Instructional Supplements

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Instructional Supplements was originally developed by Educational Solutions, LLC for the Literacy Partnership's Early Reading First Grant (2006-2009). Since then, Educational Solutions, LLC has passed the rights to this manual to Educational Solutions for Children, Inc. and it has been adapted for the HELP Comprehensive Literacy State Development Grant (2026).



early reading first

2006-2009

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Instructional Supplements: Frequently Asked Questions and Answers

Q: What are the key components of the Instructional Supplements manual, and how do they work?

A: The Instructional Supplements manual contains a scope and sequence chart, summary pages for each of the key emergent literacy skills (oral language, phonological awareness, print awareness, alphabet knowledge, and writing), summary pages for key strategies which will be repeatedly used (such as interactive writing, sorting, graphic organizers, etc.), monthly thematic plans, monthly pacing guides, activities grouped by the month in which they should occur, monitoring tools, and many other useful items in the appendix. Teachers should familiarize themselves with the key skills and strategies, and then utilize the monthly sections for each month of the school year (adapting as necessary)

Q: How can I efficiently make use of this tool in my classroom?

A: The best way for teachers to utilize the manual is to examine the scope and sequence chart and each monthly pacing chart to determine the skill level for their class (or students). Ask yourself, which skills have my students mastered? In which areas do they need the most work? Once you have identified strengths and weaknesses, thoroughly read the relevant activities, highlighting specific activities or tasks to complete. Use your literacy mentor to further assist you in assessing student levels (by reviewing testing data), modeling activities, giving additional resources, and providing feedback.

Q: Are the activities scripted?

A: No, Instructional Supplements activities are not scripted. There are places where suggested dialog is included, but this dialog is intended to give teachers an idea of how the task might be introduced. Teachers are encouraged to develop their own methods of introducing tasks, and/or invited to request help from their literacy mentors to develop alternate methods or alternate tasks to build skills.

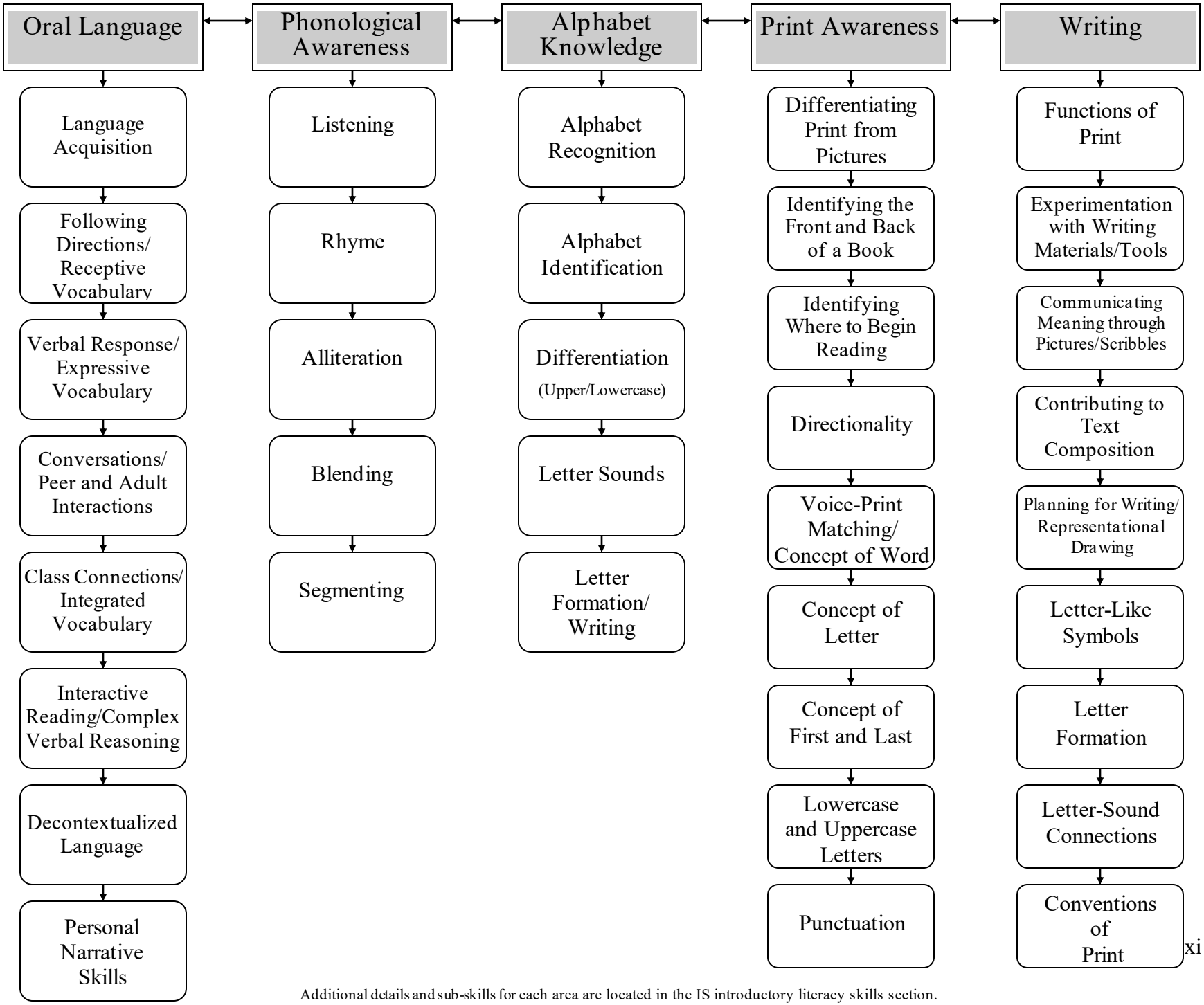
Q: Are the activities meant for use with large groups, small groups, or individual students?

A: Most activities are adaptable for large group, small group, or one-on-one instruction. Ask your literacy mentor for input on how activities can be adapted to fit your needs. Activities intended for specific types of instruction are identified in the manual.

Q: How are the activities outlined?

A: Each activity includes a list of suggested materials, approximate time estimates for implementation, and specific procedures to follow. Each procedure has numbered steps with a blank space to the left of the item (where teachers may place check marks after the activity has been completed). Additionally, each activity includes an area for "Teacher Notes and Questions." Teachers are encouraged to use this section to provide feedback, comments, and questions about the activities to literacy mentors. Mentors will consider your input as they work with you in your classroom, and as they revise the manual for future use.

SCOPE AND SEQUENCE



Additional details and sub-skills for each area are located in the IS introductory literacy skills section.

Foundations For Effective Literacy Instruction

- Research-Based Skills for Early Learners
- General Strategies for Early Childhood Instruction

Oral Language

Oral language skills reflect an understanding of specific rules for combining **sounds,** words, and sentences to **communicate meaning**. Teachers can enhance language development for all students by providing rich experiences to increase vocabulary and background knowledge, and inspire conversations between children, peers, and adults. Talking and reading to children helps prepare them for future success with reading, and provides them with opportunities to connect stories with personal experiences. As children increase oral language skills, they develop the ability to describe events which occur beyond their immediate surroundings as complex narratives.

Scientific Support

- Children learn new words by hearing them repeatedly, hearing them spoken by "important" people (Mom, Dad, teachers), and hearing them in meaningful contexts (Beck, McKeown, Kucan, 2002).

- In a study of language development at home, significant differences among social class groups in both quantity and quality of children's early language experiences were found (Hart and Risley, 1995).

- Effective language activities include resources, environments, experiences and teacher interaction which help children discover patterns and relationships, solve problems, and engage in higher order thinking (Neuman, 2006).

Strategies to Develop Oral Language

- **Interactive Reading**: Children engage in conversations with adults before, during, and after a story is being read.
- **Dialogic Reading:** Children respond to a series of questions, gradually increasing in-depth understanding and ability to retell stories in small groups.
- **Listening Activities:** Children play games such as "I Spy" or "Simon Says" to follow simple directions. This strategy may also include activities such as listening for absurdities or target sounds, identifying objects from an oral description.
- **Integrated (Thematic) Curriculum**: Curriculum areas are interrelated, thus helping a child to see patterns, make connections and gain more understanding of the subject being taught. Techniques used in this approach can include graphic organizers, concept sorts, realia, etc.
- **Storytelling**: Children progress from describing simple pictures to telling involved personal narratives.
- **Story Dramatization**: Children act out stories they have heard, repeating dialog or rhymes in story, using props, or puppets.

Phonological Awareness

Phonological awareness refers to the general ability to identify and manipulate the larger **sound** units of **oral** language. Phonological awareness skills include: listening for sounds, rhyming, identifying same beginning letter/sounds, and blending or segmenting words, syllables, and individual phonemes. Each of these areas contains sub-skills which must also be correctly sequenced when planning instruction. Listening includes: alertness, location, discrimination, perception, memory, sequence, and classification of sounds. Rhyming and alliteration include sentence and word level sub-skills, such as: matching, identification, elimination, sorting, production, and invention. Although many preschool children do not master blending and segmenting, most are quite capable of transitioning through the related sub-skills as they combine and separate words, sentences, compound words, syllable chunks, and onsets + rimes.

Scientific Support – 3 Things You Need to Know

- Without direct instructional support, phonological awareness remains undeveloped in approximately 25 percent of middle-class first graders and even more of those who come from less literacy-rich backgrounds (Adams, 1990).
- A child's awareness of the sounds of spoken words is a strong predictor of his or her later success in learning to read (Adams, 1990; Stanovich, 1986).
- Teachers of young children can support reading success by inviting their students to play with spoken language. Nursery rhymes, riddles, songs, poems, and read-aloud books that manipulate sounds are all effective tools for instruction (International Reading Association, Position Statement, 1998).

Strategies to Promote Phonological Awareness

- **Physical Response:** Children perform physical activity (i.e.,clap, hop or jump) when they hear target sound, to count syllables, and in discrimination activities.
- **Stories, songs, poems and fingerplays:** Children identify, practice, and remember language sounds by listening, singing, and reciting.
- **Realia**: Real objects or realistic pictures are used in listening, vocabulary, matching, sorting, and elimination activities.
- **Sorting:** Children sort pictures or objects by beginning sounds, number of syllables or rime.
- **Elkonin Boxes:** Children push pennies or other markers as they slowly say a word, separating it into individual phonemes.
- **Stretching:** Children use a Slinky, piece of elastic, rubber band, etc. as they slowly pronounce words to hear the individual phonemes.
- **Sequenced Sound Introduction:** Research indicates that children most easily learn letter/sounds whose names contain sound information at the beginning (b, d, j, k, p, t, v, z); followed by letters whose names contain sound information at the end (f, l, n, m, s); followed by letters whose names are their long sounds (a, e, o, i, u); and finally followed by letters whose names have no relation to their sounds (c, g, r, w, h, y, x, q).

Alphabet Knowledge

Historically, **alphabet knowledge** referred to recognition and **naming** of upper and lower case **letters** of the alphabet. Currently, educators also include the ability to associate specific **sounds** (phonemes) with individual letters, and letter **writing** as components of alphabetic knowledge. Although research findings fail to indicate one preferred sequence of letter introduction, it is agreed that individual letters must be introduced gradually, prioritizing letters in student names, and letters which are used frequently. Teachers who are focusing on handwriting or phonological skills (letter/sound relationships) may elect to sequence letters based on different criteria. (See Writing and Phonological Awareness.)

Scientific Support—3 Things You Need to Know

- "The best predictor of student's year-end reading achievement was their entering ability to recognize and name upper and lowercase letters" (Bond and Dykstra, 1967, p. 43; reported in Adams, 1990).

- Letter knowledge proved to be as strong a predictor of early reading success as other predictors combined. (Scanlon and Vellutino, 1996).

- Using student names as a springboard to learning letters is highly effective (Cunningham, 1995).

Strategies to Support Alphabet Knowledge

- **Songs, stories, poems and fingerplays:** Children identify, practice, and remember letter names and sounds by listening, singing, and reciting.
- **Physical Response:** Children perform physical activity (i.e., clap, hop or jump) to identify upper or lower case, target letters, etc.
- **Name Analysis:** Children's names are used to introduce letter names and sounds.
- **Flashcards and games:** Children use small cards or game boards to practice matching, recognizing, ordering, and identifying letter names and sounds.
- **Sorts:** Children sort letters, objects, or pictures into groups: upper and lower case, tall-short, curved lines and none, beginning sound, ending sound, etc.
- **Multi-sensory Letter Formation:** Children use a variety of media (i.e., shaving cream, pipe cleaners, play dough, etc.) to practice letter formation.
- **Shared Writing:** Children observe letter formation, letter-sound correspondence, and use of capital and lower case letters as they work with the teacher to generate written text (list, Morning Message, chart, etc.).
- **Sequence for Sound Introduction:** Research-based sequence of introducing letters based on difficulty, learning patterns, developmental abilities, etc. (Instructional Supplements, page 120)

Print Awareness

Print awareness refers to the ability to understand that **written language** carries **meaning**. This general ability is based on multiple skills related to: book and print organization (title, page order and orientation, print direction), print meaning (speech to print connections, functions, characteristics), letters (upper and lower-case, concept of letter), words (concept of word, sight words, visual characteristics), and punctuation (function, naming, forming). Teachers can use big books, shared writing, semantic webs, charts, environmental print, classroom labels, dramatic play, writing centers, predictable books, and journal writing as vehicles to promote understanding of print.

Scientific Support – 3 Things You Need to Know

- Children's performance on print awareness tasks strongly predicts future reading achievement. (Texas Education Agency, 2001)

- In environments rich with print, children incorporate literacy into their dramatic play to mirror real life (Morrow 1990; Vukelich 1994; Neuman & Roskos 1997). These experiences expose children to varied print and the processes of reading for real purposes (NAEYC and IRA Position Statement,1998).

- Young children, even those from homes with limited environments for literacy, can develop important pre-literacy skills when the right environment is provided in the classroom. Children learn best when given many opportunities to observe, try out, and practice literacy skills in authentic meaningful situations (Taylor, Blum, Logsdon, 1986).

Strategies to Promote Print Awareness

- **Shared Reading:** Children and teacher read messages, charts, and big books together.
- **Shared Writing:** Children and teacher work together to create lists, charts, messages, etc. This may also include the teacher "sharing the pen" with students.
- **Environmental Print:** Children become aware of print in their environment, including student names labels, familiar locations, and products.
- **Word Walls:** Children can develop print awareness as well as alphabet knowledge skills (names, shapes, sounds, sequence of letters.) Word walls for preschoolers must connect pictures with print, and often include student names or a few words related to current instructional themes. Children can practice matching, sequencing, and identifying letters and words.

Writing

Writing is the process of **recording** letters, words, or symbols to communicate **meaning**. Early writing instructional methods range in difficulty, progressing from dictation to interactive and shared writing, and finally to independent writing. Preschool children are not expected to independently write lengthy stories, but teachers can scaffold learning experiences to engage students in experimental writing, labeling, planning, communicating with peers, and recording personal experiences. Children are eager to participate in writing activities using varied tools and materials when their efforts (at all levels of learning) are met with encouragement and support.

Scientific Support – 3 Things You Need to Know

- "Children who are encouraged to draw and scribble 'stories' at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement" (Department of Education, What Works: Research About Teaching and Learning, 1987).
- Teachers who provide children with regular opportunities to express themselves on paper, without feeling too constrained for correct spelling and proper handwriting, help children understand that writing has real purpose. (Graves, 1983, Sulzby, 1985, and Dyson, 1988).
- Children who write become better readers (Stosky, 1983).

Strategies to Promote the Development of Writing

- **Physical Response**: Children work with partner(s) to make letters with their bodies. This may also include activities such as walking on large letters taped to the floor to understand letter formation, painting with large paint brushes, and sidewalk chalk.
- **Writing Center:** The classroom writing center is stocked with materials such as blank books, plain paper for drawing and writing, a variety of writing utensils, envelopes, etc. A classroom mail center may also be part of this center.
- **Language Experience Stories:** Children dictate stories about experiences, journal entries or captions for artistic creations
- **Interactive Writing:** Children offer input about items to include in morning message, charts, surveys, etc. The teacher does the writing, modeling correct letter formation, punctuation, etc.
- **Shared Writing:** The teacher shares the pen with the children as they collaborate to write lists, charts, messages, poems and songs, etc.
- **Independent Writing:** Children use skills acquired to write independently in journals, at the writing center, and in other centers.
- **Sequenced Letter Formation:** Depending on the needs of your students, you may want to introduce individual letters for beginning letter formation practice. Some formal handwriting programs suggest that letters are most easily introduced in the following order: L, F, E,H, D, P, B, R, N, M, K, C, O, Q, G, T, I, J, A, S, U, V, W, X, Y, Z; followed by c, a, d, g, o, s, l, t, i, j, r, n, m, h, b, p, v, w, x, y, z, k, u, q, e, f.

Thematic Curriculum

Thematic curriculum refers to instruction which includes a variety of skills and concepts related to a particular theme, such as fall, squirrels, construction, insects, etc. Because well-chosen themes are selected based on the natural interests and common experiences of young children, they not only help teachers organize content, but serve as useful tools for motivating and engaging young students. Children using thematic curriculum learn to make connections between topics being studied and their personal worlds. They learn new information in the context of previously known information. The use of thematic curriculum is an excellent strategy for ELL students, allowing them to organize new knowledge and understand relationships between concepts.

Thematic curriculum invites teachers to implement instructional activities across multiple disciplines. Language arts, math, science and social studies concepts are integrated, reflecting and modeling life beyond the classroom. Children learn that reading, determining quantities, classifying, analyzing, and drawing conclusions are skills which are applicable and useful within a variety of contexts. Themes should be changed on a periodic basis to maintain and stimulate student participation. Some teachers change themes bi-weekly, monthly, or quarterly, depending on evidence of sustained interest. The classroom environment should reflect current thematic units through displays of student work, poems, graphs, KWL charts, etc. Student center activities should also be related to themes in order to offer skill practice in an engaging manner.

Language Play and Literacy

Student names are often used as "stepping stones" for engaging students with early literacy skills. As children become members of a group or class, their written names become immediately more useful and necessary than in the home environment. Children recognize the purpose in reading their names, and demonstrate a sense of confidence and increasing independence as they find their cubbies, mailboxes, journals, etc. Name recognition helps children learn that print is directly related to speech, and that printed words represent concepts. This understanding provides a critical foundation for early reading skills. Teachers must provide opportunities for explicit instruction and practice with individual name recognition, as well as opportunities for students to recognize the names of their classmates.

As children learn to recognize their names, they also begin to notice features of print. They learn to identify letters, discriminate between upper and lower case letters, understand letter sound correspondence, and learn that specific sequences of letters make words. Names can be used as labels, and substituted in rhymes, songs, and games.

A variety of activities can include student names as the content for skill practice. Children can learn to sort and group names with similar beginning letters/sounds, number of syllables, ending letters/sounds, etc. Student names can also be used to scaffold reading and re-reading with class books, dictated response charts, graphs, and classroom print.

Games provide a vehicle for introducing, reinforcing, and practicing skills, as well as for children to interact and work cooperatively. Games may be used with large groups ("Simon Says"), small groups ("Bingo"), and individual students (puzzles). Games can be commercially produced or teacher made, but must be enjoyable. Games can be made to coordinate with themes, and one game can be used for a variety of students and skill levels. Additionally, games such as "Alphabet Bowling" or "Simon Says" allow for active learning, while games such as "Memory" or "Alphabet Wheel of Fortune" are quieter. Games should be introduced in small group settings. After children have played a game several times in a directed setting, it can be placed in a center for independent practice.

Puppets provide a means of introducing and reenacting stories, as well as a vehicle for classroom management, developing literacy skills and oral language development. English Language Learners and children with language delays will often talk to a puppet before they are comfortable talking to teachers or even peers. Books "come alive" as puppets become the characters in the story and children use them to recreate what they have heard. Puppets are also useful props for introducing a book to children. Children will often be more attentive when a puppet is "talking" to them and will often try to please a puppet by following his/her request to maintain a specific behavior or perform a specific task (e.g., cleaning up).

Utilization of songs, fingerplays, and poems as a means of instruction is recommended by the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). These tools are used to engage students in meaningful practice with literacy skills (e.g., rhyme, letter naming, blending, sequencing) while bringing an element of fun and play to young learners. Music and rhythm help establish mental triggers for recall and encourage extended comprehension, often through physical response. In addition, this strategy addresses the needs of students who learn most effectively from auditory stimuli.

Although many skills can be practiced through songs and poems, rhyming is among the most directly accessible. Teachers can invite children to recognize rhyming words, identify rhyming pairs, complete rhyming sequences, or produce substitute rhymes (depending on ability). Songs and fingerplays can easily be adapted for specific rhyming objectives.

Conversation

Conversation is the means by which children learn the most about words and how they are used. "In conversation, adults and children share information in a personal give and take. Conversations that are honest and sincere, rather than didactic and contrived, help children build trusting relationships with adults. They also foster language and literature development" (Morison, 2004).

Oral language is the basis for emergent literacy, and for this reason it is extremely important that teachers provide opportunities for conversation with every child every day. Greeting children when they arrive and engaging them in a brief conversation about what they are wearing, how they are feeling, or what they did while they were at home, helps them feel important and valued. Breakfast, snack and lunch are excellent times to have informal conversations with children seated at your table. Interacting with children at centers, on the playground and when going for a walk also allow for rich conversation and oral language development. Puppets or stuffed animals may engage children with language delays, ELLs, or those who are very shy in conversation if they are unwilling to talk to an adult or peers. Children may also engage in pretend telephone conversations with adults or peers, using old phones.

Conversation stretchers promote longer and richer conversations. These include strategies such as adding details (expansions), explaining terms, sharing experiences, and wondering aloud. Asking open-ended questions encourages children to use longer sentences and more expressive vocabulary than questions requiring short answers. Conversations also allow students to demonstrate background knowledge and share insights with peers and teachers.

