, capital letters may be referred to as uppercase letters. Some school districts refer to the letters as capital and small letters. Use the terms that your school district prefers.

Foundational Skills

Alphabet Book—Aa

CCSS RL.K.10, RF.K.1.D

DISPLAY the *Alphabet Book* cover. Review what students have learned about print and book awareness. Point to the front and back covers, Table of Contents, and titles in the Table of Contents.

Go through the pages, explaining that the book contains rhymes about the letters of the alphabet, and you will read them the rhyme for each letter in the days and weeks to come.

Display pages 4–5. Point to the page number. Explain that this number tells us we are on page 4. Tell students that this rhyme is about an animal whose name begins with *a*, an anaconda.

Point to the illustration, and ask if anyone knows what kind of animal an anaconda is. Explain that this is one kind of snake. Have students talk about what they see.

Read the rhyme, pointing to each word as you say it. Then read the rhyme again, emphasizing each word that begins with *Aa*.

EL Have volunteers come up and touch words that begin with uppercase *A* or lowercase *a*.



Alphabet Book—Bb

CCSS RL.K.10, RF.K.1.D

DISPLAY *Alphabet Book* pages 6–7. Point to the title. Have students say the name of the letters.

Have students look at and talk about the illustration. Prompt them with questions, such as:

- What insects do you see in the picture? *I see bees (or bumblebees), bugs, and butterflies.*
- What else do you see? *I see flowers.*

Read the rhyme, pointing to each word as you say it. Then read the rhyme again, emphasizing each word that begins with *Bb*.

Tell students to “bounce” in their chairs every time they see you point to a word that has an uppercase *B* or a lowercase *b*. Read the rhyme once more, pointing to each word.

Penmanship/Handwriting

DISTRIBUTE writing paper to each student. Display the Supply Icon for pencil. Remind students that the illustrations tell them what supplies they need and the order in which they will use them.



Have students each pick up a pencil and place them in the hands that they like to use to write and draw. Note which students are right-handed and which are left-handed.

Model the proper way to hold a pencil: Hold the pencil loosely about one inch above the point, between the thumb and the middle finger. The index finger should rest lightly on top of the pencil. The wrist should be level and just slightly raised from the desk.

Model the proper paper positioning for both left-handed and right-handed students. Explain that the paper should lie straight in front of the writer with the edges parallel to the edges of the desk. The non-writing hand should be used to hold down the paper (see the Appendix).

EL

English Learner

THE LETTER A Point to the title on page 4, and say, “This is uppercase *A*. This is lowercase *a*.” Then point to *Ask* in line 1 and say, “The word *Ask* begins with uppercase *A*.” Have students point to the same letter and say, “This is uppercase *A*.” Then ask, “What letter does *anything* begin with?” *lowercase a* Repeat with other words.



Differentiated Instruction

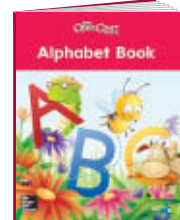
AL APPROACHING LEVEL If students have difficulty identifying *Aa*, point to the title on page 4, and say, “This is uppercase *A* and this is lowercase *a*. Can you point to another uppercase *A* on the page?” Confirm or correct. Then repeat with lowercase *a*.

CCSS RL.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

ePresentation

Alphabet Book

Front Cover



Back Cover



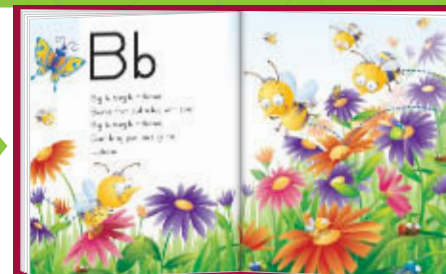
Alphabet Book

Pages 4–5



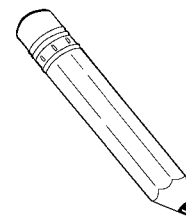
Alphabet Book

Pages 6–7



Supply Icons

Pencil



Teacher Tip

ADJUSTMENTS FOR LEFT-HANDED WRITERS Suggest to left-handed students that they grip the pencils a bit higher—up to one-and-a-half inches away from the point—to gain better control of their writing. Also, many left-handed writers may find it easier to write if their papers are slanted slightly to the right of and parallel to their left forearms.

Guided Practice

HAVE students complete *Skills Practice I* page I for additional practice with proper pencil and paper positioning as they draw a copy of the smiley face in each box.

Circulate throughout the room to observe each student's technique, pausing to guide any students who are having difficulty with their forms. Focus on helping students with their pencil grip and paper positioning rather than correcting their strokes at this point.

Print and Book Awareness

Pickled Peppers

DISPLAY *Pickled Peppers*. Review with students what they learned about books and covers in Getting Started.

Point to the front cover, and remind students that all books have a front cover and a back cover. Discuss that the cover at the beginning is the front cover, and the cover at the end is the back cover.

Point to the front cover again, and say the name "Pickled Peppers" as you point to the words. Remind students that all books have titles, or names, and that "*Pickled Peppers*" is the title of this book. Then have a volunteer point to the front cover.

Twinkle, Twinkle, Little Star

CCSS RL.K.5, RL.K.10, RF.K.1.A

DISPLAY "Twinkle, Twinkle, Little Star," on page I9 of *Pickled Peppers*. Point to the title, and read it aloud. Tell students that "Twinkle, Twinkle, Little Star" can be read as a rhyme but can also be sung as a song. Ask whether any students are already familiar with the tune.


Read the song slowly, accentuating the rhyming words and moving your finger from left to right and top to bottom. Read the song once more, pointing word by word.

Tell students you will now sing the song. Tell them that there are motions to the song, and they should pay attention to the motions as you sing.

Twinkle, twinkle, little star, *Up above the world so high,*
(open and close hands) (bring hands above head)

How I wonder what you are. *Like a diamond in the sky.*
(point to self and then point to sky) (bring hands together)

Have students stand up, and teach them the motions for the song.

 Sing the song a few times while students practice doing the correct motions at the proper times.

CCSS **RL.K.5** Recognize common types of texts (e.g., storybooks, poems). **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page.

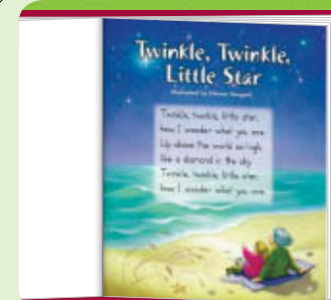
ePresentation

Pickled Peppers

Front Cover



Back Cover



Pickled Peppers

◀ Page I9



Differentiated Instruction: Reteach

AL **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach skills taught in this part of the lesson.

Reading and Responding

Resource:

• *Off to School Big Book*

Objectives: Students will

- locate the front and back cover, Table of Contents, and title of the *Off to School Big Book*.
- discuss the concept of school.
- discuss and set purposes for reading unit selections.
- generate questions and statements about the unit theme.

Preview

Browse the Unit

CCSS SL.K.I.A, SL.K.I.B

DISPLAY the *Off to School Big Book*, and read the title aloud. Have students point to the front and back covers, and say what they are. Turn to the title page, and have them repeat the title after you. Tell students the stories and poems in the *Big Book* are about school. Turn to the Table of Contents, and explain that this page contains the names of the stories and poems in the *Big Book*. Point to and read aloud the title and beginning page number of each selection.

Tell students that good readers browse what they are going to read before reading. Browsing a book helps them get an idea of the stories and poems inside a book. Demonstrate how to browse. Ask students to comment on illustrations that look interesting while you browse the *Big Book* together, following agreed-upon rules for discussion.

Set Purposes

TELL students there are many reasons, or purposes, for reading. Explain that the goals for reading about school include listening for fun, listening for information, and listening to answer questions. Tell students that good readers are always thinking when they read.