Interactive and Shared Reading

Interactive reading describes a general process of adult oral reading where children are encouraged to analyze picture clues, narrative, vocabulary, characters, and events to better comprehend stories, increase background knowledge, and develop oral language skills. Teachers guide children to develop these skills by using expressive reading techniques, offering brief explanations, and posing questions when appropriate. It is important that teachers have previewed the book to be read, selected vocabulary to be highlighted, developed questions to be asked, and planned follow-up activities, such as retellings, dramatizations, etc. Teachers should plan to read stories daily, and stories should be read more than once.

Before reading, teachers encourage children to take a "picture-walk" through the text, using print and picture clues to make predictions. As they read, teachers help children confirm or correct student predictions and understandings. Picture walks should be brief and highlight key aspects of the story. Children should be encouraged to participate in discussions, including predicting story events and outcomes.

During reading, the teacher comments on vocabulary and asks questions that encourage more prediction and aid comprehension. It is important to encourage children's spontaneous responses such as asking questions, joining in with repeated phrases, filing in blanks, and moving like one of the characters. The goal is for children to become engaged in the story.

Following the read-aloud sessions, adults encourage children to reflect on character motivation, make personal connections with story events, and summarize main ideas. Additional classroom activities are planned to connect with story settings, characters, and events in order to develop language skills and further enhance story comprehension.

Shared reading helps children build background knowledge, understand the conventions of print and story structure, develop concept of word, and develop reading strategies such as the use of prediction. It typically involves the use of big books or charts of favorite songs and poems, and may be done with a small or large group of children. The activities are fast paced, fun, and interactive.

When using big books, the book may be set on an easel and the teacher uses a pointer or finger to help children follow the words as the story is read. After several readings, the children are familiar enough with the book or chart to join the teacher in reading. They may also begin to fill in missing words, point out words or letters in the text, and actively engage with the text.

Charts of favorite songs and poems are used in the same manner as big books. They may be clipped to an easel or placed on a wall. The print should be large enough for all children to see, and well spaced. Rebus pictures may be added to help children associate print with concepts. Pointers are used to help children follow the print as they interact with the teacher and the chart.

Charts, big books, and pointers should be available for student use throughout the day. Activities such as "read the room" and "write the room" may be added to center or small group work to enhance children's emergent literacy skills.

Dialogic Reading

Dialogic reading includes a specific process of questioning and responding to children while reading a book. It involves multiple readings and conversations about books with children in small groups. Teachers strive to become active listeners, and guide children to become skillful storytellers. Grover Whitehurst's dialogic reading program, "Read Together, Talk Together" specifies discussion and question sequences used. They are represented by the acronym, **PEER**.

P- Prompt the children to talk about something on the page by asking a question. For example: "Why do you think the goat has such long fur?"

E- Evaluate what the child says and respond. This may involve giving a correct answer or gently correcting the child's answer. For example: "Maybe the goat likes to keep its fur long, but I think it might have long fur to keep warm."

E- Expand on the child's response, giving more information to engage in further discussion or build background knowledge. For example: "This goat is called a mountain goat. It lives high up in the mountains, where it is very cold and even snowy. The mountain goat needs to have such long fur so it can keep warm."

R- Repeat the prompt to make sure the child has learned from the expansion. For example: "What is this animal called? Why is it called a mountain goat? Why does it have such long fur?"

One or two PEER sequences per page should be offered intermittently the first time a book is read. During second and third readings, PEER sequences should occur on nearly every page. Each time a book is reread, the teacher reads less, and encourages the children to tell more.

There are five types of prompting questions that are used in dialogic reading to begin PEER sequences. They can be remembered as extensions of the acronym, **CROWD**.

C- Completion questions**:** "Derek doesn't want to go to ____"

R- Recall questions**:** "What happened to the cat?"

O- Open-ended questions requiring more than a one word reponse: "**W**hat do you see on the page?"

W- WH questions: who, what, where, why

D- Distancing questions connecting text to the student's life: "Have you ever made pizza before?"

Interactive and Shared Writing

Interactive writing demonstrates the relationship between oral and written language. Children begin to realize that what they say can be written down in print, and what is written can be read back as oral language. In interactive writing, the emphasis is more on the message than the mechanics.

As a teacher records a dictated story, the children begin to understand the conventions of print, concept of word, and the relationship between sounds and letters. Children learn that print is written left to right and top to bottom, and that sentences begin with a capital letter and end with a period or other punctuation (?,!). Ideas for interactive writing activities can come from stories read, a current thematic unit, or experiences (such as field trips, guest speakers, or classroom occurrences). Charts can be saved and re-read; they may also be posted in centers to allow children to interact with them throughout the day.

Shared writing further extends the instructional focus to include opportunities for students to "share the pen." Children are invited to add a letter or word to a composition, and become more explicitly involved in the writing. Teachers extend their guidance to include "writing aloud", noting spaces, punctuation, letter-sound connections, etc. Shared writing is a useful technique for demonstrating the purpose (as well as the mechanics) of writing. Class attendance charts, morning messages, thank-you notes, or invitations can all be recorded and then distributed or displayed to communicate with others. As with interactive writing, following explicit periods of direct instruction, shared writing charts should be posted to invite additional student interaction .

Both **shared writing** and **interactive writing** experiences are more effective when there is a connection between the writing and other activities (i.e., themes, field trips, speakers). To maintain student interest, both interactive and shared writing activities need to be well paced.

Story Telling and Retelling

Story telling is a time-honored form of instruction, and is used by all cultures to teach children about their environment and the world. All children have a story to tell and they all seek an audience to listen- adults, peers, or toys. Story telling remains a valuable strategy for developing children's oral language comprehension. Children need to be active listeners; they must figure out the meaning of new words and thoughts, and use their memories to follow the action.

Story telling as an early literacy strategy has occasional advantages over reading story books. It is easier to tailor a told story to children's interests and attention spans, and because the story teller is often more animated…using gestures, facial expressions and speech inflections…children are often more attentive. The storyteller is also more attentive to children's reactions, and is able to elicit participation easily.

For any story a teacher chooses to tell, several things should be remembered. First, be very familiar with the story. It may be useful, for someone new to the activity, to choose a familiar story or to make one up based on personal experiences. Second, use a cue card to remember key details. Props such as flannel board figures, objects, pictures, or on-the-spot illustrations also help keep children engaged. Emphasize phrases that are repeated so children can participate. Vary the tone, speed, and pitch to keep children engaged. As when reading a book, show enthusiasm for the story, and practice it several times before orally telling it.

Story retelling activities help children demonstrate comprehension and a sense of story. This can be done in many ways, including dramatization, puppet play, flannel board retelling, class books, story lines and story boxes. Materials, props and simple costumes (e.g., Little Red Riding Hood's cape) should be made available for children to use in centers.

Shy children and those with language delays, may be initially reluctant to participate in a dramatization, but repeated reenactments may help them become more comfortable. It may also be helpful at first to dramatize stories with a repeated phrase (e.g., "The Gingerbread Man") so all children can participate in the chorus.

Story Extensions

Story extensions are important to the development of oral language, print awareness, alphabet knowledge, and phonological awareness. As children answer questions and participate in activities, they demonstrate their comprehension, extend their learning, and develop story and print concepts. The activities also add to the enjoyment of the story and the children's engagement, whether it is the first time the children hear the story or whether it is a re-reading experience. The goal in extending stories is to make them meaningful and dynamic as they come alive for children in the classroom.

Instructional objectives related to interactive reading can be extended through simple discussions about stories. CROWD questions can be asked in order to assess/clarify understanding, review story events, or focus on a core skill area (vocabulary, alphabet knowledge, and phonological awareness). Other discussion activities could address whether the story is real or make-believe, story summaries, predictions about what might happen if the story continued, and creation of a new ending, new setting, or new characters for the story.

Explicit activities, such as building story maps, can help children develop an understanding of story elements (i.e., title, characters, setting, problem, resolution) with visual representations. Graphic organizers can also be helpful as children develop an understanding of sequence, and cause-and-effect.

Materials for extending story comprehension and re-enacting story events should also be included in centers whenever possible. Story related puppets and flannelboard characters can be included in the library area, and props related to the story could be placed in housekeeping or block areas for story dramatization and role-playing. Materials can also be placed in the art area for children to draw or paint story related pictures, make puppets, or create masks.

Stories that are related to the current theme build background knowledge, extend vocabulary, and help children connect the theme to their world. These stories can be extended throughout the classroom as well to include centers, songs, fingerplays, shared and interactive writing experiences, and community activities (such as guest speakers and field trips).

Graphic Organizers

Graphic organizers include KWL charts, word webs, Venn diagrams, word lists, graphs, semantic maps, and story maps. They help a child organize ideas and communicate more effectively. Some graphic organizers (i.e. story maps) are very specific and others can be used for many topics. Graphic organizers can be used to introduce a topic, review material learned, review information in an ongoing manner, or to compare and contrast stories/information. When writing on a graphic organizer, be sure to use correct letter formation, and add real pictures or props when possible. Keep the organizer visible throughout the theme study so you and the children can refer to it frequently.

Semantic maps provide a framework for the theme or concept and assist in planning. They consist of ideas and activities that support children's understanding of thematic concepts. They may be prepared by teachers in advance of a theme, but when done with students, maps are effective tools for determining student knowledge and interests, as well as supporting children's understanding of thematic concepts. These webs also support children's listening, reading, and writing skills.

KWL charts help teachers and students gain important information about the theme to be studied. At the beginning of the theme, students are asked to relay information they already have about the subject. This is written on the chart under the "K" column (What I Know). Students are then asked what they would like to learn about the topic and this is written under the "W" column (What I Want to Know). As information is learned, the "L" (What I Learned) portion of the chart is completed with student contributions.

Story Maps help students as they analyze or retell a story. They may include the characters of the story, setting of the story, problem the characters faced, and the resolution of the problem. Story maps may also be more linear as children illustrate and sequence the important story events (e.g., a story line).

Venn Diagrams consist of two intersecting circles. These are used to help children sort, compare, contrast, and organize information. Venn diagrams may be made with yarn, embroidery hoops, paper plates with the centers cut out, hula hoops, or they may be drawn on paper. Children sort objects (i.e. red and blue objects) into two circles. Objects that match both criteria (i.e. red and blue stripes) are placed in the intersecting section of the circles.

Sorting

Sorting is a basic skill which depends on the ability to recognize and discriminate among particular characteristics or attributes which define concepts. Children look for similarities and differences, and place objects or pictures into groups defined by these qualities. Activities might include visual sorting tasks (e.g., upper or lower case letters, straight lines or curved lines, etc.), auditory tasks (e.g., /b/ or /m/, rhyming, etc.), or conceptual tasks (e.g., clothing, furniture, people, etc.).

Sorting practice can be applied to a variety of concepts, ranging in level of difficulty. Because the activity usually results in a visual product, it is easy for teachers to model expected behavior, correct responses, and quickly assess individual student ability. Sorting activities are also appropriate for use with ELL students, as they provide a way for students to show their understanding of concepts while acquiring vocabulary

Common sorting objects for literacy tasks include picture cards (rhyming, alliteration, syllables), magnetic alphabet letters, small figures (beginning sounds, rhyming), word cards, alphabet cards, etc. A variety of tools can also help teachers and students organize sorting materials, including pocket charts, Venn diagrams, T-charts, sorting trays, muffin tins, etc. Sorting activities are often introduced in large or small group instructional settings, and then placed in student centers for independent practice.

Strategies to Use with ELL Students

Total Physical Response (TPR) is based on the relationship between language and its physical representation. It helps children gain receptive vocabulary through movement, and allows them to demonstrate understanding without verbalization. TPR encourages children to respond physically (rather than verbally) to indicate understanding; thus relieving some anxiety for English Language Learners.

TPR can be used to teach: movement directions (e.g., sit down, stand up, walk), student names, color words, number words, shapes, body parts, prepositional phrases, directions (up, down, left, right), and general and content vocabulary.

Use of TPR is described throughout the Instructional Supplements as children clap for target sounds, wear sound necklaces and respond to stimuli, act out stories, respond to songs and fingerplays, and play games.

Realia refers to any real, concrete object used to create connections with vocabulary, stimulate conversation and build background knowledge. Using realia gives students the opportunity to learn through all their senses. Realia allows children to actually use objects in the ways they are intended to be used, and to experience weight, texture, size, and at times, smell and taste. In some cases (e.g., apples), it may be important to provide several objects so children can experience the differences in varieties. When a real object is not available (or is impractical to use) models, photographs, illustrations and artwork may serve as alternatives—as long as they are actual representations of the object, not cartoon-like drawings.

September

Theme: My School

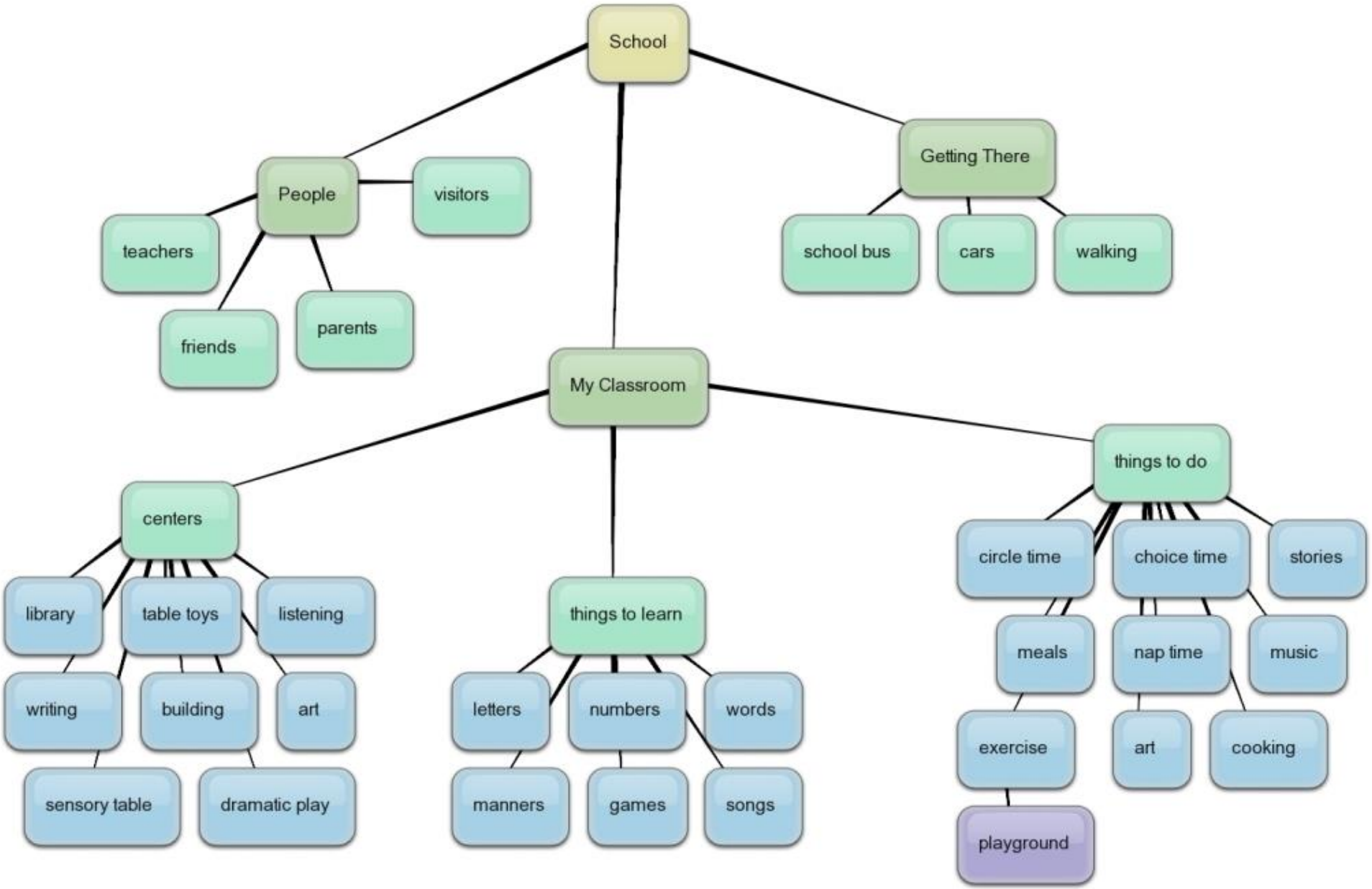
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading: *If You Take A Mouse to School*
- Planning Support
- Literacy Activities

September Pacing Guide

September	**My School**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading/Verbal Reasoning	OL: Interactive and Shared Reading: *If You Take A Mouse to School*	
	Language Acquisition/ Vocabulary/Conversations	OL1: Supporting Language and Literacy in Play	
	Phonological Awareness		
	Listening	PH1: Listening Discussion PH2: Noise	
	Alphabet Knowledge		
	Letter Recognition	AK1: The Alphabet Song	
	Letter Naming	AK2: Student Name Analysis	
	Print Awareness		
	Differentiating Print	PA1: Picture Location	
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/Composition	WR1: Guided Practice with a Writing Center	
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Language Acquisition / Vocabulary/Conversations	OL2: Dramatic Play Center Choice Chart	OL1: Supporting Language and Literacy in Play
	Phonological Awareness		
	Listening Discrimination	PH3: Copy Cat PH4: What Do You Hear?	
	Alphabet Knowledge		
	Letter Naming	AK3: Creation of Letter/Sound Posters	AK2: Student Name Analysis
	Letter Formation	AK4: Imaginary Writing	
	Print Awareness		
	Differentiating Print/ Concept of Word	PA2: Classroom Labeling	PA1: Picture Location
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/Composition	WR2: Experimenting with Playdough	WR1: Guided Practice with a Writing Center
Third Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Language Acquisition / Vocabulary/Conversations	OL3: WAIT Conversation Strategies	OL1: Supporting Language and Literacy in Play

			OL2: Dramatic Play Center Choice Chart
	Vocabulary/ Decontextualized Language/	OL4: Describing Emotions or Feelings	
	Phonological Awareness		
	Listening	PH5: What Sound Did I Make? PH6: Listening Lotto	
	Alphabet Knowledge		
	Letter Naming	AK5: Recognizing/Identifying Letters During Interactive Reading	AK2: Student Name Analysis
	Letter Formation		AK4: Imaginary Writing
	Print Awareness		
	Differentiating Print/ Concept of Word	PA3: Chart Completion	
			PA2: Classroom Labeling
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/Composition		WR1: Guided Practice with a Writing Center WR2: Playdough
Fourth Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Language Acquisition / Vocabulary/Conversations	OL5: Coffee Shop	OL1: Supporting Language and Literacy in Play OL2: Dramatic Play Center Choice Chart OL3: WAIT Strategies
	Connections/Vocabulary	OL6: Describing Simple Pictures OL7: Describing Photographs (Expanded)	
	Phonological Awareness		
	Listening	PH7: I'm the Sound PH8: Do You Hear What I Hear?	
	Alphabet Knowledge		
	Letter Naming	AK6: Alphabet Song, Letter Matching AK7: Mystery Name	AK2: Student Name Analysis
	Letter Formation		AK4: Imaginary Writing
	Print Awareness		
	Book Features	PA4: Book Matching	
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/Composition		WR1: Guided Practice with a Writing Center WR2: Playdough
	Contributing to Text	WR3: Becoming An Author	

Thematic Map: My School



September Interactive Reading

Title: If You Take a Mouse to School
Author: Laura Numeroff
Vocabulary: Lunchbox, backpack, locker, science experiment, lunchroom.
Props: Mouse puppet or stuffed mouse, backpack containing items from the story and a copy of the book, lunchbox, circle tablecloth or hula hoop.

Before Reading	During Reading	After Reading
Activities: Show children the backpack and ask what they think is inside. Take items out one at a time, and talk about what they are. Bring the book out last. *Cover*: Show picture on the cover and ask children what they see. Talk about the mouse. How does he look? Would a real mouse wear clothes? Would a real mouse hold a pencil? What do they see on the lunchbox? What is in the lunchbox? Who has played with a yoyo? If there was one in the backpack, give children an opportunity to try it. Read the title. Count the words. Talk about the author and the illustrator. See how many letters children can identify. *Picture Walk:* Tell children to look for the mouse on each page- he likes to hide! All of the pictures in the book have lots of things to discuss. Pick 3-5 to discuss, asking the children what they see, what they think is happening, what will happen, and if they have ever had a similar experience.	*Questions:* Could a mouse put on clothes? Who drew the pictures on the refrigerator? Does your mom put pictures and notes on her refrigerator? I wonder what all of this writing (on the chalkboard) means? (Science experiment) What is he doing? Why is the water purple? What will the mouse do with the house? What is the mouse going to do with the paper? Where is the mouse? Could he really play basketball? **Subsequent Readings:** Continue to discuss the pictures, including details found in each. Select 2-3 pictures for each reading. Does this look like your kitchen at home? What is the mouse packing for a snack? How did the mouse get so dirty?	*Questions*: Did you like the story? Why? Would you like to bring a mouse to school? Would your friends like it? What would happen if a monkey (or other animal) came to school? **Subsequent Readings**: Introduce the term "circle story" and explain that just like circles, circle stories don't necessarily have an end. Use the materials from the backpack and place them around the circle in sequence to help children retell the story. Have children tell their favorite part of the story. Read other "mouse" stories by the same author. Discuss their similarities and differences. Ask the children to vote on which is their favorite.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all of them. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: School

Recommended Reading

Fiction

A Bug, A Bear and A Boy Go to School. McPhail, David

David Goes to School. Shannon, David

If You Take a Mouse to School. Numeroff, Laura

The Berenstain Bears Go to School. Berenstain, Stan & Jan

The Kissing Hand. Pen, Audrey

Will I Have a Friend? Cohen, Miriam.

Mouse's First Day of School. Thomson, Lauren.

My Preschool. Rockwell, Anne.

Little Bunny's Preschool Countdown. Whitman, Albert.

Timothy Goes to School. Wells, Rosemary.

Curious George's First Day of School. Rey, H.A.

Carl Goes to Daycare. Day, Alexandra.

My Teacher Sleeps in School. Weiss, Leatie.

Non-Fiction

First Experiences: My First Day at Preschool. Priddy, Roger.