Inquiry

CCSS W.K.7, SL.K.2

- EXPLAIN** that students will be reading stories and poems and learning all kinds of information from printed materials. For the next few weeks, the class will be learning about school. Show students the *Background Builder* video, using it to spark a discussion of the unit theme.
- During Workshop, meet with small groups of students to help them work on their Inquiry activities. Tell students that they will also be able to share their own experiences and tell what those experiences make them wonder. They will ask questions about school and will decide together how to answer them. Tell students that they will decide how to share what they find out about school as a group. The class will choose a shared writing project, such as creating:
 - a class Big Book with questions and answers about school that they could share with parents or new students later in the year,
 - a class mural illustrating the fun things to see and do in school, or
 - a presentation for parents about what they learned about school.



Differentiated Instruction: Discussion

AL APPROACHING LEVEL Present students with a variety of books about school during Workshop. Lead a discussion with students about which books they might like to read and why. Model for students examples of the kinds of books you like to read and why you enjoy them.

OL ON LEVEL Lead a discussion about what kind of books they like to read and why they enjoy books during Workshop. Ask students what they learn from their favorite books, even if it is that reading can be fun!

BL BEYOND LEVEL Discuss with students the kind of books they like to read and why they enjoy books during Workshop. Ask students what kind of information they have learned and want to learn from books.

CCSS W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **SL.K.I.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.I.B** Continue a conversation through multiple exchanges. **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

ePresentation

Off to School



Teacher Tips


SETTING UP THE THEME Refer to the ideas and activities in the Unit Overview on pages T2-T3 for setting up the theme *Off to School*.

LETTER Send home a copy of *Home Connection* (available in either English or Spanish) that goes with this lesson. After reading the weekly selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.


Concept/Question Board

CCSS SL.K.I.A, SL.K.I.B, SL.K.3, SL.K.4

INTRODUCE students to the **Concept/Question Board**—a bulletin board or large chart paper in the room where the class can share what they are learning and ask questions about what they might want to investigate. Explain that the **Concept/Question Board** belongs to them. They can put up pictures about what they are learning. They can share what they are investigating or learning. They can find books and magazine articles and bring them in. They can put up special words they are learning.

 Explain that this is also a place where they can put wonderings and questions they have about school. Tell students the **Concept/Question Board** will help them keep track of what everyone in the class is wondering about and what their ideas are about school. Some things many children at this level might wonder about are as follows:

- What activities will we do in school?
- Who works in a school?
- How is kindergarten different from preschool?

 Share your own story about a first day of school or wondering about a story in the *Off to School Big Book*, and formulate a question for the Question side of the **Concept/Question Board**. Ask students to share any stories they might have about school, and write down student stories on slips of paper. Ask the class what those stories make them wonder about, and help them formulate questions from their wonderings.

Have students formulate statements about school and attach these to the Concept side of the **Concept/Question Board**. Invite them to post magazine photos, illustrations, and any other items about school they would like to share.



Teacher Tips

PREPARE AHEAD Cut out paper shapes of school objects—pencils, books, letters, numbers, schoolhouses, or apples—to use for posting questions and ideas. Have index cards, construction paper, lined or unlined paper, markers, and old magazines available for students to post pictures and ideas about school. Provide books about school, or the *Off to School Little Books*, in a space nearby for reference and ideas for wonderings and questions.

USE WONDERING TO GENERATE QUESTIONS Model wondering and question asking throughout the day. It is important that students begin to learn the process of wondering and use ideas generated through wondering to create questions. Have students use the **Concept/Question Board** every day to share their feelings, experiences, wonderings, questions, and answers they have learned about school.

RECREATIONAL READING Because it is important to read daily to your students, choose a book from the Additional Reading list in the Unit Review, and find a time during the day to read the book aloud to your students.



Differentiated Instruction: Reteach

AL APPROACHING LEVEL For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the comprehension strategies, accessing complex text skills, writer's craft skills, and vocabulary words taught in this lesson.

CCSS **SL.K.I.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.I.B** Continue a conversation through multiple exchanges. **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Resource:

- *Pickled Peppers*, p. 19

Objectives: Students will

- learn about getting ideas for writing.
- help write a list of students in the classroom.
- learn nouns that name things.

Introduction to the Writing Process

Prewriting

Instruct

EL INTRODUCE the concept of writing to students. Explain that a writer is anyone who puts his or her ideas on paper to read. Use the following questions to discuss writing: *Have any of you ever received birthday cards or holiday cards? How about a letter from your grandmother or other relative?* Tell students that birthday cards and letters are kinds of writing. People write to tell us things they want us to know.