Curious Kids Go to Preschool. Antoine, Heloise.

Signs at School. Hill, Mary.

Potential Target Vocabulary

classroom
centers
hallway
playground
alphabet
fire drill
rest time
choice
cooperate
manners
numbers
calendar
counting
letters
art
science
meeting
message
principal/director
leader
friend

Activity OL01: Supporting Language and Literacy in Play

Materials: classroom play centers

interesting objects (for occasional use to initiate conversations)

Time: extended time periods—variable lengths

Procedures:

To Support Language Development:

___1 Join in play and encourage conversations with non-verbal students by imitating their actions and waiting for their responses.

___2 Make enthusiastic comments, accompanied by questions, after observing children's actions. Make sure that your questions are appropriate for the child's language stage, interesting to the child, and capable of stimulating her creativity.

___3 Expand on children's responses. You could simply use a child's basic words and add some of your own in order to make a complete sentence. You could also expand a response by taking a child's words and adding some ideas.

___4 Extend conversations by adding information. You could provide additional information by explaining how or why something works, talking about your own feelings/emotions/opinions, making comparisons to other people's lives/experiences/situations, discussing the future by making predictions or pretending, or creating situations that students are not familiar with.

___5 Interpret sounds, actions, gestures, or sounds with simple language.

___6 Model pretend play for students and encourage imitation of pretend actions. Use common language and imitate real-life characters. Invite students to join in; assign roles, if necessary.

___7 Interpret children's actions as meaningful pretending. Make sure you address children as characters in play scenarios when you talk with them. Offer suggestions to encourage interaction or expand conversation.

___8 Do something interesting to catch a student's attention. Then, wait for him to comment or join in.

To Support Literacy Development:

___1 Define space to create pockets for play.

___2 Include writing instruments and implements in all of the play centers (pencils, pens, markers, chalk, paper, note cards, envelopes, etc.)

___3 Include relevant books, magazines, pictures, and labels in each play center.

___4 Adapt children's everyday experiences when enriching play centers. Children enjoy playing with objects, items, and print that they know the best. You can consult with parents for input on items students use at home. (For example, if you

have a "kitchen" play center, you could ask parents to bring in labels from favorite soups.)

___5 Suggest that children use writing or reading to support their play, and provide them with the tools to do so. (For example, if you observe a student pretending to be a "waitress," ask her if she has a "pad" to write down her orders, and then provide her with a pad to write on).

___6 Select a role when you interact in children's play. You could serve as an "observer," watching children play before intervening to suggest something that might extend literacy skills. You could choose to be an "onlooker," encouraging attempts at literacy by commenting and praising (e.g., "Good, you wrote down her order so you knew what she wanted to eat!"). You could serve as a "co-player" by accepting an invitation to play, following the lead of the children, and modeling literacy behaviors. Finally, you could choose to be a "play-leader" by suggesting a theme, modeling a new role, or introducing new literacy information.

Teacher Notes and Questions:

Activity PH01: Listening Discussion

Materials: The Ear Book by Dr. Seuss

Time: approximately 15 minutes

Procedures:

___1 Read and discuss Dr. Seuss's The Ear Book.

___2 Begin a discussion about the parts of our body called ears, which we use to hear and listen with. Ask why people listen and discuss times when people listen. Talk about how to listen well (sit still, look at the person who is talking, use your ears to hear them, refrain from talking, etc.).

___3 Emphasize things that impede listening (such as talking to friends while someone else is talking, shifting around in chairs, failing to be attentive).

___4 Engage the students in a listening activity (tell a personal story, read a book or poem, have each student share something while the class listens, etc.).

Teacher Notes and Questions:

Activity PH02: Noise

Materials: Charlene Loves to Make Noise by Bottner and Stadler

Time: approximately 15 minutes

Procedures:

___1 Introduce the concept of noise to the students by reading and discussing Charlene Loves to Make Noise .

___2 Begin a conversation about different types of noise.

___3 Talk about ways that people make noises (with their mouth: talking/yelling; with their hands: pounding/clapping/snapping; with their feet: stomping, etc.). Invite the students to offer their own ideas about how to generate noise.

___4 Talk about the concept of turning noise on and off. Demonstrate this noise on/off process for the students. Invite the students to make noise for a while; then say "noise off." Practice this process until all the students become quiet immediately when you say "noise off" (some teachers use "volume on/off," "mute on/off," or "noisemakers on/off"). Once this process is introduced you will have a simple mechanism in place to get the students quiet or to encourage listening. Use this technique over the course of the entire school day when necessary (i.e., during circle time, story time, even playtime if things get too noisy).

Teacher Notes and Questions:

Activity AK01: The Alphabet Song

Materials: printed alphabet cards or poster

pointer or yardstick

Time: approximately 2-3 minutes

Procedures:

___1 Practice this song on a regular basis with students. Always point to printed letters as you sing, encouraging the students to understand the correlation.

___2 Individual students can also take turns pointing to the letters when the class sings or recites the alphabet.

Teacher Notes and Questions:

Activity AK02: Student Name Analysis

Materials: feltboard

Velcro

name cards for each student

blank paper

magnetic letter tiles from the Instructional Supplements or

lowercase alphabet cards and a pocket chart

copies of individual name pages for each student

student scissors

glue sticks

Time: approximately 10-20 minutes

Procedures:

Use student names as motivating tools to build general alphabetic knowledge, especially letter recognition.

___1 Morning attendance procedures serve as great opportunities for students to recognize the letters in their names and to eventually practice writing their names. Create a daily attendance board using cardstock and a felt board. Print each child's name on a card (using an uppercase initial letter, followed by lowercase print). Affix Velcro to the back of each card so it will stick to the board.

___2 When students arrive each morning, they must find their names on the board (either by themselves or with help. Guide them with clues, such as "Remember what letter your name starts with? Okay, let's look for any card with a name that starts with a 't' and see if that looks like your name.").

___3 As children begin to easily recognize their names, you could change this activity to emphasize writing. After the students find their names on the board, they will be asked to sign-in on a daily attendance sheet. (These attendance sheets will then serve as data to compare student progress in writing over the course of the year.)

___4 "Name of the Day" is an excellent name analysis activity to focus on letter recognition. With great flourish and excitement, draw one student name from a hat or bag each day. Ask the students what they notice about the name, prompting responses, if necessary (e.g., "Is it long or short, what letter does it start with, how many letters does it have in it, etc.).

___5 Perform a special chant to introduce the person's name. Ask students to be the echo for each letter of the name (as they hold up individual letter cards) and then say the whole name (as they hold up the entire name card), as follows: "Give me a 'T,' (students: "T"), give me an 'i,' (students: "i"), give me an 'a,' (students: "a"), give me an 'r,' (students: "r"), give me an 'a,' (students: "a"). Whose name do we have? (All: "Tiara!") Write the student's name on the board or (preferably) spell the name with the magnetic letter tiles or lowercase alphabet cards.

___6 Review the name with the class, making sure the students know each letter. Say: "Tiara's name starts with the letter 'T.' See how I spelled Tiara's name? I used a tall, capital 'T,' a lowercase 'i,' a small lowercase 'a,' a lowercase 'r,' and a lowercase 'a' (pointing to each letter as it is said). See, there is Tiara's name, T-i-a-r-a (pointing to each letter as it is said). Can someone come up to the board and repeat each letter in Tiara's name? Here, you can use the ruler to point to each letter as you say it."

___7 Ask another student to come up and show you certain letters, saying, "Show me the capital 'T' or show me the lowercase letter 'a.'" Once one or two of the students have pointed to each letter, try mixing up the letters, saying "I want you to remember, Tiara's name is spelled T-i-a-r-a. Now, I'm going to mix up all the letters. I want you to help me put Tiara's name back in the right order. Who can come up and put the letters back in the right order? I can give you some help if you need it. What does Tiara's name start with? What letter do we use first? How do you know? What comes next?"

___8 This activity could also be completed in paper format. Pick a student name to focus on for each day. Prepare a sheet of paper by printing the student's name in large letters at the top of the page. At the bottom of the page print each letter of the student's name in a box that can be easily cut out (the letters in the bottom boxes should not be in order). Make copies of this page for all students.

___9 Distribute the name pages to students. Review the name at the top of the page, repeating each letter. Invite the students to cut out the letters at the bottom of the page. Ask the students to rearrange the cut out letters in the proper order underneath the name written at the top of the page. Then ask the students to turn over their sheets of paper, mix up the "box" letters and try to put them back in order. After the work is checked for accuracy, distribute glue sticks to the children so they may glue the letters in place. As the students develop fine motor skills and gain experience with writing, encourage them to write each student's name on the front of the page beneath the pre-printed name.

Teacher Notes and Questions:

Activity PA01: Picture Location

Materials: children's picture book

Time: approximately 5 minutes

Procedures:

___1 Select a children's book with pictures on each page. Choose a book that has two or three items in each picture.

___2 Name a specific item which you want the students to point to in a picture. As students take turns pointing, reinforce their responses: "Good, you found the right picture; you didn't point to the words, or the empty spaces, just the picture."

___3 This activity can also be reversed; encourage the students to name a specific picture for *you* to point to.

___4 If students are unfamiliar with any pictures on the page, encourage them to point to those pictures (so you can name and explain them).

Teacher Notes and Questions:

Activity WR01: Guided Practice with a Writing Center

Even though most early preschoolers are just beginning to develop the fine motor skills required for writing, it is important for them to explore and experiment with writing tools. Teachers must consistently present opportunities to practice writing in meaningful ways, accepting all attempts, from scribbling to signs, to sentences. A variety of materials are listed as options below. You can maximize student interest by rotating the materials and experiences, coordinating with student abilities and theme studies. Multiple writing center ideas follow in the IS Writing section; others are included in the section for Alphabet Knowledge. In addition, a detailed guide to creating a writing center is located in the IS Appendix.

Materials:

- individual whiteboards with dry-erase markers
- blackboards with chalk
- sock "erasers"
- clipboards
- lined and unlined paper
- stationery, envelopes
- "stamps"/stickers
- greeting cards
- alphabet stencils
- alphabet stamps and washable ink pads
- laminated name cards
- word lists
- laminated lines, mazes, shapes, letters, numbers, words to trace and wipe-off
- dry-erase markers, water-base markers, crayons, pencils, pencil grips, pens
- survey sheets
- partially completed pictures
- diagrams with missing labels
- blank books
- response records
- picture dictionaries
- Etch-a-Sketch or Magna Doodle
- multi-sensory materials (e.g., playdough, rice, shaving cream; see additional IS Writing activities)

Time: approximately 5-20 minutes, depending on materials and student attention span

Procedures:

___1 Collect a variety of writing materials in an organized location.

___2 Demonstrate use of student name cards, alphabet stamps, blank books, surveys, etc. Encourage students to practice forming target letters, their names, names of peers, theme-related words, etc.

___3 Model correct letter formation; scaffold student achievement by guiding hands, correcting pencil grips, providing letters/words to trace.

___4 Praise and encourage all attempts at writing; work to build confidence and motivation to explore writing as a means of communication.

Teacher Notes and Questions:

Activity OL02: Dramatic Play Center Choice Chart

Materials: poster board

printed strips (labeled with center names)

pictures (digital, cut from catalogs, or hand-drawn) to represent each play center

red dots or star stickers

clothespins

glue or tape

Time: approximately 5 minutes

Procedures:

___1 In advance, prepare a play center choice chart using a large poster board. Add the name and picture for each play center to the poster. Place half of the center choices on the left side of the poster board, in a vertical line (leaving some space to the left of each item). Put the other half of the choices on the right side of the poster board (leaving some space to the right of each item). Place dots or stars in a vertical line to the left of each play center picture on the left hand side of the poster board. (The dots or stars represent the number of children that could potentially choose or play in that space). Place dots or stars to the right of each picture on the right hand side of the poster board.

___2 Write each student's name on both sides of a clothespin.

___3 Explain the play center chart to all the children. Read the name and show the children the picture that tells about each center. Point out the red dots/stars to the left and right of each picture.

___4 Tell the students that they will choose which play center they wish to visit by attaching their "name" clothespins to the dots/stars next to the play center name and picture on the chart.

___5 Invite the students to make their choices. Stand ready to read play center names or help students the first few times they make their choices. Students will very quickly begin to recognize the pictures/letters/placement for each center----enabling them to select more independently.

Teacher Notes and Questions:

Activity PH03: Copycat

Materials: none

Time: approximately 5-10 minutes

Procedures:

___1 Discuss the concept of copying or mimicking someone, giving an example or demonstrating for the students. Tell the students you want them to be "copycats." Explain that you want them to listen to you, so they can be copycats and play the copycat game. Explain that you are going to make sounds, and that the students should "copy" you by making the same, exact sounds. Make easily reproduced sounds that the students are capable of copying: clap, sing a simple word or sentence, tap, blow out a puff of air, stomp, cough, whisper, hum, etc.

___2 To follow up, vary the task, so that only you make the sounds. Ask the students to explain what you did to make them (rather than copying/making the sounds themselves).

___3 Give students the chance to lead the activity (i.e., one student comes up and makes sounds, while the teacher and other students act as the copycats---repeating each sound the student makes).

Teacher Notes and Questions:

Activity PH04: What Do You Hear?

Materials: Polar Bear, Polar Bear, What Do You Hear? By Eric Carle
clipboard with one programmed paper (e.g., "Tom hears"…) for each student
cover and title page for class book

Time: approximately 45 minutes-1 hour

Procedures:

___1 Read the book, attending to sounds by prompting students to supply, repeat or recall sounds that are made.

___2 Engage the students in a discussion, reviewing all the sounds that the polar bear heard.

___3 Take the students outside and invite them to listen and describe what they hear. Write down the sounds that the students hear outside on the programmed piece of paper ("Tom hears a car honk its horn," "Darnell hears the wind blowing."). Try to get each student to verbalize a sound; prompt, if necessary.

___4 As the class returns to the room, tell the students that they are going to make a book of all the sounds they heard outside. Give each student his piece of paper with his sentence on it; read the sentence, and point to each word as you read. Ask the student to repeat the sentence, pointing to each word as he speaks.

___5 Ask the students to draw a picture on the paper that will represent what they heard (giving examples of relevant pictures, if necessary).

___6 Circulate around the room to assist students or make observations about their drawings.

___7 Make a cover and title page for the book. Possible titles include: "Outside Sounds," "The Sounds of the Outdoors," or "Preschoolers, Preschoolers What Do You Hear?" Add a simple illustration for the title page and include an author's name ("by the Children of Ms./Mr. _____'s class").

___8 Perform a dramatic reading of the story, asking each student to assist by reading his own page.

Teacher Notes and Questions:

Activity AK03: Creation of Letter/Sound Posters

Materials: large piece of poster board

markers

construction paper

computer paper,

assorted pictures (from magazines, books, Instructional Supplements)

* hole punch (optional)

** glitter (optional)

scissors

glue sticks or tape

Time: approximately 15 minutes

Procedures:

To further reinforce sounds, collaborate with your students to create "Sound Posters." This activity will serve not only as an opportunity to further reinforce upper and lowercase letters but also the sounds that were introduced. This will also serve as a shared writing activity and a labeling opportunity for the classroom environment.

___1 Review the letter/sound that was introduced previously, writing the upper case and lowercase version of each letter on the board, and talking about letter name and letter sound.

___2 Tell the students that they are going to help you make a "letter/sound of the week poster," to practice and remember each of the letters. Display a "poster" and a few additional supplies (see above).

___3 You will do most of the writing for the poster, but you will want to involve the students in the process by encouraging verbal participation, asking them to help choose the decorations, and inviting them to assist with the craft portions of the project.*

___4 A good letter of the week poster should contain a number of different elements. First, the poster should contain a neatly written upper case and lowercase version of the letter. (Make sure the letters stand out; write large letters on white paper and then mount them on angled colored construction paper for a good effect.)

___5 Add plenty of words that begin with the letter/sound to the poster. (You could add some words which contain the letter in the middle or at the end--names of animals, students, or teachers are excellent choices.) After writing the word, be sure to underline the letter in the word to make it stand out.

___6 Try to include a picture of an animal or object that begins with the letter/sound.

___7 You may draw a version of the letter showing proper formation (as displayed on some alphabet strips), including arrows to indicate line directions. Make sure you

explain to the students what the arrows mean and how the letter should be formed as you write it.

___8 Another optional illustration to include is a picture (drawn by teacher) of what your mouth looks like when you make the sound for each letter. For example, if making a poster for the letter 's,' draw a picture of a slightly opened mouth with the upper and lower teeth shown tightly together; add some marks indicating air coming out of the mouth. After this is added to the poster, be sure to review articulation with your students: making the sound, pointing out mouth position, and showing how your mouth matches with the picture.

___9 Leave a good portion of the poster blank (especially toward the bottom). Later, you could add words that start with the letter as you and the students come across them during dialogic reading, or when students have completed a word search, etc. You could also leave crayons, markers, or colored pencils near the poster, and encourage students to use the blank space to try and write the letter each day.

___10 Once posters are completed, they should be reviewed regularly. Start the day by asking your students which letters they learned about during the previous day or week. (Initially, do not refer to the posters—see if your students remember where to look to locate the letter/sound.) If the students don't remember, point out the poster. Review the letter name, sound, and articulation. If the students forget the sound, show them the proper mouth articulation. Finally, review each of the words written on the poster that begin with the sound.

___11 You could also ask the students to suggest new words that start with the sound.

Teacher Notes and Questions:

Activity AK04: Imaginary Writing

Materials: whiteboard and markers

* large alphabet poster showing target letter (optional)

Time: approximately 5 minutes

Procedures:

___1 Tell the students, "I want you to imagine that my finger is a big pencil and that I have a large whiteboard in front of me in the air. I'm going to trace the shape of a letter in the air; imagine that I am writing that letter on the board, even though you won't see it. See if you can figure out which letter I'm tracing."

___2 If students have difficulty identifying the imaginary letter, it may be necessary for the teacher to pick up a marker and get close to a whiteboard. Continue tracing the letter in the air, and tell the students to write the imaginary letter (with their "magic pencils"), as well. Move closer and closer to the board. Finally you can actually write the letter on the board if the students have been unable to guess the letter you are forming. You can turn your back to the students while doing this, to make sure the students are seeing the correct left-to-right progression of the formation of the letter.

___3 Imaginary Writing is also a good activity to use when introducing a new target letter. After you identify the letter and the sound, take a few minutes to invite your students to use their "magic pencils" and help you make the letter in the air. You can model the correct letter formation by tracing the letter on a poster before "writing" in the air. Be sure to talk about the specific lines, curves, circles that you are making to give your students concrete references.

___4 Children especially enjoy this activity when you pretend to be disappointed in your first (or second) attempt at writing, and must use your imaginary eraser before trying again. Invite everybody to "erase" and try again☺.

Teacher Notes and Questions:

Activity PA02: Classroom Labeling

Materials: adhesive labels

markers

Time: approximately 5-10 minutes

Procedures:

Use this activity to demonstrate the purposeful nature of reading and writing, and the value we attach to these skills. Play centers provide excellent opportunities for labeling.

___1 You may decide that the books in one of the classroom play centers need to be organized. Enlist your students to help separate the books into categories and place them in separate boxes. For example, you could designate one box of books to be about 'animals.' Encourage the students to find all the books that are about animals and put them into that box. Create a label that says **Animal Books** and place it on the box. Share/read the words back to the students, saying, "I'm going to put a sign/label on this box to help us remember which books are here. See, I'm going to write 'Animal Books' (pointing to each word as it is read). Should we also make a picture of an animal to help us remember?"

___2 Maintain separate boxes, bags, baskets, or folders for toys, paper, pencils, crayons, markers, books, puppets, etc. Each one can be labeled with a word and possibly a picture.

___3 Involve the students in the process of organizing, reading labels, and helping with pictures.

___4 Labels can be placed all over the room on walls or shelves for various purposes.

Teacher Notes and Questions:

Activity WR02: Experimenting with Playdough

Materials: playdough

cookie cutters

pens

pencils

Time: approximately 10 minutes

Procedures:

Letter Formation

___1 Demonstrate how to roll a small playdough ball into a long straight piece (you may want to call it a "snake"). Roll several different sizes.

___2 Demonstrate how to combine the long and short pieces to make letters, describing the process as you work. For example, you might say, "Put a long piece of playdough here. Now place a shorter piece across that one like this. We just made a lower case "t".

___3 Show children how to form curved lines and circles with the "snakes" to make other letters.

___4 Observe children while they work, helping when necessary for proper letter formation.

Playdough Tracing

This activity provides a good opportunity to introduce students to writing utensils, encouraging students to practice holding writing tools and forming letters without the pressures of pencil and paper.

___1 Show children how to flatten a ball of playdough into a "pancake".

___2 Use a pen or pencil to write or trace a letter shape in the playdough . Encourage children to try on their own.

___3 Talk about making straight lines, circles, curves, etc., reminding children to always form letters from top-down.

Teacher Notes and Questions:

Activity OL03: WAIT Conversation Strategies

Materials: none

Time: variable

Procedures:

Use the acronym "**WAIT**" (**W**atch, **A**bsorb, **I**nitiate, **T**alk) to remember how to engage students in rich conversations and how to respond to their comments appropriately.

___1 **Watch** a particular child or small group of children (in the dramatic play area, at the lunch table, etc.). Pay attention to the child's attempts to talk to you or other children, and remember that sometimes the things the child does (making gestures or noises, moving, acting) can be a form of communication.

___2 **Absorb** what the child says or does, and make sure you understand what s/he is trying to say before responding. Be thoughtful about how you will respond. Should you ask a question to encourage a second response? Can you expand on something the child says and wait for another response?

___3 **Initiate** your response to the child. Make sure you lean forward, make eye contact, and respond with enthusiasm. Children are more apt to respond if they perceive the person is interested in what they have to say. Once you have responded, wait for the child to initiate the next part of the conversation. If s/he doesn't initiate another exchange, it is okay for you to do so.

___4 **Talk** with the child in a back and forth exchange. Make sure that your comments, responses, and questions encourage as much verbalization as possible. Ask open-ended questions that require more than a one word response (e.g., "What are you working on?") Expand on things the child says by adding a comment, piece of information, or vocabulary word to see if it triggers a response, (e.g., "That is a tall tower that you built! I see that you have a pointy steeple at the top."). Ask distancing questions that encourage the child to draw comparisons to his/her real life, (e.g., "Have you ever been in a tower like that before?")

Teacher Notes and Questions:

Activity OL04: Describing Emotions or Feelings

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Talk about emotions or feelings with your students, describing how you might behave if you were experiencing that emotion/feeling ("If I were sad, I might be crying, moping around, sleeping a lot, frowning, and nothing anyone said would make me feel better.")

___2 Select an emotion/feeling and ask your students what *they* might be doing if they were experiencing that emotion/feeling. (Some possible emotions/feelings are: sad, mad, happy, angry, scared, lonely, tired, cold, hot, warm, itchy, excited, anxious, proud, upset, disgusted, sick, jealous, whiny, embarrassed, dizzy, goofy, cranky, awful, sticky, dirty, wet, toasty, freezing, confident, confused.)

___3 If students lack understanding related to a specific emotion or feeling, you can offer descriptions, actions, or behaviors to help illustrate the concept.

___4 This activity can also be flipped for practice; i.e., you can describe or act out appropriate behaviors, and your students can name the emotion or feeling you are illustrating.

Teacher Notes and Questions:

Activity PH05: What Sound Did I Make?

Materials: Variety of noisemakers:

drumsticks, zippers, bubble wrap, paper, Velcro, xylophone, plastic bottle filled with pebbles, paper bags, half-full bottle of water, Tupperware containing rice, stapler (with staples removed for safety)

* blindfold, or mask with eyeholes covered (optional)

** cardboard barrier (large chart tablet, display stand, etc.) (optional)

Time: approximately 15 minutes

Procedures:

___1 Select a number of interesting objects that can make sounds (see suggestions in Materials).

___2 Invite the students to select an object and explore/demonstrate how it makes noise; assist only if necessary.

___3 Follow-up by asking the students to close or cover their eyes (or blindfold* the students). Use one of the "noisemakers" to make a sound. Call on one student to try and identify which object is making the sound, while other students are asked to *silently* guess. Invite the students to open their eyes to confirm their guesses. Give all students an opportunity to participate.

___4 An optional activity could include you moving around the room, making the sound. Ask the students to cover their eyes again, and point in the direction of the sound. Invite them to open/uncover their eyes to see if they are pointing in the right direction. (If closing/covering eyes is difficult for your students, you could simply set up a barrier; such as a cardboard foldout**, that you may stand behind while making sounds.)

Teacher Notes and Questions:

Activity PH06: Listening Lotto

Materials: tape recorder

various objects that make sounds

lotto boards

counters to cover responses

Time: approximately 15 minutes

Procedures:

___1 Collect clip art pictures or digital photographs of a variety of objects that make sounds, (e.g., bell, telephone, radio, dog, car, etc.) Draw grids on several small poster boards, establishing 16 squares (4 x 4) or 9 squares (3 x 3). (Make enough boards for a small group of students.) Affix the pictures to the poster boards in varying arrangements; then laminate the boards.

___2 Make a tape recording or CD of the sounds that correspond with the pictures. (Some of the sounds may be downloaded from the internet.)

___3 Play the tape and invite the children to use counters to cover the appropriate pictures as they hear each sound. Encourage the children to keep listening until all their pictures are covered.

___4 After the children are familiar with the game, the tape and lotto boards may be moved to the listening center for independent practice.

Teacher Notes and Questions:

Activity AK05: Recognizing and Identifying Letters During Interactive Reading

Materials: reading selection

Time: approximately 10 minutes

Procedures:

The basic process for Interactive Reading is outlined in the Foundations for Effective Literacy Instruction section. In short, Interactive Reading is a shared reading technique where the teacher and students engage in a discussion about a book.

___1 To emphasize alphabet knowledge during interactive reading, make comments about letters you see on the page: "I see a capital T at the beginning of this sentence. That's the first letter in Timothy's name—listen for its sound—'t/'."

___2 As students develop more knowledge, ask questions about letters: "What is the first letter in our sentence on the page? Is it a tall, capital letter or a short, lowercase letter?" "Who can find a "T"?

Teacher Notes and Questions:

Activity PA03: Chart Completion

Materials: sentence strips

pocket chart

pictures to match poem or song

Time: approximately 5 minutes

Procedures:

___1 Write the words to a favorite poem or song on sentence strips. Glue pictures on sentence strips or cards and laminate for durability.
___2 Cut the strips as needed for children to insert pictures.
___3 Place the strips in a pocket chart.
___4 Invite the children to sit in a circle. Distribute the pictures to children, or place them in the middle of the circle.
___5 Encourage the children to take turns finding and placing pictures in the chart as they help read the poem. For example: Jack and Jill (picture of boy and girl) went up the hill (picture of hill) to fetch a pail (picture of bucket) of water (picture of water).

Teacher Notes and Questions:

Activity OL05: Coffee Shop

Materials: small table and two student chairs

children's coffee cups and props (plastic pastries, cookies, utensils, etc.)

miscellaneous pictures, magazines, ABC books, storybooks related to themes, current events, classroom field trips, etc.

Time: approximately 5-10 minutes

Procedures:

Although it is often necessary to remind young children to "use quiet voices," it should never be the case that teachers discourage them from building oral language and conversational skills. The goal of this activity is to promote expressive language skills; i.e., "get them talking."

___1 Designate a small area in your classroom to be the "Room 10 Coffee Shop." Arrange a variety of props (see above) in an effort to mimic the surroundings of a (self-serve) coffee specialty shop.

___2 Provide a small collection of books, photographs, children's magazines to stimulate conversation. (You may want to include a few blank pieces of paper and crayons since many children enjoy chatting while they draw and color.)

___3 Invite the children to select the coffee shop as a center to visit during Choice Time. Model the expected behavior in the center. (This can be very powerful when two adults offer a bit of role-playing: pouring coffee, complimenting one another on clothing, talking about the pictures on display, "walking" through storybooks and laughing about silly characters.)

___4 Encourage your students to take turns visiting the coffee shop. Share in the play until each student has had an opportunity to participate with an adult, then gradually reduce your role; encouraging the children to take more of a lead in conversations with both peers and adults.

___5 Frequently rotate the conversation "stimuli" to coordinate with current events, school experiences, themes, etc.

Teacher Notes and Questions:

Activity OL06: Describing Simple Pictures

Materials: Various simple action pictures:

of your students

magazine cut-outs

newspaper comics

classroom book pictures

Time: approximately 5 minutes

Procedures:

___1 Show the students pictures and ask them to describe what is happening. Use prompts if necessary, such as, “Who is in this picture?”, “What are they doing?”, “What sound does this animal make?”, “What might happen next?”, etc.

___2 Use cut up newspaper comics or photographs of the children during the daily school routine to encourage progress with sequencing skills, as well as storytelling.

Teacher Notes and Questions:

Activity OL07: Describing Photographs (Expanded)

Materials: Digital camera and photo printing supplies

Personal photographs from student families

Time: approximately 10-15 minutes

Procedures:

___1 Using photographs from your school day (e.g., Morning Circle, Story Time, Small Groups, Centers, Outdoor Play, etc.), create an illustrated "list" of routine activities for each student.

___2 During Center Time, or any time when you can spend a few minutes with individual students, invite one student to use the activity list as a photographic plan. Help him/her select no more than 5 activities (or friends) to photograph by circling the corresponding pictures on the plan.

___3 Throughout the day/week assist this student in actually photographing the chosen activities.

___4 Once all photographs have been taken and printed, invite the student to describe them. Record the students' words as captions, and reread each after the student finishes dictating. (Carefully monitor the student's interest and ability to focus; limit descriptions to no more than 3 at a time if the student appears distracted.)

___5 Staple the photographs/captions to create a book. Periodically reread and discuss the captions with the student. Look for opportunities to extend vocabulary, usage, and oral language by offering more adjectives, details, etc. related to each picture.

___6 Repeat the activity (photographing and describing) several times throughout the school year, documenting student progress with oral language and vocabulary skills.

___7 You can vary the activity by asking families to send 3-5 photographs from home to school. The personal connection for each student provides comfort, confidence, and motivation to practice using language.

___8 Repeat the process with any students who may need extra support with language skills (i.e., ELL, special needs, etc.)

Teacher Notes and Questions:

Activity PH07: I'm the Sound

Materials: animal pictures from the Instructional Supplements

yarn or string

Time: approximately 10 minutes

Procedures:

___1 Select pictures of animals (pig, cow, duck, chicken, cat, etc.) The animals mentioned in the "Old MacDonald" song work well.

___2 Use a hole-punch to make two holes at the upper left and upper right hand corners of the pictures.

___3 Cut pieces of yarn or string (about 1.5 ft. long each) and attach each end to the holes on each picture (so the picture can be worn like a necklace, with the animal showing on the student's chest).

___4 Invite the students to select pictures, verbalize the sound their animals make, then put on their necklaces. Arrange the students in a circle, instructing them to stand up and make their animal sounds as you point to them.

___5 Sing "Old MacDonald", inviting individual students to make their animal's sound as it is mentioned in the song ("with an oink, oink here, and an oink, oink there, here an oink, there an oink, everywhere an oink, oink.").

Teacher Notes and Questions:

Activity PH08: Do You Hear What I Hear?

Materials: none

Time: approximately 5-10 minutes

Procedures:

___1 Invite the children to sit in a circle on the floor. Ask them to listen carefully as you name household objects. Tell them to listen for names of objects that make sounds, and then to make the sounds the objects make.

___2 Name a sequence of objects; i.e., "chair, bed, table, telephone." (The number of objects can vary depending on the age or language level of the group. You may want to begin with only two or three items in your list.)

___3 You may vary this activity by asking your students to listen for specific animal names. For example, "When I say dog, bark like a dog. But don't get tricked when I name other animals." Then say, "Horse, cow, dog, pig." Encourage the children to "bark" only when they hear "dog."

___4 You may also say a list of words and tell the children to listen for a specific sound. When they hear the sound, they should respond by clapping, jumping, touching their toes, etc. For example, tell the children to listen for words that have a "t" sound. Then say, "House, toy, car, mouse." The children should respond when they hear "toy".

Teacher Notes and Questions:

Activity AK06: Alphabet Song, Student Letter Matching

Materials: alphabet letter cards (one for each letter of the alphabet)

Time: approximately 10-15 minutes

Procedures:

___1 Invite 3-5 students to form a small circle. Distribute 3-5 alphabet letter cards to each of the students.

___2 Tell the students to lay the cards face-up on the floor in front of them.

___3 Tell the students that you will sing the alphabet song slowly. As you get to one of the letters in front of an individual student, he should hold it up so the class can see.

___4 Ask your assistant to circulate among the students to make sure they are locating their letters as you continue to sing the alphabet song.

___5 Sing a letter over and over again (mimicking a broken record) if one of the students fails to hold up his letter when you sing it in the song.

___6 Repeat the activity allowing students to become more familiar with the letters they have. You could vary the activity for more advanced learners by mixing up the letters.

Teacher Notes and Questions:

Activity AK07: Mystery Name

Materials: sentence strips programmed with children's names

9x12 piece sheet of construction paper

glue or tape

Time: approximately 5-10 minutes

Procedure:

___1 Write each child's name on a sentence strip.

___2 Fold construction paper in half lengthwise, and glue or tape the top closed. Leave ends open to create a sleeve. Be sure the sentence strips can slide through the openings. Decorate if desired.

___3 Place a sentence strip programmed with a child's name inside the sleeve. Show children the sleeve and tell them there is a mystery name inside and they have to solve the mystery.

___4 Slowly expose the name, by sliding the sentence strip through so that one letter at a time can be seen. Stop after each letter is visible and see if the children are able to guess whose name it is.

This activity can also be used for blending and segmenting simple words. Follow the same procedure, writing C-V-C words on the sentence strips and place the cards in the sleeve. Slowly pull the card through the sleeve, exposing one sound at a time. When all sounds are exposed, tell the children to say the word.

Teacher Notes and Questions:

Activity PA04: Book Matching

Materials: copied and laminated covers from 5-10 books
Velcro and felt board or
pocket chart

Time: approximately 10 minutes

Procedures:

___1 Copy and laminate the book covers. Attach Velcro to the back of each if you are using a felt board.

___2 Instruct students to select a book from the felt board by looking for its cover.

___3 Ask the students to take the front covers and search for the matching books. (The books selected should be neatly arranged nearby.)

___4 Encourage students to help each other. Remind them to look at the title and picture on their copies to find the matching books.

___5 Once the children have found their books, ask them to show the front of the book (asking them how they knew it was the front) and the back of the book (asking them how they knew it was the back).

___6 Then, ask the students to show you where we should begin reading the book.

Teacher Notes and Questions:

Activity WR03: Becoming an Author

Materials: popular children's story or informational book

blank pages for student books (4 ¼ x 5 ½" works well)

crayons, markers, pencils

Time: approximately 10-20 minutes

Procedures:

Promoting writing as a craft—a compositional process—as opposed to a process of transcription and function is valuable in completing the balance of writing instruction in your classroom. A variety of instructional activities can easily be inspired by read-alouds and author studies. Because understanding and developing composition skill takes place over a long period of time, appropriate practice for preschoolers includes introducing only a few concepts/goals, and gently encouraging progress in these areas. A list of possible instructional goals related to composition is included below.

Possible Composition Goals:

Books are cohesive (all about one thing).

Books are organized (connected, sequential).

Authors use special techniques to make books entertaining and informative.

Books include knowledge of a specific topic, event, or experience.

There are different types (genres) of books.

___1 Select a story for reading which is either a favorite among your students or includes a strategy or compositional goal you would like to target. (For example, Goldilocks and the Three Bears demonstrates repetition; books by Robert Munsch and Jonathon London often feature repetitive dialog; non-fiction books demonstrate structure for "All About" writing.)

___2 Gather the students in a group. Briefly identify the author, display a photograph if possible and/or several books by the same author.

___3 Read the story.

___4 Briefly discuss the strategy you previously identified for focus. For example, Mo Willems uses repetition to add humor in Don't Let the Pigeon Drive the Bus. Talk about how this "trick" works throughout the book; how it adds to the enjoyment of the story.

___4 Show the students the blank book pages. Explain that you are going to make a book; that you are going to become an author by adding pictures and words to make a story.

___5 Quickly use a few pages (watch for short attention spans) to illustrate and write about a personal experience or create a non-fiction book. (Think about this in

advance so that you can quickly provide 2-3 simple drawings and captions.) Incorporate the targeted goal/strategy in your book.

___6 Demonstrate how to add a cover (with title, author's name, illustration) and staple the book together. Reread the book with your students.

___7 Show the students the supply of blank pages, to be kept in the Writing Center, and encourage them to make their own books, in the way you, and the featured author did. (Be sure to allow time for supporting individual students during Choice Time as they work to create books.) Do not encourage students to dictate stories—rather encourage them to add their own writing—even if it is composed of scribbles and/or meaningless symbols.

___8 Provide opportunities for student "authors" to share their books with classmates. Be sure to note and discuss any writing skills reflected in their stories (see list of goals above).

___9 Place additional blank books and pages in the Writing Center for student use.

An excellent resource for learning more about the development of compositional writing skills in preschool students is Already Ready by Katie Wood Ray and Matt Glover, Heinemann, 2008.

Teacher Notes and Questions:

October

Theme: My Body

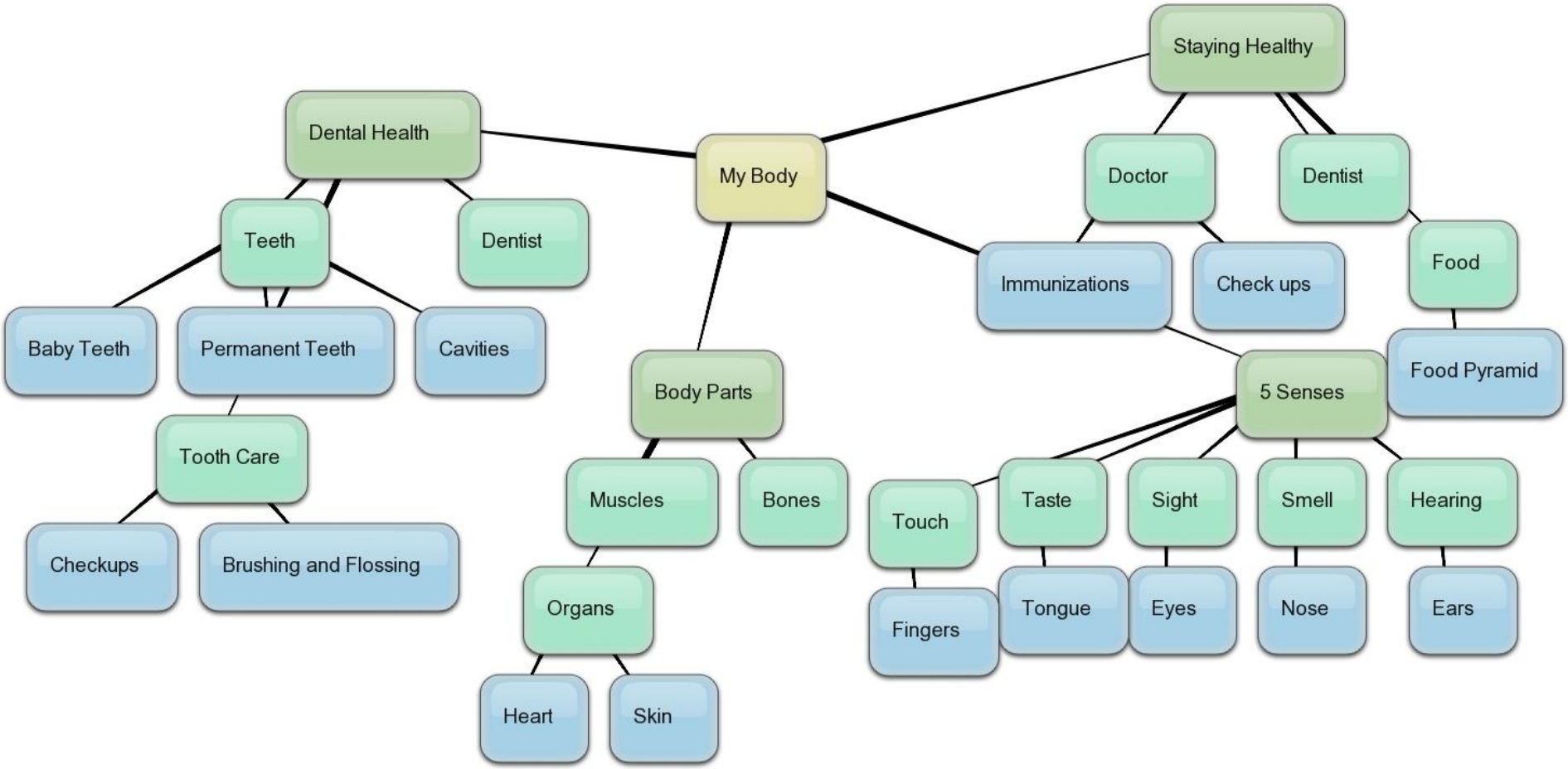
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading:
  Here Are My Hands
- Planning Support
- Literacy Activities

October Pacing Guide

October	**My Body**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *Here Are My Hands*	
	Vocabulary/ Decontextualized Language/ Narrative Skills	OL8: A Simple Teacher Narrative	OL6: Describing Simple Pictures
	Phonological Awareness		
	Listening	PH9: Beginning, Middle, End PH10: Auditory Claps (Word Level)	
	Alphabet Knowledge		
	Letter Naming	AK8: Alphabet Books AK9: Letter Location Flashcards	AK2: Mystery Name
	Letter Formation		AK4: Imaginary Writing
	Print Awareness		
	Book Features/Directionality/ Concept of Word	PA5: Creation of a Class Book PA6: Class Song/Poetry Books	
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/ Composition	WR4: Word Lists WR5: Whiteboards/ Chalkboards	WR1: Guided Practice with a Writing Center
	Contributing to Text		WR3: Becoming an Author
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Decontextualized Language/ Narrative Skills	OL9: Teacher Retelling/Dramatization	
	Phonological Awareness		
	Listening	PH11: Sound Classification	PH10: Auditory Claps (Word Level)
	Rhyming	PH12: Rhyming Book Reading PH13: Rhyming Songs	
	Alphabet Knowledge		
	Letter Naming	AK10: Alphabet Ordering	AK7: Alphabet Books AK2: Mystery Name
	Letter Formation	AK11: Sandpaper Letters	AK4: Imaginary Writing
	Print Awareness		
	Directionality/Concept of Word	PA7: Morning Message	PA5: Creation of a Class Book PA6: Class Song/Poetry Books
	Writing		

	Experimentation/ Communication/Drawing/ Letter Formation/ Composition		WR1: Guided Practice with a Writing Center WR5: Whiteboards/Chalkboards
Third Week	**Oral Language**		
	Interactive Reading Conversations/Vocabulary/ Connections	 OL10: Puppet Play	OL: Interactive Reading
	Phonological Awareness		
	Listening Rhyming	 PH14: Fingerplays PH15: Receptive Rhyme Recognition	PH11: Sound Classification PH12: Rhyming Book Reading PH13: Rhyming Songs
	Alphabet Knowledge		
	Letter Naming	AK12: Alphabet Stepping Stones	AK7: Alphabet Books AK2: Mystery Name
	Print Awareness		
	Differentiating Print Directionality/Concept of Word	PA8: Classroom Surveys/Charts PA9: Book Rack	 PA7: Morning Message
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/ Composition Contributing to Text	WR6: Poetry	WR1: Guided Practice with a Writing Center WR5: Whiteboards/ Chalkboards WR3: Becoming An Author
Fourth Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary/ Decontextualized Language	 OL11: Creating Theme Word Books	OL: Interactive Reading OL10: Puppet Play
	Phonological Awareness		
	Rhyming	PH16: Expressive Rhyme Judgment PH17: Rhyming Picture Matching or Rhyme Bag	PH2: Rhyming Book Reading PH13: Rhyming Songs PH14: Fingerplays
	Alphabet Knowledge		
	Letter Naming Letter Formation	AK13: Letterfish AK14: Name Writing	AK7: Alphabet Books AK2: Mystery Name
	Print Awareness		
	Directionality/Concept of Word		PA7: Morning Message PA8: Classroom Surveys/Charts
	Writing		
	Experimentation/ Communication/Drawing/ Letter Formation/ Composition Contributing to Text		WR1: Guided Practice with a Writing Center WR5: Whiteboards/ Chalkboards WR3: Becoming An Author

Thematic Map: My Body



October Interactive Reading

Theme: Body Parts; Five Senses
Title: Here Are My Hands
Author: Bill Martin Jr. and John Archambault
Vocabulary: Head, nose, hands, feet, eyes, ears, knees, neck, cheeks, teeth, elbow, chin, arm, skin.
Props: Pictures of body parts, charts for nursery rhymes and songs, ball, conch shell.