Explain to students that the first step in the writing process is getting ideas, or brainstorming. Display *We are writers! We are readers!* Tell students that it lists ways writers can get ideas. Read the *Getting Ideas* list to students while explaining how each tactic—*looking, thinking, talking, and listening*—can help writers get ideas, or brainstorm, topics for writing.

Point to the *Getting Ideas* list. Tell students that this is a list and that a list is a form of writing that uses a word or words to help us remember and organize our ideas. Tell students that a list can also be called a graphic organizer and that graphic organizers provide information.

Guided Practice

EXPLAIN to students that you will use one of the *Getting Ideas* tactics by looking around the classroom to get an idea for a list. Model how to make a list with a title by writing a list of colors you see in the classroom on the board.

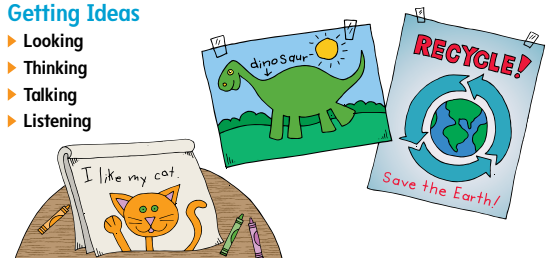
Have students help you make a list of students in the classroom. List the names of the students on the board or on chart paper where they can see you writing and using their ideas.

ePresentation

We are writers! We are readers!

Getting Ideas

- ▶ Looking
- ▶ Thinking
- ▶ Talking
- ▶ Listening



EL

English Learner

GRAMMAR AND WRITING Use the *English Learner Teacher's Guide* during Workshop to provide grammar, usage, and mechanics lessons on Days 2 and 5 of each week. These lessons reteach the strand and strands being taught during the week and highlight linguistic hurdles English learners might face in their speaking and writing. A more structured and streamlined writing assignment is provided every day for students who are not able to complete the core writing assignment.



Teacher Tip

TEACHER MODELING Continue modeling how to use graphic organizers by writing another list, using topics such as food or clothing.

Grammar, Usage, and Mechanics

Nouns

Instruct

CCSS L.K.I.B

INTRODUCE students to nouns by asking them to identify a classroom object. Write a list of the objects' names. After several volunteers have pointed to and named an object, explain that they have named nouns, or naming words. Tell students that nouns can name a person, place, animal, or thing. Explain that nouns are important because they tell us who or what a sentence is about.

Display the list of object names and read them aloud. Remind students that these words name objects, or things. Invite students to walk around the classroom to find additional examples of naming words. When students believe they have a good example of a naming word, ask them to stop where they are, raise their hands, and share their naming words with the class as you add their examples to the list.

Guided Practice

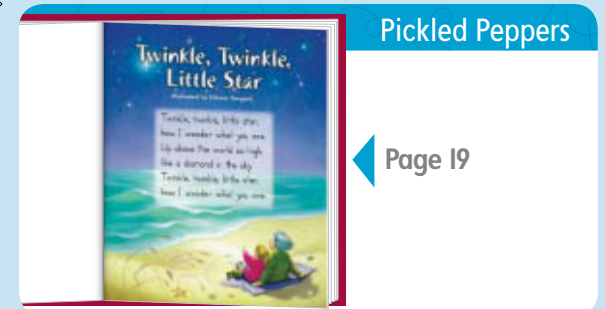
CCSS L.K.I.B

DISPLAY "Twinkle, Twinkle, Little Star," on page I9 of *Pickled Peppers*. Ask students to listen for naming words that name things as you read aloud.

- 🍏 Reread "Twinkle, Twinkle, Little Star," one line at a time. Ask students to identify whether the line has a word that names a thing. If it does, have them identify the naming word. *star, world, diamond, sky*

CCSS L.K.I.B Use frequently occurring nouns and verbs.

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Teacher Tip

NAMING WORDS If students are having difficulty thinking of naming words, during Workshop have them draw pictures of objects. Have them dictate the name of the object and record the name on their drawing.