Before Reading	During Reading	After Reading
Activities: Ask children to point to various body parts, or play "Simon Says". Make charts for poems such as "Head Shoulders, Knees and Toes". Add pictures of body parts and have children participate in acting out the poems. *Cover*: Talk about the children and how they are dressed, what they are doing. Do they look the same? Point out that they are all showing their hands. Read the title. Count the words. Talk about the uppercase letters in each word. Have a child find the two words that begin with the same letter. Talk about the author and other books you may have read by him. *Picture Walk:* Show the pictures and talk about the body part the child is pointing to. Have children imitate the action. Show conch shell. Ask how many children have ever seen or listened to one. If possible, have one available for them to explore.	*Questions:* Talk about the cover page. Are there more children than on the cover? What are they doing? Have children imitate actions depicted in the book. Talk about the rhyming words in the story. **Subsequent Readings** As you turn a page, turn back to the cover page and ask a child to find the child in that illustration on the cover page. Do a shared reading of the story.	*Questions*: Make a list of the verbs in the story. You can introduce this by asking the children to tell you what the children did with each body part. Review each body part and what it is for. Talk about other things that are possible (i.e. feet for running and jumping, hands for clapping, etc.) **Subsequent Readings**: *Activities:* Write the story on sentence strips. Illustrate. Have children sequence the story. Make a class book. Take pictures of the children doing the same actions in the book or extended ones as described above. Have children tell you about them using the same pattern as in the book. Trace children's bodies and label the parts from the book. Sort pictures of body parts that you have cut from magazines. These could be made into a collage and the pictures could be glued on body shapes (head, feet, hands, etc).

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all activities. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: My Body

Recommended Reading

Fiction

The Magic School Bus Inside the Human Body, Cole, Joanna

The Cat in the Hat's Learning Library: Inside Your Outside: All About the Human Body. Rabe, Tish

The Berenstain Bears Visit the Dentist. Berenstain, Stan and Jan

The Berenstain Bears Go To the Doctor. Berenstain, Stan and Jan

Parts. Arnold, Tedd

Even More Parts. Arnold, Tedd

This Is My Body. Mayer, Mercer

Non-Fiction

Your Body Belongs to You. Spelman, Cornelia.

Me and My Amazing Body. Sweeney, Joan

My Amazing Body: A First Look at Health and Fitness. Thomas, Pat

All About My Body. Moore, Jo Ellen

Your Insides. Cole, Joanna

Potential Target Vocabulary

healthy

doctor

nurse

dentist

senses

diet

vitamins

dental health

bones

muscle

grow

heart

skin

body parts

immunizations

brain

exercise

Activity OL08: A Simple Teacher Narrative

Materials: none

Time: approximately 5 minutes

Procedures:

Sharing a personal experience provides you with an opportunity to model good storytelling, as well as an avenue to encourage stories from some of your students. You could share a childhood story, a summary of a recent event, an emotional experience, a description of a trip, birthday or holiday celebration, etc. A teacher story that focuses on emotion will usually catch the students' attention, give them something to relate to, and possibly remind them of experiences of their own.

___1 Tell a story about a time when you were happy, scared, angry, sad, disappointed, excited, surprised, worried, etc….

___2 After telling the story, prompt your students with an open-ended question like: "Has something like that ever happened to any of you?" Or: "Tell us about a time when you _____" (e.g., when you were scared, were angry, went on a trip, celebrated a birthday, got upset, etc.").

___3 While the student is telling his story, respond appropriately. When the statements are clear, provide general comments or prompts (rather than specific ones); e.g., "Interesting," "That's funny," etc. If a student omits critical details, say "Tell me a little more," "What happened then?" or "Where were you?"

___4 After the student has finished her story, use the strategy of "telling back." Say, "Okay, I'm going to quickly tell back Ella's story, to make sure I heard it correctly." Let me know if I leave anything out. First Ella said she was at a picnic with her mom and dad. Then, she said……." Try to use as many of the student's words as possible, but insert some of the details you gained with prompts .

___5 In telling back, model the storytelling process again by filling in any gaps in the student's story. Be sure to maintain the authenticity of the story by keeping some of the student's own words and details.

Teacher Notes and Questions:

Activity PH09: Beginning, Middle, End

Materials: animal pictures from the Instructional Supplements

Time: approximately 10-15 minutes

Procedures:

___1 Select pictures of animals. (You may use the same pictures used in the "I'm the Sound" game for this activity.)

___2 Place two animal pictures where they can be seen by all students. Point to the picture on the students' left, and ask the students to name "the picture at the beginning." Then point to the picture on the students' right and ask them to name "the picture at the end," (moving your hand from left to right—as you would when reading). Model this process for the students, saying, "Look at the way I have placed my pictures. I put the horse at the beginning and the duck at the end," (pointing to each picture as you say "beginning" and "end"). Repeat for emphasis: "I have a horse and then I have a duck."

___3 Now add a third picture to the display, placing it in the middle of the other two. Ask the students to name the pictures at the beginning, then middle, and then end. Continue pointing to the pictures with your finger, and model the response again, if necessary.

___4 Repeat the process with several additional groups of pictures---checking to make sure the students understand the concept of beginning, middle and end.

___5 Invite the students to show you what they have learned so that you cannot "trick them." Shift some of the pictures to a new position in the group and ask the students to describe your action. For example, if you started with "horse, duck, pig," switch the pig and the duck and then ask the students to describe how the pictures changed (e.g., "The pig was at the end, but now it is in the middle. The duck was in the middle, but now it is at the end.") Repeat this process two or three times.

___6 You could further extend this activity by taking away one picture, and asking the students to describe the change (i.e., which picture is now missing, from what position, how did this affect position overall).

___7 Invite individual students to change the position of the animal pictures, remembering the order you requested (e.g., "We have pig, duck in front of us right now, can someone show me how to make it duck, pig?").

___8 For added interest, you can change the focus from names of animals to sounds made by the animals (i.e., "Here we have oink, quack, moo……..Could someone show me how we could change it to make it quack or moo?")

Teacher Notes and Questions:

Activity PH10: Auditory Claps (Word Level)

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Read and/or sing a short, repetitive nursery rhyme, poem, jingle, song (one that the students are already familiar with).

___2 Invite the students to clap every time they hear a specific word within the song. For example, ask the students to clap every time they hear the word "oink" in "Old MacDonald." If necessary, prompt the students by encouraging them to get their hands ready as the word approaches. Model the clapping until students demonstrate understanding.

Teacher Notes and Questions:

Activity AK08: Alphabet Books

Materials: various alphabet books

Examples include:

Dr. Seuss's ABC

Animalia

Chicka Chicka Boom Boom

Pigs from A to Z

The Wildlife A-B-C: A Nature Alphabet Book

The Yucky Reptile Alphabet Book

A Farmer's Alphabet

The ABC Bunny

Time: approximately 10 minutes

Procedures:

Alphabet books offer a fun, engaging way to practice the alphabet. Select books which include both upper and lowercase letters, as well as one or more pictures of items whose names start with each letter.

___ Encourage active participation by asking the students to name (or repeat after the teacher) each letter, and search the page for words that begin with that letter.

Teacher Notes and Questions:

Activity AK09: Letter Location Flashcards

Materials: alphabet flashcards (showing one letter on each card—not upper and lowercase pairs)

Time: approximately 5-10 minutes

Procedures:

Once students have learned more than four letters, use Letter Location Flashcards as an excellent opportunity to practice and extend their alphabetic knowledge.

___1 Write all the letters the students have learned on flashcards. Ask the students to locate a specific letter in the pile of cards. You can pass the pile of cards to various students as everyone sits in a circle. Or, place the cards on a carpet or table, and have the students walk over to locate the letter. Ask the students to locate a letter by saying, "Look through the cards and find the letter 'p.'"

___2 As students become more advanced, you can use this activity to teach differentiation between upper case and lowercase letters. Simply add both upper and lowercase versions of each letter, and ask more specific questions such as, "Can anyone locate the tall, upper case 'P?'"

Teacher Notes and Questions:

Activity PA05: Creation of Class Book

Materials: paper for book text and cover

photographs or illustrations of class activity

Time: approximately 15 minutes

Procedures:

___1 Create a book about any activity that your class has enjoyed (such as a field trip, baking cookies, etc.).

___2 Encourage your students to provide the language for each page of the book. Record their words as they dictate to you. (Gently guide students to suggest simple sentences--some are likely to offer long, complex comments.) Be sure to include pictures that were taken during the activity, or symbols that give clues to the text.

___3 Make a front page with a title, pictures, and author recognition. "Bind" the book with staples.

___4 Read the book together.

___5 After the entire class has read the book once, encourage one of your students to come read the book to the class, pointing to words as she reads.

___6 You may want to occasionally allow your students to take these books home to read with a parent or other adult for further reinforcement.

Teacher Notes and Questions:

Activity PA06: Class Song/Poetry Book

Materials: chart paper

markers

rings for putting the charts together

*tape recorder (optional)

Time: approximately 5 minutes

Procedure:

___1 Write the words to a song or poem on chart paper. Add a few pictures to extend meaning.

___2 Introduce the chart to the children, using a pointer as you read.

___3 After you have completed the study of this song or poem, add the chart to an ongoing collection to make a big book of poems or songs.

___4 You may want to record the children as they sing/recite the poems or songs. Place the tape in the listening center along with the big book.

You may also want to make an individual book for each student by typing and printing copies of the songs/poems on your computer. Read the charts as part of a small group activity and follow-up by placing the copies in individual student binders. Store the binders in a central location for children to read during Choice Time.

Teacher Notes and Questions:

Activity WR04: Word Lists

Materials: whiteboard and markers or pocket chart
blank paper or index cards
simple pictures to accompany words
crayons, markers, pencils

Time: approximately 5 minutes

Procedures:

___1 As you begin a unit of exploration with your students, plan to post a list of corresponding words (with pictures) in your writing center. Gather the children in a group. Invite them to call out words that tell about the unit of study. Write them on a piece of paper or index cards, adding simple pictures (which were previously prepared).

___2 Reread the list of words with your students.

___3 Post the list in the writing center for use as a reference in creating stories.

___4 You may also post lists of high-frequency words in the writing center, if a "Word Wall" cannot be easily seen.

Teacher Notes and Questions:

Activity WR05: Whiteboards/Chalkboards

Materials: dry erase whiteboard and markers

chalkboard and chalk

eraser

sidewalk chalk

Time: approximately 5-10 minutes

Procedures:

There are many ways to use these materials to help children practice letter formation.

___1 Demonstrate proper letter formation using either the chalkboard or the whiteboard. (Be sure to describe the way you draw lines from top-down.) Invite children to come to the board and write the same letter you model.

___2 Write a letter on the chalkboard or whiteboard board and erase it by tracing over the letter with your finger, using proper formation. Invite children to come to the board and erase a letter following the same procedure.

___3 Write a letter on the chalkboard and invite a student to trace over it with a wet paintbrush.

___4 Take children outside and give them sidewalk chalk. Invite them to write all the letters they can.

Teacher Notes and Questions:

Activity OL09: Teacher Retelling/Dramatization

Materials: story related props (wig, mask, puppet, etc.)

Time: approximately 10 minutes

Procedures:

Retelling an existing story provides a good opportunity for introducing students to storytelling. This task can be completed with a new book or one the students have previously read. For younger students, select short, simple versions/sections of folktales or short books with only a few characters. Older students may be more pleased with books which contain multiple characters or a more complex plot.

___1 Thoroughly familiarize yourself with the book prior to retelling or enacting it with students; learn character names, important dialog, and general plot structure.

___2 Prepare or collect a few props, such as a puppet, mask, wig, or objects relevant to the story.

___3 Focus on these storytelling essentials:

Give all the information necessary to understanding the story. Most importantly, avoid the use of pronouns. Rather than saying "He ran down the hill," always specify with a more specific sentence like "Jake ran down the hill."

Tell a story that has a clear beginning, middle and end.

Try to make the storytelling natural.

Be sure to thoroughly involve students in the storytelling process. Prompt them to join the retelling (if they are familiar with the story), predict what will happen next, or finish a frequently occurring piece of dialog. Students will delight in using the props.

Teacher Notes and Questions:

Activity PH11: Sound Classification

Materials: chart paper

markers

pictures of various "noisemakers"

paper for class book (pre-programmed)

crayons and/or markers

Read Aloud Possibilities: The Cow that Went Oink by Bernard Most

Goodnight Owl by Pat Hutchins

Clickety Clack by Robert Spence

Roar and More by Karla Kuskin

Time: approximately 20 minutes

Procedures:

___1 Read one of the books listed above. Discuss the noises and their sources.

___2 Divide a piece of chart paper into two columns. Label one "soft" and the other "loud".

___3 Invite the children to brainstorm objects that make soft sounds and objects that make loud sounds. Write their responses on the chart, adding corresponding pictures.

___4 Invite the children to make a class book of soft and loud sounds, using the sentence pattern : "A ___ makes a soft sound, but a ____ makes a loud sound." Distribute programmed pages. Circulate among the children recording their suggestions for soft and loud noisemakers. Encourage the children to illustrate their pages with crayons or markers. Compile the pages into a class book.

___5 Gather the children to share the reading of the class book. Store the book in your library center.

___6 Place the chart in a learning center. The children may practice sorting the words and/or pictures. (Kittens make soft sounds, elephants make loud sounds.)

Teacher Notes and Questions:

Activity PH12: Rhyming Book Reading

Materials: various poems and pattern stories

Examples include: Over in the Meadow: A Pop Up, Counting Rhyme, One Odd Owl, Each Peach, Pear Plum, I Can't Said the Ant, Oh, A Hunting We Will Go, Jabberwocky, Cat in the Hat Comes Back, The Sesame Street Book of Poetry, and The Big Golden Book of Poetry: 85 Children's Favorites

Time: approximately 10 minutes

Procedures:

The best way to introduce students to rhyme is by reading rhyming poems and pattern stories. Any rhyming poems or storybooks will do (including almost all Dr. Seuss books); however, simple rhymes and storybooks/poems with repetitive language patterns and pictures are best. (See suggestions above)

___ Introduce the concept of rhyme by pausing while you read to draw student attention to rhyming words: "Did you hear two words that sound alike? Listen to these words, 'each, peach'. Listen to how they sound alike; they both have 'each' at the end." After drawing student attention to rhymes, you can then delay reading the second rhyme in a pair, encouraging the students to complete the rhyming lines. This procedure works best when pictures are offered to give clues for the missing words.

Teacher Notes and Questions:

Activity PH13: Rhyming Songs

Learning rhyming in the context of music makes rhyming fun. You can utilize any number of existing songs, edit songs to fit your purpose (use classic melodies and insert your own rhyming words), or make up your own rhyming songs.

Materials: various recordings of children's songs

Examples include: "Willoughby Wallaby Woo" by Raffi, (Singable Songs for the Very Young), "Down by the Bay" by Barney (Start Singing with Barney), "Rime Time" by Dr. Jean Feldman (Sing to Learn)

Time: approximately 10-15 minutes

Procedures:

Existing Songs Containing Rhyme and/or Alliteration
Children love Raffi's "Willoughby Wallaby Woo". In this song, student names are sung by changing their initial sounds to "W" (e.g., Adding 'Susan,' to the first line would produce "Willoughby wallaby wusan"). The changed version of the name ('Wusan') is then rhymed with the student's true name in the second line ("Willoughby wallaby wusan, an elephant sat on Susan."). Another great rhyming song to sing is the children's favorite, "I Know an Old Lady Who Swallowed a Fly."

___1 Seat the students in a circle. If available, play the recording of "Willoughby Wallaby Woo" for the children. Encourage the students to sing along with Raffi and you. If you do not have access to a recording, (but are familiar with the melody), simply sing the song, and encourage the students to join in. Explain that the class will learn to sing the song with their own names.

___2 Pass a stuffed elephant to the student on your right, indicating to the class that they will sing the "Willoughby Wallaby Woo" song with that student's name. Repeat the song for each student, passing the elephant around the circle as the song proceeds. Guide the students as they fill in the first few altered names ('Wusan'), but eventually encourage them to make the substitutions independently.

Using the Melody of a Common Song to Create a Rhyming or Alliterative Song
In Stories, Songs and Poetry to Teach Reading and Writing, McCracken suggests that common songs such as "A Hunting We Will Go" can be altered to play with rhyme. For example:

"A rhyming we will go,
A rhyming we will go,
We'll catch a cat,
Put him in a hat,
A rhyming we will go."

You may use this same altering process with any classics. "Row, Row, Row Your Boat" can easily be adapted, as follows:

"Rhyme, rhyme, rhyme some words,
Quickly you will see,

Merrily, merrily, merrily, merrily,
Fox can rhyme with box."

Another option might be "Do You Know the Muffin Man?" adapted, as follows:

"Do you know two rhyming words,
Two rhyming words, two rhyming words,
Do you know two rhyming words?
Please tell them to me now."

Children volunteer rhyming pairs and the song continues:

"Cat and bat are rhyming words
Rhyming words, rhyming words,
Cat and bat are rhyming words,
They sound a lot alike."

___1 Sing the song to the students and ask them which words rhyme (assist, if necessary).

___2 Invite the students to suggest other animals that could be substituted into the song (goat, bear, fox, etc.).

___ 3 Help the students generate rhyming words to pair with each animal (goat-boat, bear-chair, fox-box).

These songs are also useful during transition periods.

Teacher Notes and Questions:

Activity AK10: Alphabet Ordering

Materials: alphabet cards or magnetic tiles

Time: approximately 5-10 minutes

Procedures:

Once the students are familiar with half (or all of the alphabet), you can teach them to place letter cards or magnetic tiles in alphabetic order.

___1 Give the students cards showing 5-10 of the first letters of the alphabet. Invite the students to work together to put them in the right order, referring to the classroom alphabet strip, a poster, or an alphabet book for help.

___2 A fun variation of this task is to place letter cards out on the floor. Use the same number of letters as students in the class (e.g., A through M), but mix them up. Ask each student to choose a letter and verbalize its name. Then, ask the children to line up in the right order (matching the alphabet). If children have difficulty, refer to alphabet strips, alphabet books, or sing the alphabet song.

Teacher Notes and Questions:

Activity AK11: Sandpaper Letters

Materials: letter stencil pages

sandpaper

scissors

white paper

crayons, markers, colored pencils

Time: approximately 10-15 minutes

Procedures:

___1 Select the letter or letters which you'd like to reinforce with the students.

___2 Trace the outline of the selected letters on the sandpaper using the stencil. Cut out the sandpaper letter. (Cutting sandpaper with scissors can dull your scissor blades. After cutting each letter, make a few cuts in waxed paper to help keep the blades sharp.)

___3 Invite one or more students to trace over the sandpaper letter with her finger, while saying the letter name. Ask her, "What did it feel like when you traced over the letter ____?"

___4 Introduce and discuss the vocabulary terms "smooth" and "rough." Ask the students if the sandpaper is smooth or rough. Extend the discussion to connect with science concepts related to the five senses, especially the sense of touch.

___5 Ask a student to place a piece of plain white paper on top of the sandpaper letter, and scribble/color over the letter with a crayon, pencil or marker. Ask the students to describe what the final drawing looks like, and talk about why it came out like it did.

Teacher Notes and Questions:

Activity PA07: Morning Message

Materials: whiteboard or chart paper

markers

Time: approximately 10 minutes

Procedures:

Daily messages provide opportunities for children to participate in shared writing drawn from a familiar routine. The repetition encourages all students to build confidence and join in. Multiple and varied literacy skills can be addressed and reviewed when the activity is repeated on a daily basis. This activity can be easily modified in terms of complexity for children with skills at different levels. Begin with only one sentence for younger groups; include two-three sentences for more skilled students.

___1 Plan a simple and concise message to write on the board. It should contain a simple phrase or two which will be repeated each day (such as a greeting: "Good morning. Today is Tuesday."). It should also contain new information related to daily events (such as, "Today we are going to learn about tigers." or "Today we are going to the zoo.").

___2 Structure each day to include the daily message. Elicit the students' help (especially with the repetitive segment) and encourage them to pay special attention to the print.

___3 Invite individual students to "come up" to the board to identify/circle/find target letters, sounds, punctuation, conventions of print, names, etc. (see "cheat sheet")

___4 Display the message in a student center during choice time, inviting children to reread the message and "pretend to be the teacher."

The adjacent "cheat sheet" can be reproduced and kept near your whiteboard for use during your morning circle time.

Teacher Notes and Questions:

Alphabet
Circle the letter….
Circle a letter in your name.
Circle the first letter in your name.
Circle the letter that comes after…
Circle an upper case letter.
Circle a lower case letter.
Circle a word that begins with …

Phonological Awareness
What sound does this letter make?
Circle a letter that makes this sound.
Circle a letter that rhymes with "bee."
Circle a word that has 2 syllables.
Circle a word that begins with…
Circle a word that ends with…
Circle a word that begins like "hat."
Help me put these sounds together: to…day.
Help me put these sounds together: w..e.

Print Awareness
Circle the exclamation point, period, etc.
Find a space between two words.
Show me where to start reading.
Show me which way my pointer should go.
Circle a word/letter.
What kind of a mark goes at the end of this sentence?
Where do I read after I finish this line?

Oral Language
Help me say this word slowly/quickly.
Circle a tiny/small/large/enormous word.
I left out a word…what do you think is missing?
What is another word I could put here that means the same thing?
This doesn't sound right. What would sound better?
What words could I add to tell you more about this…? (adjectives)

Extra—Good Readers…
Say the words out loud.
Start over at the beginning of the sentence.
Use pictures to help them understand.
Make mistakes and keep trying.

Activity OL10: Puppet Play

Materials: puppet or stuffed animal (theme-related, if possible)

Time: approximately 5 minutes

Language delayed and ELL children who lack confidence when speaking with peers and adults, will sometimes feel more comfortable when speaking to, or through, a stuffed animal or puppet.

Procedures:

___1 Choose a puppet or stuffed animal. Introduce the puppet to the child, making sure to give it a name.

___2 Use the puppet to ask the children questions; encourage children to respond to the puppet.

___3 You may also want to invite the children to hold and manipulate the puppet in order to further encourage conversation.

Teacher Notes and Questions:

Activity PH14: Fingerplays

Fingerplays provide a fun, active way to practice rhyme. Most fingerplays are simple, short poems or rhymes for which each line contains a finger movement or simple motion that represents the words. (There are hundreds of great resources for fingerplays on the internet. One of the best is located at: www.naturallearning.com/fingerplays.html. This site includes one or more fingerplay for every letter of the alphabet.)

Materials: fingerplay(s) printed on large chart paper with illustrations added for hand motions

Time: approximately 10 minutes

Procedures:

Fingerplays should be repeatedly practiced until students know most or all of the words and become adept at the motions. Once students become familiar with fingerplays, use them as an opportunity to talk about rhyming words.

___1 Recite a fingerplay together with the students.

___2 Ask the students if they hear any words that rhyme. Discuss student responses.

___3 Using the printed chart, read the fingerplay and point to each word as it is said. You can also underline rhyming words on the chart, or highlight them with removable tape.

___4 Eventually, when students are very familiar with the fingerplay, invite individuals to read or perform it for the class (using the chart's pictures and lines to help them recall the words and motions). Increase the challenge for some students by encouraging them to find the rhyming words, or point to the words in the manner you modeled.

___5 Later, you may display the chart at a center so that the students can practice pointing to the words and identifying the rhymes.

Teacher Notes and Questions:

Activity PH15: Receptive Rhyme Recognition

Materials: various pairs of rhyming pictures from the Instructional Supplements

whiteboard or chart paper

Time: approximately 10-15 minutes

Procedures:

___1 Display two pictures (e.g., a 'bat' and a 'cat'), and ask the students to identify them. (Assist, if necessary.)

___2 Repeat the words back to the students, and ask them whether or not the two words rhyme: "Okay, so our words are 'cat' and 'bat.' Do these words rhyme?" Gently correct student errors.

___3 Try to focus on the "rime" (end) portion of the word to help students understand. For example: "'Cat' ends with the 'at' sound and 'tom' ends with 'om.' They have different ending sounds, 'at' and 'om,' so they don't rhyme. Let's think of a word that rhymes with 'cat.' How about 'bat?' Does 'cat' rhyme with 'bat?' Good, they do rhyme, because they both end with the 'at' sound--listen, 'cat' 'bat.'"

___4 For more advanced students, use printed words in place of, or in addition to pictures. Write the words on a whiteboard, (or paper) and read them aloud to the students: "We see 'time' and 'dime' on the board. Do 'time' and 'dime' rhyme?" If students have difficulty, use the patterns in the words to help them recognize the rhymes. For example, if you use the words 'pine' and 'line,' and the students say they don't rhyme, tell them that rhyming words have the same sounds (and often letters) at the end. "Remember, we said words that rhyme often end with the same letters? Do these two words end in the same letters (underlining the ending sounds)? Right, they both end with 'i-n-e,' which sounds like 'ine.' The both have the same sound at the end, so we know they rhyme."

___5 Repeat Procedures 1-4 with additional pairs of pictures.

Teacher Notes and Questions:

Activity AK12: Alphabet Stepping Stones

Materials: gray or brown construction paper (cut to look like stones)

uppercase or lowercase letter printouts

glue

tape

Time: approximately 5-10 minutes

Procedures:

___1 In advance, affix each letter of the alphabet to a "stone" with glue.

___2 Place all the letter stones on the floor in alphabetic order from left to right, approximately a step apart. Affix each stone to the floor with tape so the students won't slip as they step on the letters.

___3 Line up the students at the beginning of the path (near "stone A"). Each student will have a chance to walk the path on the stepping stones. He must walk from stone to stone, saying each alphabet letter as he steps on a new stone (or singing the alphabet song slowly). If the student steps off the path or misses a letter, he must take his place at the end of the line and try again.

Teacher Notes and Questions:

Activity PA08: Classroom Surveys or Charts

Materials: whiteboard or chart paper

markers

Time: approximately 10 minutes

Procedures:

You can very simply teach the students how to complete a survey about a variety of topics. You can make simple charts or graphs to record any data gathered during other class periods, excursions, stories, etc.

___1 Use student comments or questions to generate a survey question. For example, if a student comes into the classroom talking about how she got a new tricycle, use that as an opportunity to create a survey, and then turn the survey results into a shared writing opportunity.

___2 Ask, "Who has a tricycle" as a simple survey question for the class. Ask students who have tricycles to raise their hands. Slowly count the raised hands and write the number on the board. Find out how many students don't have a tricycle; count and write the number on the board.

___3 Incorporate some writing to give significance to the numbers on the board. For example, next to the numbers indicating students who own and do not own tricycles, write: "Eight children have tricycles" and "Six children do not have tricycles." Read the writing to the students, pointing to each word as you read.

___4 Invite a student to come and read the writing to the class as you point to the words.

___5 Later on, as an extension, you could make a pictograph poster recording the class survey results. (Make a simple set of two rows and columns, one row saying "Number of children who have tricycles" and the other row saying "Number of children who don't have tricycles." Invite children to draw stick figures to represent the number with/without tricycles in each column.)

___6 Post the chart in the classroom for a few weeks. Encourage children to revisit the chart to practice "re-reading," looking for target letters, etc.

Teacher Notes and Questions:

Activity PA09: Book Rack

Materials: low book or magazine rack

prepared copies of book titles

prepared labels showing titles of each book

Time: approximately 10 minutes

Procedures:

___1 Purchase a low book or magazine rack in advance. Copy the titles of enough books to fit in the rack. Label each opening on the rack with the title of one book.

___2 Give copies of the corresponding books to your students. Ask them to work together to locate the correct place to put each book (by matching the title on the rack to the title on the book).

Teacher Notes and Questions:

Activity WR06: Poetry

Materials: whiteboard and markers or pocket chart

index cards

crayons, markers, pencils

Time: approximately 5-10 minutes

Procedures:

___1 Gather the children in a group. Write "_an" on an index card and display it in the pocket chart. Invite the children to call out additional words from the "an" family. Prompt, if necessary; e.g. fan, pan, can, man, ran, Dan, etc. Write each word on an index card (accompanied by a picture) or on a large piece of paper clipped to the whiteboard.

___2 Demonstrate how you can use these rhyming words to make a simple poem. For example:

"There once was a man.

His name was Dan."

Write the poem on the whiteboard or cards in the pocket chart. Add pictures.

___3 Invite the children to read the poem with you, pointing to the words as you read.

___4 Encourage advanced students to create poems of their own. Display the word list or cards in the writing center along with blank paper for independent practice.

Teacher Notes and Questions:

Activity OL11: Creating Theme/Story Word Books

Materials: construction paper

magazine or clip art pictures

copying and laminating supplies

children's book(s)

Time: approximately 10-15 minutes

Procedures:

___1 Select a picture book or nonfiction book which introduces interesting and meaningful vocabulary related to a particular theme or unit of study. Read the book to the children, using interactive reading strategies.

___2 Select 5-10 target vocabulary words from the book. (Include words which are critical to analytic discussion of the story, even if they aren't part of the text; i.e., "lonely" from The Little House by Virginia Lee Burton, or "challenge" from The Little Engine That Could by Watty Piper.) Print each word on a separate piece of paper, and add a picture which illustrates the word. (Copy pages from the book and cut out corresponding pictures, or use pictures from magazines or clip art images.)

___3 Add a book cover, and staple or bind the book by punching holes and tying pages together with yarn.

___4 Read the vocabulary book to students in either small or large group settings, and invite them to practice reading it with you. Review the meaning of each new word by providing brief explanations and contextual details.

___5 Place the book in the library corner for independent use.

___6 Look for opportunities to extend use of the new vocabulary in student play, learning activities, and school routines.

Teacher Notes and Questions:

Activity PH16: Expressive Rhyme Judgment

Materials: any story or poem containing many rhyming words

Time: approximately 10 minutes

Procedures:

For this activity, you simply want to see if students are capable of identifying rhyming words in context.

___1 Prepare to read a poem or story with a lot of rhyming words. Before you read, ask the children to listen carefully for words that rhyme. When they hear two words that rhyme, students should raise their hands or clap to get your attention, then repeat the rhyming words.

___2 It may be initially necessary to emphasize the rhyming words in the poem/story so they are more easily identified. However, as the students progress, you should emphasize the words less and less.

___3 Read the poem/story and use the children's responses to assess their understanding.

Teacher Notes and Questions:

Activity PH17: Rhyming Picture Matching or Rhyme Bag

Materials: Rhyming Pictures from the Instructional Supplements

student scissors

a paper or fabric bag

pairs of objects/toys which rhyme (e.g., sock-block, bear-pear, duck-truck, cat-bat, mug-bug, soap-rope, man-pan, etc.)

Time: approximately 10-15 minutes

Procedures:

___1 Select a page of rhyming pictures for each student. Depending on student abilities, cut out the individual picture boxes, or assist the children as they cut out the pictures. (In some cases, students can become distracted or discouraged by the cutting process. Use your judgment regarding your students. You may prefer that your students connect the rhyming pairs on the sheet with lines, or you may want to use one sheet to demonstrate the cutting and matching exercise.)

___2 Once the pictures are cut, invite the children to identify one picture. Then ask them to look for a rhyming picture among the cutouts. (For example, pictures may include: 'man,' 'van,' 'cat,' 'rat,' 'sock,' and 'rock.' The students will need to match each rhyming pair; i.e., 'man-van,' 'cat-rat,' and 'sock-rock.')

___3 "Rhyme Bag" is a similar activity involving objects instead of pictures. Collect pairs of objects that rhyme and place one item from each pair in a bag. Place the remaining objects on a table.

___4 Invite the students to take turns selecting objects from the "Rhyme Bag," trying to match the object they select with their pairs on the table.

___5 For additional challenge, place all the objects in the bag, asking the students to pour them out and sort the objects into rhyming pairs.

Teacher Notes and Questions:

Activity AK13: Letterfish (or Soundfish)

Materials: colored construction paper fish

Sharpie marker

paperclips (to attach to the mouth of each fish)

a piece of string or fishing line

a u-shaped magnet (or other magnet that can be easily attached to the string)

a box or tub

a long stick or yardstick ("fishing rod")

Time: approximately 10-15 minutes

Procedures:

___1 In advance, cut out at least 26 (or more) fish shapes from the construction paper. Using the Sharpie marker, write one letter of the alphabet (either uppercase or lowercase, depending on student levels) on both sides of each fish. Complete at least one fish for each letter of the alphabet. Attach a paper clip to each fish where the fish's mouth would be. Place all the "letterfish" in a box or tub.

___2 Use the yardstick as a fishing pole. Tie a piece of string or fishing line to one end. Then tie a u-shaped magnet to the other end of the string, (that is not attached to the stick.)

___3 Talk about fishing with the students. Discuss vocabulary such as fish, fishing pole, hook, casting, etc. Tell the students they will use the fishing pole you've created to catch some fish.

___4 Give each student a chance to come up and catch a "letterfish." Encourage the student to lower the fishing pole into the tub until the magnet connects with a paper clip on a "letterfish." The student gets to keep the "letterfish" if she can name the letter (or say its sound). If she cannot name the letter, then she must throw back the fish. (Be sure to display the fish and identify its letter name before it gets tossed back into the tub.) The student must recast to try and catch another "letterfish."

___5 Continue until all the "letterfish" have been caught and named. Have each student hold-up and name his or her "letterfish."

Teacher Notes and Questions:

Activity AK14: Name Writing

Materials: variety of writing supplies

Time: approximately 5 minutes

Procedures:

Students are naturally motivated to learn to read and spell their own names. Use this motivation to encourage students to practice letter formation.

___ Encourage students to learn the usefulness of knowing how to read and sign their names. Use sign-in sheets for attendance, learning centers, activities of interest, etc. Also encourage students to sign their class drawings, (just like an artist), add their names to all schoolwork, make their own name tags for special functions, etc.

Teacher Notes and Questions:

November

Theme: Food

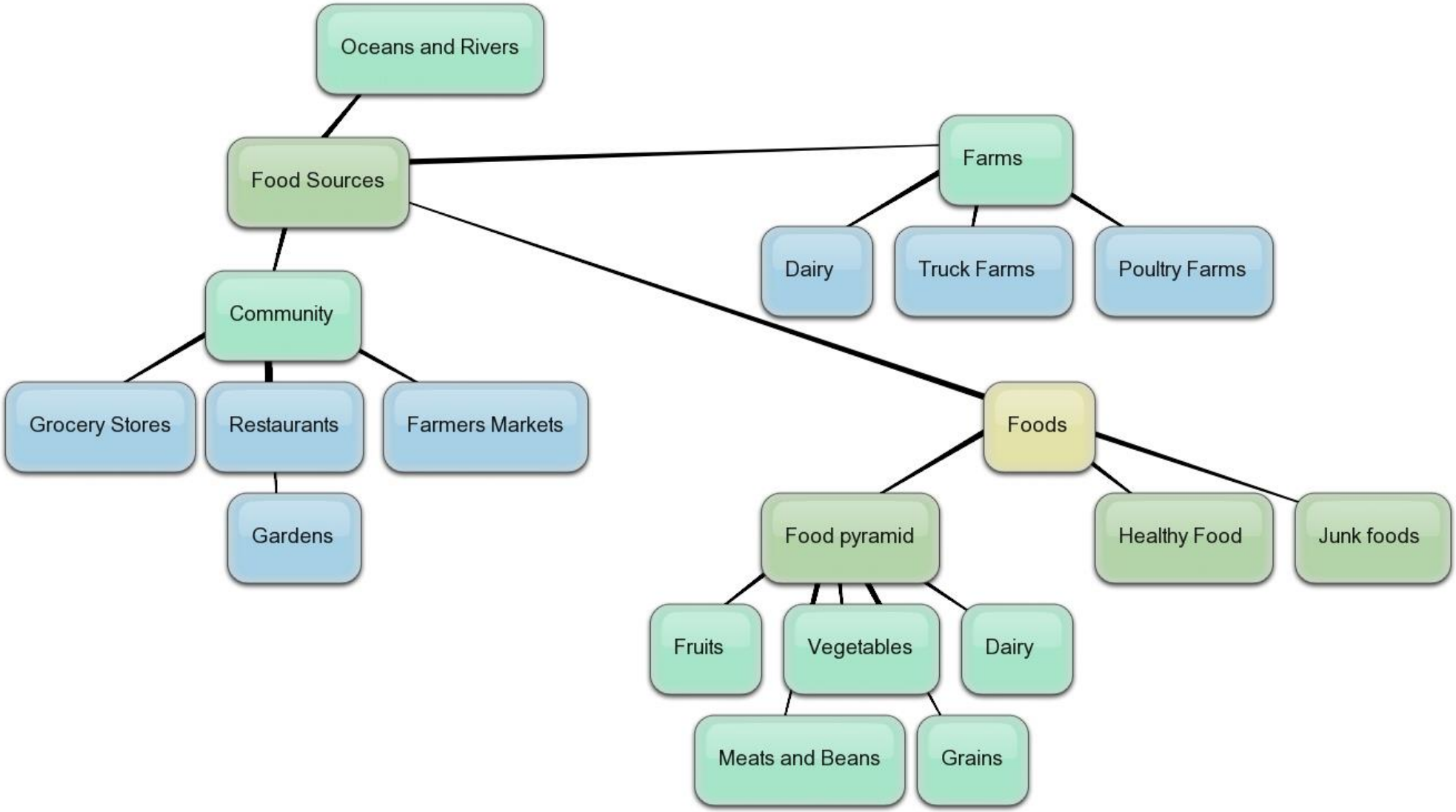
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading:
  Gregory the Terrible Eater
- Planning Support
- Literacy Activities

November Pacing Guide

November	**Food**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *Gregory the Terrible Eater*	
	Vocabulary/Connections/ Verbal Reasoning/Narrative Skills	OL12: Semantic Mapping OL13: Wear the Story	
	Phonological Awareness		
	Rhyming	PH18: Go Fish PH19: Rhyme Sorting	
	Alphabet Knowledge		
	Letter Naming	AK15: Upper and Lower Case Sorts AK16: Letter Memory	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print		PA7: Morning Message
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions	WR7: Teacher-Modeled Scaffolded Writing WR8: Rice, Sand, and Salt	
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Language Acquisition / Vocabulary/Conversations	OL14: Whispering Oral Directions	
	Vocabulary/Reasoning/ Narrative Skills	OL15: Story-line	OL13: Wear the Story
	Phonological Awareness		
	Rhyming	PH20: Match the Rhyme PH21: Rhyming Memory	
	Alphabet Knowledge		
	Letter Naming	AK17: Alphabet Puzzles AK18: Alphabet Pie	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA10: Pictured Text	PA7: Morning Message
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions		WR7: Teacher-Modeled Scaffolded Writing WR8: Rice, Sand, and Salt

Third Week	**Oral Language**		
	Interactive Reading Vocabulary Vocabulary, Verbal Reasoning, Narrative Skills	 OL16: I Spy 	OL: Interactive Reading OL13: Wear the Story
	Phonological Awareness		
	Rhyming	PH22: Zoo Keeper PH23: Rhyme Hunt	
	Alphabet Knowledge		
	Letter Naming	AK19: Alphabet Wheel of Fortune AK20: Student Transitions	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA11: Lists	PA7: Morning Message
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions		WR7: Teacher-Modeled Scaffolded Writing WR8: Rice, Sand, and Salt
Fourth Week	**Oral Language**		
	Interactive Reading Vocabulary/ Verbal Reasoning	 OL17: Word Fill-Ins OL18: Vocabulary Focus in Reading	OL: Interactive Reading
	Phonological Awareness		
	Rhyming	PH24: Rhyme Elimination PH25: Rhyming Lines	
	Alphabet Knowledge		
	Letter Naming	AK21: Creation of Alphabet Books	AK20: Student Transitions
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print		PA7: Morning Message
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions		WR7: Teacher-Modeled Scaffolded Writing WR8: Rice, Sand, and Salt

Thematic Map: Food



November Interactive Reading

Theme: Food; Nutrition
Title: Gregory the Terrible Eater
Author: Mitchell Sharmat
Vocabulary: Butt, average, fussy, revolting, condition, clothes hamper, rubber heel.
Props: Wrappers from healthy food, junk food and various classroom items, i.e. erasers, crayons, blocks.

Before Reading	During Reading	After Reading
Activities: Talk about things that are good for you to eat. Ask the children if they would eat a toy truck, a doll, a block, etc. *Cover*: Show picture on the cover and have children predict what the story is about. Read the title, pointing to each word. Count the words in the title. Ask a child to point and read the title. Show though bubbles and compare the healthy food items with the items in the rest of the picture. What kind of animal is Gregory? What do goats eat? *Picture Walk:* Point out the things Mother and Father goat are eating. Talk about the bubbles that depict what Gregory wants to eat. Compare/contrast the two. Will Gregory change his mind and start eating "like a goat"? Compare inside front and back covers- front cover shows junk food, back cover shows healthy food. Ask which one the group would prefer.	*Questions:* Why was Gregory in trouble when he sat down to eat with his parents? Why did Gregory's parents call him a "fussy eater"? When appropriate, discuss thought bubbles and items pictured. Would your mother complain if you only wanted to eat healthy food?	*Questions*: Has your mom ever asked you try a new food? How did you feel? Do interactive writing chart- "My favorite thing to eat is_____." Brainstorm a list of healthy foods / junk foods. Make a menu for Gregory- be sure to include "junk food". **Subsequent Readings**: Read *Hungry Thing.* Make a Venn diagram comparing what Gregory and the Hungry thing ate. Create Gregory and his parents - Using an image of a goat's head, enlarge it if needed so it is the approx. size of one sheet of paper, color and back with cardboard or card stock. Cut a hole in the mouth of the goats. Place a 2 gallon baggie on the back of the goat's head so it opens to the mouth. This baggie will hold the food pictures for foods Gregory likes and foods his parents like.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all activities. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Food

Recommended Reading

Fiction

Gregory the Terrible Eater, Sharmat Mitchell, Jose Aruego

Tops and Bottoms. Stevens, Janet

The Very Hungry Caterpillar. Carle, Eric

Stone Soup. Brown, Marcia

The Hungry Thing, Slepian, Jan

The Giant Jam Sandwich. Lord, John Vernon

Bread and Jam for Frances. Hoban Russell

Lunch! Fleming, Denise

Pancakes for Breakfast. dePaolo, Tomie

Today is Monday. Carle, Eric

The Little Red Hen. Galdone, Paul

The Berenstain Bears and Too Much Junk Food. Berenstain, Stan and Jan

Non-Fiction

Good Enough to Eat. Rockwell, Lizzie.

Food for Thought. Elffers, Joost

Growing Vegetable Soup. Ehlert, Lois.

Potential Target Vocabulary

appetite

vitamins

food pyramid

healthy

dairy

fruits

vegetables

meat

grains

nutrition

energy

food group

roots

stems

leaves

junk food

chef

ingredients

Activity OL12: Semantic Mapping

Materials: semantic maps from the Instructional Supplements

whiteboard or chart paper

Mushroom in the Rain by Mirra Ginsburg

Time: approximately 15 minutes

Procedures:

A semantic map is a graphic representation of a concept—its components and their relationships. Below is a sample mapping activity for Mushroom in the Rain.

___1 Begin creating the semantic map by selecting a major concept from the story (in this case: a forest) and writing this concept at the top of the board. Using the "map" explain how the concept of forest can be broken down into component parts. Enlist the students to suggest that a forest is composed of plants and animals. Extend the map further as students suggest that there are small and large plants, as well as small and large animals in a forest. Continue the process as students identify specific small plants, specific large plants, specific small animals and specific large animals in a forest.

___2 You may use semantic maps to reinforce stories or story concepts that are relevant to classroom themes. You may also use them to introduce and discuss classroom themes or concepts which are not necessarily connected to stories. For example, if your class is exploring a theme such as 'food groups,' guide them in the completion of a semantic map: 1. food groups: fruits and vegetables, meats, grains, dairy products; 2. fruits and vegetables: apples, oranges, bananas, carrots, tomatoes---dairy products: milk, cheese, yogurt----meats: chicken, fish, beef, grains: wheat, rice, oats.

Teacher Notes and Questions:

Activity OL13: Wear the Story

Materials: popular storybooks

various materials as indicated below

Time: approximately 10-20 minutes

Procedures:

Story Headbands

___ Using long strips of paper, make headbands for children to wear as they act out the events from popular stories. For example: Papa, Mama, and Baby Bear faces can be created and stapled to the strips to create characters from Goldilocks and the Three Bears. Add a few props, such as an umbrella to serve as the mushroom in Mushroom in the Rain.

Story Apron

___ Sew or glue a felt panel to a bib apron. Make story characters from felt or copy and laminate book illustrations. Add Velcro (hook side) to the back of the characters so they will stick to the apron. Retell the story using the characters.

Story Hats

___ Invite children to draw and cut out pictures of major characters or events from a favorite story, (e.g., Brown Bear, Brown Bear, or The Mitten) or use a copier to reproduce illustrations from the book. Assist children as they glue the pictures to long strips of paper (or sentence strips) in sequential order, reflecting the progression of the story plot. Staple the strips to fit around your students' heads and encourage the children to wear their hats as they retell the story.

Story Mitt

___ Purchase a pair of cotton gloves. Glue the loop side of Velcro pieces to the palms and fingers of each glove. Make story characters (from felt or paper copies) and glue the hook side of the Velcro pieces to the back of each of these. Use the characters to retell the story. Store the characters in the glove when not in use.

Teacher Notes and Questions:

Activity PH18: Go Fish (Rhyming or Beginning Sound)

Materials: rhyming picture cards (from the Instructional Supplements)

beginning sound picture cards (from the Instructional Supplements)

Time: approximately 10-15 minutes

Procedures:

___1 Select 20-26 paired rhyming picture cards. Gather a small group of students in a circle on the floor. Distribute the rhyming cards evenly among the students and yourself, leaving 6-8 cards in a pile in the middle of the circle.

___2 Explain the game to the students. Ask them to look through their rhyming picture cards to see if they have any matches (i.e., two words that rhyme with each other). If they find a match, students should lay those cards down in front of them, removing them from their "hands." (Young children often have difficulty holding cards in their hands. You can make card holders by inserting a brass fastener/brad through the center of two round plastic lids—one lid slightly larger than the other. The game can also proceed nicely even when all cards are exposed on a table or carpet surface.)

___3 Select one student in the group to work with. Choose one picture/word from that student's hand. Encourage him to ask the others in the group, "Does anyone have a word in their hand that rhymes with _____?" If they have a rhyming word, the students must give it to the student who asked for it, and he will lay down the rhyming pair. If no one has a word that rhymes, the group tells the student to "go fish," and the teacher selects a card for him from the pile in the middle.

___4 Continue the process, with each student having a chance to ask the group for a rhyming word. Students finish the game or get dismissed to another activity when they have no cards remaining. Continue until all the rhyming words have been matched.

___5 Adapt this activity to practice common beginning sounds, if desired. Simply substitute the beginning sound pictures for the rhyming pictures and instruct students to ask each other for words that start like "bat," or words that start with the "b" sound.

Teacher Notes and Questions:

Activity PH19: Rhyme Sorting

Materials: Rhyming Word Family Pictures from the Instructional Supplements--Two sets with three pictures in each (i.e., 'mat, sat, cat or 'man, van, pan')

tape or magnetic clips to secure pictures, or pocket chart

Time: approximately 5 minutes

Procedures:

___1 Select one picture from each set to act as a "header" for a column of words (e.g., one column with the picture of 'bat' at the top and one column with 'pan' at the top). Tape, clip, or place each header picture at the top of the board or in a pocket chart. Make sure there is an appropriate distance between the headers (i.e., one side of the board should contain the picture of the 'bat'; the other side should contain a picture of a 'pan.' Draw a line between the two columns to distinguish them. Review each picture's name with the students.

___2 Tell the students that you're going to show them some more pictures and that you want them to decide if each picture rhymes with 'bat' or 'pan.' If the picture rhymes with 'bat,' they'll place it underneath the picture of 'bat'; if it rhymes with 'pan' they'll place it underneath 'pan.' Select a picture (such as 'van'), ask students to identify its name, and then ask whether it rhymes with 'bat' or 'pan': "Okay, so our picture is 'van;' does 'van' rhyme with 'pan' or 'bat?' Let's try comparing it to each word---'van,' 'pan'; do they rhyme? Good, we'll put 'van' right here under 'pan' since they both end in 'an' and rhyme."

___3 Select individual students to place the remaining pictures.

___4 When all the pictures are sorted, have the students repeat the names of the pictures in each column ('pan, man, van' and then 'bat, cat, mat').

___5 Remove the pictures from the board.

___6 Ask the students to recall the two words that rhymed with 'bat' and the two words that rhymed with 'pan.' (Show them pictures if they forget, or have them go back and regroup the pictures again.)

Teacher Notes and Questions:

Activity AK15: Upper and Lowercase Sorts

Materials: upper and lowercase letter cards or manipulatives

Time: approximately 5 minutes

Procedures:

___1 Review upper and lowercase letters, pointing out their differences while referring to an alphabet chart.

___2 Place a handful of upper and lowercase letters on a table or rug. Invite the students to sort the letters into two piles (one for uppercase and one for lowercase).

___3 Encourage the students to work together, referring to the alphabet chart or strip if necessary.

___4 Check the sorting after the students are finished, encouraging the students to name each letter as you check. If cards were sorted incorrectly, gently correct the error by pointing out the letter on the alphabet chart and identifying it as upper or lowercase (in addition to sorting it into the correct pile).

Teacher Notes and Questions:

Activity AK16: Letter Memory

Materials: upper and/or lowercase alphabet cards

Time: approximately 10 minutes

Procedures:

This game is played just like the "rhyming memory" game mentioned in the phonological awareness section. It can be played with all lowercase letters or a combination of lower and uppercase letters.

___1 For the lowercase version, write two cards for each letter (using lowercase letters for both). Place the cards face down on a table. Ask students to turn over the letter, say the letter name, and find its match. When students find a match, they get to keep the pair.

___2 For the upper and lowercase version of the game, make two cards for each letter (one with the uppercase letter and one with the lowercase letter). To get a match, the student must match the upper and lowercase letters.

Teacher Notes and Questions:

Activity WR07: Teacher-Modeled Scaffolded-Writing

Materials: chart paper or whiteboard

markers (at least two colors)

Time: approximately 5-10 minutes

Procedures:

Modeling teacher scaffolded writing works well during morning meeting/message or circle time.

___1 Explain to the students that you are going to write a message (the morning message is a great opportunity for this, be sure you don't write it in advance).

___2 Tell the students that you want to be sure to remember the message, so you are going to make a line for each word to help you remember.

___3 Say the message aloud. Say the message verbally again, slowly drawing a line for each word as you say it. (The lines should all be drawn with one color of marker, and should roughly correspond to the length of each word.)

___4 Repeat the message, pointing to each blank line as you read. Tell the students to repeat the message with you, as you point to each line.

___5 Write the message on the lines, saying each word as you write it on the blank. (Use alternating colored markers to write each word, and be sure to include punctuation. If now is a good time, point out the period and its purpose).

___6 Reread the message to the children, pointing to each word as you read. If you like, you could ask a student to reread the message while pointing to each word with a special pointer (such as a feather, yardstick, etc.).

Teacher Notes and Questions:

Activity WR08: Rice, Sand, or Salt Letters

Materials: about 1-2 cups rice, sand or salt (see note)

baking pan or sealable food containers

Time: approximately 5 minutes

Procedures:

___1 Fill the bottom of a large baking pan with rice, sand or salt.

___2 Model proper letter formation, tracing the letter in the medium. "Erase" or smooth the rice or sand and encourage students to try.

___3 Leave the container at a center for children to explore.

You may want to modify this activity by filling several small sealable food containers with sand and inviting small groups of children to practice letter formation. (If using white sand, tape a piece of colored construction paper under the container so the letter will be easier to see.)

Note: Salt may sting if a child has a cut or sore.

Teacher Notes and Questions:

Activity OL14: Whispering Oral Directions

Materials: none

Time: approximately 5 minutes

Procedures:

In general, oral directions offer a great opportunity to build oral language skills. You may begin with simple, 1-2 step directions and later expand to 3-4 step instructions as student skills improve. With "Whispering Oral Directions," you can encourage progress with these skills from a game format. Below you can see the sequence of easy, medium and hard 1, 2, and 3 step directions:

Easy 1 Step: Touch your toes.

Medium 1 Step: Pick up the green star.

Hard 1 Step: Place the big, blue star under the desk

Easy 2 Step: Touch the desk and the chair.

Medium 2 Step: Touch the desk first, then touch the chair.

Hard 2 Step: Pick up the green bowl first, then set it under Marvin's chair.

Easy 3 Step: Pick up a pen, paper, and glue.

Medium 3 Step: Pick up a marker and colored paper; write your name on the back of the paper.

Hard 3 Step: Turn around two times, pick up the red pencil and circle the letter A on the piece of paper on your desk.

___1 To start the game, invite one student to come forward. Whisper an easy direction to her, and ask her to follow the direction as the other students watch.

___2 Ask those who are watching to guess what direction you whispered to the student.

___3 An interesting way to expand this activity is to increase the number of people who give directions. Invite one student to come forward; whisper the directions. Tell the student to invite another student, and then whisper the directions to him. Finally, the second student, after hearing the directions from the first student, completes the task.

___4 The observers then report what the directions must have been. If the class can't guess, the two students who heard the directions can offer clues.

Teacher Notes and Questions:

Activity OL15: Story-line

Materials: selected pictures from a familiar story. (You can enlarge or reduce book illustrations on most copiers, glue them to cardstock, and then laminate for durability.)

*pocket chart (optional)

Time: approximately 10 minutes

Procedures:

Story-line, an activity mentioned in the shared writing description, is an excellent oral language activity because it provides students with the structure of sequenced pictures to guide them in their storytelling. Students gain practice telling stories, but can rely on clues that encourage them to include details and follow a sequence.

___1 To create a story-line, make some simple pictures that correspond to a story the students have read.

___2 Hang a makeshift clothesline (made from yarn or string) in a low-traffic area of your classroom. (*You can also use a pocket chart, if preferred.)

___3 Use clothespins or paper clips to hang the pictures on the clothesline in the correct order.

___4 Select a student to retell the story, using the pictures to jog his memory.

___5 Give the student a ruler or yardstick with which to point to each picture as he retells the story.

Teacher Notes and Questions:

Activity PH20: Match the Rhyme

Materials: rhyming pictures from the Instructional Supplements

a small box with a lid

Time: approximately 5 minutes

Procedures:

___1 Present the students with four pictures, two of which rhyme. Place one of the pictures inside the box and display the other three outside. Ask the students to find the picture that rhymes with the one inside the box, and then have them place the rhyming picture inside the box with its "match."

___2 Place the pictures and box at a learning center for independent practice.

Teacher Notes and Questions:

Activity PH21: Rhyming Memory

Materials: pairs of rhyming pictures or rhyming words

Time: approximately 10 minutes

Procedures:

___1 Place pairs of rhyming pictures upside-down. Ask students to select two pictures, turn them over, and try to make a match. For more challenge, substitute pictures with rhyming words.

___2 Later, place the pictures at a learning center for independent practice.

Teacher Notes and Questions:

Activity AK17: Alphabet Puzzles

Materials: upper and lowercase puzzle pieces from the Instructional Supplements

Time: approximately 5-10 minutes

Procedures:

___1 Locate the cardstock upper and lowercase puzzle pieces (the left side of the puzzle piece has the uppercase version of the letter written on it, and the right side of the puzzle piece has the lowercase version of the letter written on it). Cut out the pieces.

___2 Students must try to fit together the puzzle pieces by matching the proper upper and lowercase letters.

___3 Students can complete this task with guidance or independently as a learning center activity.

Teacher Notes and Questions:

Activity AK18: Alphabet Pie

Materials: circular spinners with either upper or lowercase letters from the Instructional Supplements

clothespins (blank)

clothespins (showing uppercase letters written in Sharpie)

clothespins (showing lowercase letters written in Sharpie)

Sharpie marker

small pictures with letters/sounds that correspond to the spinners

Time: approximately 10 minutes

Procedures:

___1 Invite a student to twirl the circular alphabet spinner. (The circular alphabet spinners include only uppercase letters, only lowercase letters, or a mixture of the two. You may pick the spinner that is most appropriate for your students.)

___2 Encourage the student to identify the letter that the spinner lands on, and then look through the alphabet clothespins (collections of uppercase, lowercase, or a mixture of the two) to find the matching letter.

___3 Invite the student to clip the alphabet clothespin to the corresponding letter on the spinner, repeating the letter name. (It is good to have multiple clothespins for each letter—whether they are uppercase, lowercase, or a mixture of the two—to allow the game to continue even if the spinner keeps landing on the same letter. Group the clothespins by letter; i.e., all clothespins with the letter "b" on them should be in the same pile. The piles can be organized in alphabetical order to help students locate and identify them.)

___4 Tally and/or count the number of clothespins attached to each letter. Ask the students to help.

___5 Turn this activity into a shared writing experience by creating a graph or chart that summarizes the number of clothespins for each letter. The chart can be posted in the classroom.

___6 Ask students to summarize/explain the results on the chart, using a pointer to count the tallies for each letter.

___7 This task can be adapted to focus on sounds. Invite a student to use a blank clothespin to clip a small picture to the spinner. Encourage students to match pictures to letters on the spinner that make the corresponding beginning sound.

Teacher Notes and Questions:

Activity PA10: Pictured Text

Materials: prepared chart or

sentence strips and a pocket chart

Time: approximately 10 minutes

Procedures:

___1 Select a passage containing repetitive text (preferably something the children are already familiar with, such as a poem or fingerplay).

___2 Write each line separately on a chart, (or on sentence strips to use with a pocket chart). Add a graphic or picture to represent each line.

___3 Read the entire text to the students, pointing to each word as you read.

___4 Describe and point to the pictures, as well. This will help students remember each line.

___5 Engage the students in echo reading (you read a line—pointing to each word, then the students repeat the line---you again point to each word).

___6 Finally, invite students to come to the chart to read each line.

___7 Tell the students to point to each word as they read (assist with reading or pointing, when necessary).

Teacher Notes and Questions:

Activity OL16: I Spy

Materials: none

* bag or box containing small classroom objects (optional)

Time: approximately 5 minutes

Procedures:

___1 Select something in the classroom and describe it to the students, telling the students they need to guess the name of the item. Use words to describe the object without actually saying its name ("I'm thinking of something that's red, you write with it, it is small, and it is up next to the board." Or, "I'm thinking of a letter that is the fourth one in the alphabet; it makes the sound 'dddd'." Or, "I'm thinking of a fuzzy animal; there is a picture of one somewhere in the room. This animal is big and furry; it likes honey."). If you like, you can adapt this activity by selecting a few small items to "hide" in a closed bag or box.* Reveal each item only when its name is guessed.

___2 Once the students understand the game, you can encourage them to "be the teacher." (Invite a student to pick something in the room and describe it without using its name. Encourage remaining students to guess the name of the item.)

___3 Also, once the students master this task, try describing things that aren't present in the room. Begin with things they may have seen on field trips ("I'm thinking of an animal that we saw at the zoo. It had a big horn, and it was gray, with wrinkly skin.") Eventually advance to include things the students may not have seen with classmates, but which they can identify by relying on their background knowledge.

___4 Gradually reduce the details in your descriptions, challenging the students to use deductive reasoning skills.

You may want to vary this activity for ELL students, showing several objects to represent the concept you are describing. This activity can also be easily adapted for rhyming or to target theme-related vocabulary.

Teacher Notes and Questions:

Activity PH22: Zoo Keeper

Materials: rhyming pictures strung on yarn (necklaces)

small "zoo keeper's" net or hat

Time: approximately 10-15 minutes

Procedures:

___1 Choose one student to be the "zoo keeper." He can be given a prop to signify his position (such as a small net to catch escaped animals, a hat, etc.).

___2 Separate the students into two groups; some will be "cages" and some will be "zoo animals." The "cages" will be given pictures to wear around their necks. The pictures will rhyme with the pictures worn by the "animals".

___3 Assign specific areas of the room where the "cages" should sit and wait for their animals to return. Explain that the "zoo animals" have escaped from their cages, and must find their proper homes before the "zoo keeper" catches them.

___4 "Zoo animals" should be instructed to find their cages by looking for a picture that rhymes with their animal name (i.e., the "animal" with a picture of a "bat" around her neck, should look for the "cage" that has a picture of a "hat" around her neck).

___5 To start the game, make sure the "cages" are in the right place and invite the "animals" to start looking. Announce, "Here comes the zoo keeper, find your cage before the zoo keeper catches you."

Teacher Notes and Questions:

Activity PH23: Rhyme Hunt

Materials: pairs of rhyming pictures, words, or objects

Time: approximately 5-10 minutes

Procedures:

___1 Present the student with a picture, word, or object. Instruct the student to look around the room for a rhyming match.

___2 Place items around the room that rhyme with the selected pictures, words, or objects (i.e., a stuffed 'bear' to rhyme with the selected word 'chair'), or simply select words or objects that rhyme with something already in the room; 'sock' is a good match for 'clock' which will be in most classrooms.

Teacher Notes and Questions:

Activity AK19: Alphabet Wheel of Fortune

Materials: cardstock cut and labeled to resemble a "Wheel of Fortune"

spinner

chart paper or a whiteboard

Time: approximately 10 minutes

Procedures:

___1 Create a circle on a large piece of cardstock using a compass. Divide the circle into 5-10 pie pieces, writing a capital or lowercase letter clearly on each piece of the pie. Write a small number somewhere on each pie piece (use small numbers, 1-10). The number represents the point value for each letter. Affix a spinner to the middle of the cardstock. (Large paper clips secured with brads make good spinners.)

___2 Ask students to spin the "Wheel of Fortune" to see which letter they get. They must identify the letter (and whether it is capital or lowercase), and find the letter somewhere in the room----or even attempt to write the letter.

___3 Award students the point value associated with the letter if they are successful with any of the tasks above.

___4 You may tally the score for each student on the board or use a flip chart to incorporate shared writing/reading experiences.

Teacher Notes and Questions:

Activity AK20: Student Transitions

Materials: * digital camera (optional)

Time: a few minutes

Procedures:

Time spent lining up for recess, or "down time" at a field trip provide great opportunities for practice with letter formation.

___1 As you ask the children to line up, lay down, or march, invite them to form the shape of a letter. You will need to direct the students where to stand (saying, "Okay, we need to curve around a little so that the line looks like the curve of the letter 'p.'")

___2 You can photograph* the students once the letter is formed, and display this picture underneath the letter on the classroom alphabet strip or on the letter of the week poster.

Teacher Notes and Questions:

Activity PA11: Lists

Materials: whiteboard or chart paper

markers

Time: approximately 5-10 minutes

Procedures:

Create a list of characters from a favorite book, a list of field trips, a list of materials to complete an art project, a list of steps in a process the class has learned, a list of facts learned on a class excursion, a list of favorite foods, a list of items needed for a class party, a list of items someone might take to go on a trip, a birthday or holiday "wish list," etc. There are countless possibilities.

___1 Invite your students to create a list of animals they learned about during a recent science period. Ask the students to state the names of the animals, and describe a few of their characteristics. Write the animals and their characteristics on the board. (To extend student focus and help with print differentiation, print students' names next to the items they contribute for the list.) Invite the students to read/repeat back the names on the list.

___2 Encourage individual students to identify target letters, sounds, punctuation, directionality concepts, etc.

___3 Post the list in the Writing Center for student reference.

Teacher Notes and Questions:

Activity OL17: Word Fill-Ins

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Tell your students that you will say a sentence that is missing a word, but that you will give them a clue about how the word begins. Be sure to make the initial sound/sounds and encourage your students to use the clue to finish the word.

For example:

A scary animal that swims in the ocean and has sharp teeth is called a sh_____.

A puffy, white thing in the sky that rain comes from is called a cl_____.

A funny person you see at the circus is called a cl_____.

We ate the ice cream using a sp_____.

We took a picnic to the p_____.

The squirrel was eating an a_____.

___2 Once a student supplies the word, repeat the completed sentence.

___3 If the students are having trouble, provide more prompts or analysis: "What type of funny person would you see at a circus? The name of this person starts with the sound 'cl.' A funny person who wears make-up, a fake nose and has weird colored hair is called a 'cl_____." If your students continue to struggle, offer more sounds from the word: "The person is called a 'clow__."

Teacher Notes and Questions:

Activity OL18: Vocabulary Focus in Interactive Reading

Materials: selected storybooks

* sticky notes (optional)

Time: approximately 10-15 minutes

Procedures:

Use this activity to highlight vocabulary instruction in selected stories you read to your students. The general strategies of Interactive and Dialogic Reading include efforts to explain and extend vocabulary; this activity offers additional vocabulary focus.

Remember that it is important to maintain the pace of the story when it is being read to students for the first time. Pay attention to the level of student engagement; provide vocabulary focus in a small group or a repeated reading setting when appropriate.

___1 Select 1-3 words from the story to highlight.

___2 As you read the story, pause to show pictures which accompany the words you have selected for study.

___3 As you come to each target word in the story, provide a "child-friendly" explanation, to enhance comprehension. (As you prepare for this activity, you may want to trigger your memory by placing small *sticky notes on pages where new words or relevant pictures are presented. Be sure to quickly remove the notes when you are reading to the children to make sure illustrations are visible.)

___4 Invite your students to repeat the target words with you as you offer brief explanations.

___5 Present examples of the words used in contexts different from the story. For example, if reading Corduroy, take a minute to talk about a button on *your* clothing.

___6 After reading, use the new words in simple sentences and invite your students to repeat them. Also offer sentences with missing words, and invite the children to supply a correct new word based on sentence meaning.

___7 Engage children in activities which encourage them to interact with the target words. Provide related props and engage students in dramatic play to re-enact the story, or mimic the story in a new setting.

Teacher Notes and Questions:

Activity PH24: Rhyme Elimination

Materials: sets of rhyming pictures (groups of a pair with one error picture)

whiteboard or chart paper

Time: approximately 5-10 minutes

Procedures:

___1 Present the students with three pictures (two of which rhyme and one of which doesn't). After the students identify each picture, the teacher repeats the words, and asks the students which one doesn't rhyme with the other two.

___2 You can make this activity more fun by singing the song to the tune of 'One Of These Words, Is Not Like The Other":

"One of these words is not like the others,

One of these words does not rhyme.

Coat, boat, tie----which doesn't belong?

Let's find out and end this song."

___3 To complete the activity verbally, simply read the words to the students (three of which rhyme with each other and one of which doesn't), instructing them to "find the trick!"

___4 To complete this task as a written activity, write each word in a line on the whiteboard. Point to each word as you read it, asking the students which one does not rhyme. Use prompting, if necessary: "Remember what we learned about rhyming words? They are words with endings that sound the same, almost like music together. Which of the words I've written here sound like music together?" (Reread the words, pointing from left to right). "We also learned that rhyming words look almost the same because they usually have the same ending letters. Which words look the same at the end? Which one looks different?" (Underline the last 2-3 letters in each of the words to help the students recognize the patterns.) "We're going to take out the different one since it doesn't rhyme (erasing)."

Teacher Notes and Questions:

Activity PH25: Rhyming Lines

Materials: prepared rhyming sentences with related pictures on chart paper

Time: approximately 5 minutes

Procedures:

Use this activity as a precursor to rhyme production.

___1 Print simple rhyming lines for the children that have one rhyming word missing:

I can smell the dirty clothes, with my _____.

It's a terrible day, outside it is all cold and _____.

It's such a sunny day, we should go out and _____.

I got a present I like, it was a new two-wheeled _____.

I learned to cook, by reading a _____.

___2 Read the lines, (pointing from left to right), and invite the students to call out the missing rhyming words. Print the missing words in the blanks, and invite the students to read the completed sentences with you. (The missing rhymes can also be printed on cards and added to the chart with tape, allowing the activity to be reused independently at a learning center. Charts with pictures that accompany the key words allow non-readers to be more fully engaged.)

Teacher Notes and Questions:

Activity AK21: Creation of Alphabet Books

Materials: blank books (one large class book or individual books for all students)

student scissors

glue sticks

magazines, catalogs, newspapers (from which to cut pictures and words)

crayons, markers, pencils

Time: approximately 15 minutes for each work period (about 13 periods)

Procedures:

Drawing pictures precedes the ability to write letters. It prepares students for holding writing utensils such as crayons, markers, and pencils, and also builds basic motor skills. Therefore, drawing is actually very good practice for preschool students. Craft projects such as alphabet books allow students to create their own drawings or even attempt writing some letters, while they practice letter recognition skills.

This activity can be completed as a class project (with teacher and children collaborating together to write letters, paste pictures, draw pictures, decorate, write words for one class book) or on an individual level (with each student creating her own alphabet book), depending on the writing experience and skill of the students.

Make certain you allow many separate activity/work sessions for the completion of an alphabet book. Do not encourage students to complete more than two pages at a time, as they will lose interest in focusing and discriminating between individual letters and sounds.

___1 Write an uppercase and lowercase version of each letter on 26 blank white pages of paper. (If you choose to make individual books, create a master copy, and then use a copy machine to produce enough pages for your students.) Staple the pages together, adding a construction paper cover to each book. You will also need additional supplies as listed above.

___2 If you decide to make a class book, each student can be asked to draw a picture for a specific letter or two. If you prefer that your students make individual books, assist them in looking for pictures of items that start with the target sound to paste on the corresponding page. Encourage children to draw pictures of things that begin with each letter. Locate words starting with the letter/sound in magazines/newspapers and cut them out to paste on the page. Invite students to practice writing the letters themselves (modeling first). Finally, ask students to draw/decorate empty portions of the page.

Teacher Notes and Questions:

December

Theme: Families

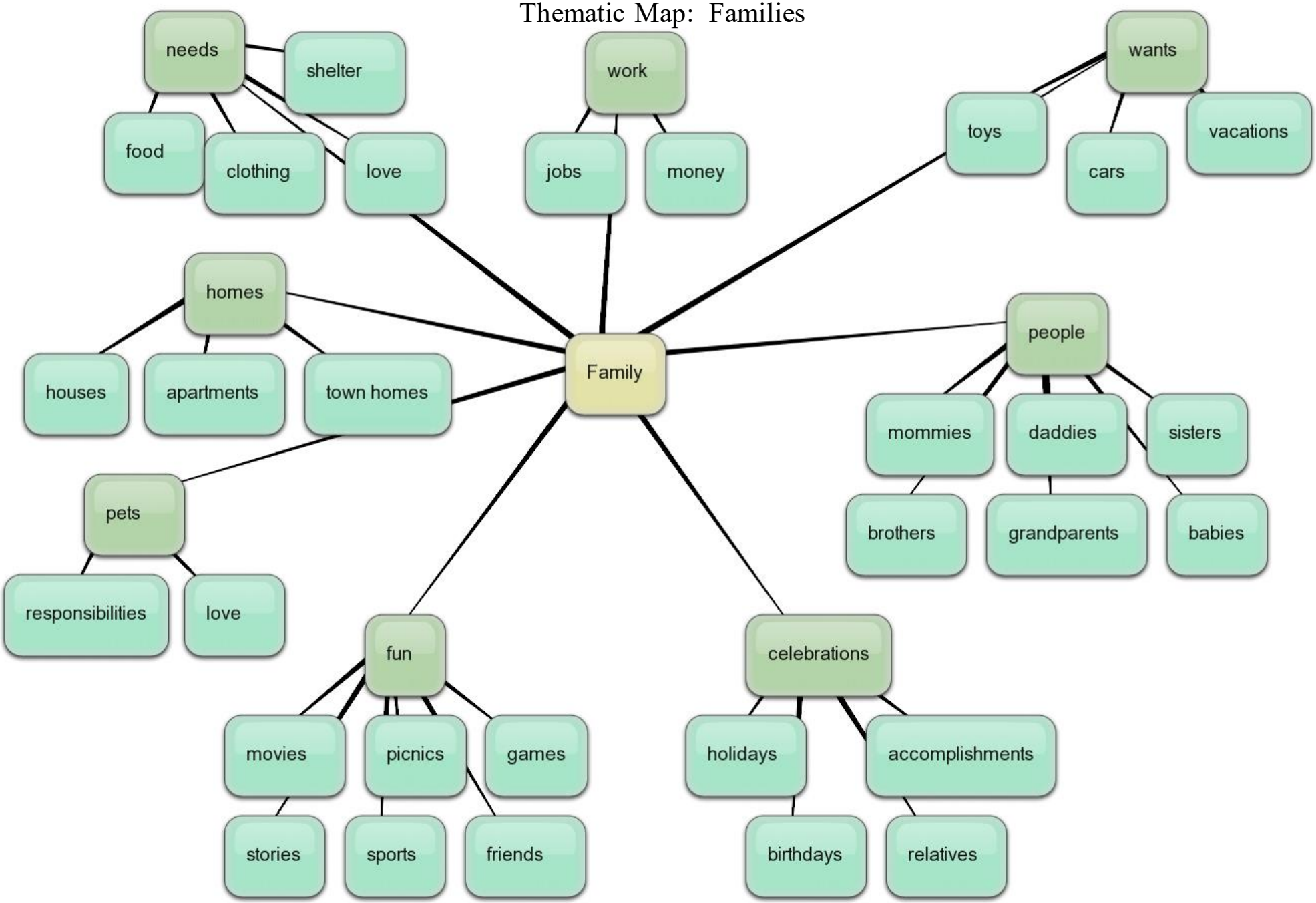
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading: *Oonga Boonga*
- Planning Support
- Literacy Activities

December Pacing Guide

December	**Families**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *Oonga Boonga*	
	Vocabulary/Connections/ Verbal Reasoning	OL19: Closed Concept Sorting	O18: Vocabulary Focus in Reading
	Phonological Awareness		
	Rhyming	PH26: Rhyme Production PH27: Rhyming Bees	
	Alphabet Knowledge		
	Letter Naming	AK22: Alphabet Bowling AK23: Alphabet Sorts	AK21: Creation of Alphabet Books
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA12: Pictured Lists	
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions	WR9: Teacher-Child Shared, Scaffolded Writing WR10: Letter Segment Cut-Outs	
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Vocabulary/Reasoning/ Narrative Skills	OL20: Student Story Dramatization	
	Vocabulary/Connections/ Verbal Reasoning		OL19: Closed Concept Sorting
	Phonological Awareness		
	Rhyming	PH28: Rhyme Go Round PH29: Shower Curtain Rhymes	
	Alphabet Knowledge		
	Letter Naming	AK24: Letter Tightrope Walk	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA13: Environmental Print Books	
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions		WR9: Teacher-Child Shared, Scaffolded Writing WR10: Letter Segment Cut-Outs

Third Week	**Oral Language**		
	Interactive Reading Vocabulary/Reasoning/ Narrative Skills	 OL21: Pictograph Storytelling	OL: Interactive Reading OL20: Student Story Dramatization
	Phonological Awareness		
	Rhyming	PH30: Spider Web PH31: Erase a Rhyme	
	Alphabet Knowledge		
	Letter Naming	AK24: Letter Monster	
	Print Awareness		
	Concept of Word, Letter/ Conventions of Print	PA14: Word Frames	PA13: Environmental Print Books
	Writing		
	Composition/Letter Formation/Sound Connections/Conventions		WR9: Teacher-Child Shared, Scaffolded Writing WR10: Letter Segment Cut-Outs

Thematic Map: Families



December Interactive Reading

Theme: Families; Growing
Title: Oonga Boonga
Author: Frieda Wishinsky
Vocabulary: Wails, sobs, harmonica, jig, advice, unison
Props: Baby toys i.e. rattle, baby doll, pictures of babies, including crying babies.

Before Reading	During Reading	After Reading
Activities: Ask how many children have a baby brother or sister and let them share something about them, especially the things they do to make the baby stop crying. Show the pictures you have collected and talk about them. How could they help the baby stop crying? *Cover*: Show picture on the cover and have children predict what the story is about. Read the title, pointing to each word. Count the words in the title. Ask a child to point and read the title. Show the "oo" in Oonga and Boonga; discuss the sound. *Picture Walk:* Point out the rabbit on the first page, Tell the children to look for it throughout the book. Predict why the baby is crying. Show speech bubbles and talk about their function. Talk about the people on each page (mom, dad, grandparents, etc). What role will they play in the story?	*Questions:* Show the first page. "Why is the rabbit crying?" Each time the rabbit is pictured, talk about what it is doing and why (covering ears, etc). Let the children demonstrate the sound a baby makes when it is crying. Point out the speech bubbles and the animal sounds inside them. Talk about the words used to describe what happened when Louise cried (she shook the pictures off the wall, etc).	*Questions*: Brainstorm a list of words the children may have said to make the baby stop crying, Use the doll to reenact the story. Review how hard Louise cried. Brainstorm words that rhyme with /oo/. Change the initial sound in Boonga (Goonga, Toonga, etc). Ask the children what they would have done to make Louise stop crying. Why would she only stop crying for David? **Subsequent Readings**: Have the children make a crying sound each time you read "crying". Have children make animal noises that are in the speech bubbles. Have the children read the familiar parts of the story- speech bubbles, repeated phrases. Have the children share their experiences with their brothers or sisters. Use children's suggestions for nonsense phrases. Write the phrase on correction tape and use it when reading the story.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all of them. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Families

Recommended Reading

Fiction

Papa, Do You Love Me? Joosse, Barbara.

Noisy Nora. Wells, Rosemary

Families Are Forever (Simple As That). Shemin, Craig.

Are You My Mother? Eastman, P.D.

Just Grandpa and Me. Mayer, Mercer

Just Grandma and Me. Mayer, Mercer.

On Mother's Lap. Scott, Ann.

I Used To Be the Baby. Ballard, Robin.

Up On Daddy's Shoulders. Berry, Matthew.

Daddy Makes the Best Spaghetti. Hines, Anna.

Mama Loves. Dotlich, Rebecca.

Koala Lou. Fox, Mem.

Non-Fiction

The New Baby at Your House. Cole, Joanna.

Global Babies. Global Fund for Children.

My Family (Talk-about-Books). Bailey, Debbie.

Potential Target Vocabulary

shelter

needs

apartment

celebration

relative

vacation

clothing

sibling

photograph

chores

change

parent

busy/relaxed

home

responsibilities

same/different

Activity OL19: Closed Concept Sorting

Materials: objects, pictures, or word cards related to a story or theme

Time: approximately 5 minutes

Procedures:

Closed concept sorting is virtually the same as the picture sorting, rhyme sorting, and sound sorting activities introduced earlier during the phonological awareness and alphabetic knowledge sections. This activity can be completed for a "concept" introduced in a story or a concept that occurs as a part of a class theme.

Closed concept sorts are "closed" because the teacher presents the manner in which the objects will be sorted (selecting the categories for sorting).

___1 Select a major concept that can be broken down into two or more categories. (For example, the concept of 'animals' could be broken down into 'pets' and 'zoo animals.')

___2 Ask the students to sort related objects, pictures, or words into the appropriate categories.

Closed concept sorts can also be completed after reading a book.

___1 After reading <u>See the Colors</u> by Bruce Larkin, you could have the students complete a 'color' concept sort; i.e., sort story pictures or related objects by their colors. You could ask the children to suggest additional items that could be sorted into each color, and then write the words, or sketch pictures of the words on cards for sorting.

___2 Store the objects, pictures, or words in boxes, bags, or small containers for independent sorting at learning centers.

Teacher Notes and Questions:

Activity PH26: Rhyme Production

Materials: whiteboard or chart paper

Time: approximately 5 minutes

Procedures:

Rhyme production will be the hardest rhyming task for the students to complete.

___1 Ask students to begin by spontaneously listing any rhyming words they can think of. Students can suggest any two (or more) rhyming words they've heard (during reading of a favorite book, song, etc.). If the students have difficulty, it is best to start them out by offering a challenging set of rhyming words (e.g., 'round,' 'found,' and 'mound.') Leave easier combinations for the students to generate, (e.g., 'cat,' 'rat,' 'hat.') For more advanced students, print the suggested words on a whiteboard or chart paper. Once students have mastered "spontaneous" rhyme production, move on to the next (more challenging) task.

___2 In "targeted" rhyme production, you will provide the children with a certain word, and then ask them to suggest a word that rhymes with it. Initially, pick an easy target word (such as 'cat') and provide an unusual rhyme, (such as 'vat') leaving easier rhymes for students to produce. To further simplify this activity and increase student motivation, encourage the use of nonsense words as acceptable rhymes (i.e., 'wat,' 'zat,' 'dat,' and 'clat'). For more advanced students, print the rhyming words on a whiteboard or chart paper as they are produced.

Teacher Notes and Questions:

Activity PH27: Rhyming Bees

Materials: none

Time: approximately 5- 10 minutes

Procedures:

___1 Choose one area of the room to be the "hive". Tell the children to line up on the other side of the room.

___2 Tell the students that they are all the "bees" and that you are the Queen (or King) Bee. To get into the hive, each bee must name a word that rhymes with the word you say.

___3 Say a word and encourage each student to produce a rhyming word. As students respond, they may enter the hive.

___5 When children can no longer think of rhyming words, count the bees in the hive. Then invite all the bees in the hive to fly out and join the other bees.

___6 Begin the next round with the children who previously did not get a turn.

___7 If you wish, you may keep a record (chart) to show how many bees got into the hive during each round.

Teacher Notes and Questions:

Activity AK22: Alphabet Bowling

Materials: ten empty plastic bottles labeled with different upper or lowercase letters

medium sized ball (e.g., softball)

chart paper or whiteboard and marker

carpeted area

Time: approximately 10-15 minutes

Procedures:

___1 Introduce "bowling" with a brief conversation. Identify the "pins" by reviewing the names of the letters attached to each bottle. Explain that each student will get a turn trying to knock down the pins by rolling the ball. Model the action, emphasizing that the ball must be rolled.

___2 Invite each student to take a turn bowling (rolling the softball) at the ten pins (set up in a triangular formation).

___3 Ask the students to identify the letters on the pins they knock down. If they can name the letters (or sounds), the pins stay down and are counted as points. If they can't identify the letters, their pins get placed back in the upright position and are not counted as points.

___4 Tally the number of pins for each child as the game progresses, or once the game is complete (writing the tallies next to each students' name on the chart paper).

Teacher Notes and Questions:

Activity AK23: Alphabet Sorts

Materials: Alphabet Charts for each student from the Instructional Supplements

individual letter squares for each student (copied and cut from the Alphabet Chart)

* glue sticks (optional)

Time: approximately 15 minutes

Procedures:

___1 Give each student an Alphabet Chart. The chart shows individual squares containing each letter of the alphabet. Distribute small squares of paper/cardstock which have either capital or lowercase letters on them.

___2 Tell students to sort each of the letter squares, placing them on the corresponding squares on the chart (the one containing the matching letter). Students can glue* the squares to the chart, or simply place them on the chart.

Teacher Notes and Questions:

Activity PA12: Pictured Lists

Materials: prepared lists (with pictures) of specific items

Time: approximately 5-10 minutes

Procedures:

___1 To accompany an art, cooking, or science project, you may want to prepare a pictured list of the items necessary to complete the task in advance.

___2 Write the name of each item on the list (left hand side). Add a picture of the item to the right of the word.

___3 Give the lists to your students, asking them to use the pictures to identify and collect each item.

___4 Circulate around the room assisting students (pointing out the words next to the pictures, guiding students to "read" each item and point to the corresponding word).

___5 Create similar pictured lists for use in dramatic play centers. (For example, if you have a "restaurant" play center, you may want to create a pictured menu---with a picture of each item on the menu located next to the word.)

Teacher Notes and Questions:

Activity WR09: Teacher-Child Shared, Scaffolded-Writing

Materials: 8 X 11 sheets of paper, stapled or bound

markers, crayons, pencils

Time: approximately 15-20 minutes

Procedures:

Teacher-Child Shared, Scaffolded-Writing works well after a field trip. Student journals also provide excellent opportunities to record scaffolded-writing progress. Staple or bind pages together to create a book, and simply date each page in the journal where student-teacher or independent student scaffolded-writing occurred.

___1 Instruct the students to draw a picture about a recently completed field trip, book, or activity.

___2 Tell the children that they should think of a message or sentence to describe their pictures.

___3 Circulate around the room (teacher and assistant), stopping to conference with each child. Encourage each student to dictate her sentence/message to you. Encourage her to keep it short and simple (give examples if necessary).

___4 Using a marker, crayon, or pencil, make a line for each word on the student's paper. Make sure you repeat each word of the message as you draw each line.

___5 Repeat the message with the child, pointing to each line as you both say the words.

___6 Write the message on the lines for the child, encouraging her to tell you what words to write on each line. You could also check to see if she could help you spell some of the words. (The last word in the sequence is a great place to try this. Simply say the final word, emphasizing the first sound, and ask the student to name the letter at the beginning of the word.)

___7 Reread the message with the student (letting her do the majority of the reading, if appropriate), pointing to each word as the message is read.

Teacher Notes and Questions:

Activity WR10: Letter Segment Cut-Outs

Materials: construction paper cut in strips of varying lengths, curves and circles

Time: approximately 5 minutes

Procedures:

___1 Demonstrate using the paper pieces to form a letter.

___2 Show the children the construction paper pieces and ask if anyone can think of a letter that could be made using them. Invite the children to demonstrate, checking for correct letter formation (e.g., top-down directionality) as they do.

___3 Put letter pieces in the middle of the table or rug and ask the children to choose pieces to form a specific letter (e.g.,"Show me how you would make a B.") Continue to monitor for correct letter formation.

___4 Place letter pieces in a center for independent exploration.

Teacher Notes and Questions:

Activity OL20: Student Story Dramatizations

Materials: multiple story-related props

Time: approximately 5-10 minutes

Procedures:

Story dramatizations allow you to involve students in an interactive process as you model proper storytelling techniques. Select familiar classroom favorites for dramatizations.

___1 Collect multiple story-related props for students to use.

___2 Model how the children might use some of the props (and direct their use during the retelling, if necessary).

___3 Be prepared to narrate most of the story. However, encourage children to participate in narration when repetitive portions of dialog occur. For example, if reenacting Green Eggs and Ham, encourage all your students to repeat rhyming sections, such as "I am Sam, Sam I am, do you like green eggs and ham?"

Teacher Notes and Questions:

Activity PH28: Rhyme Go Round

Materials: none

Time: approximately 10 minutes

Procedures:

___1 Seat all the children in a circle. Tell the children they are going to play a rhyming game.

___2 Designate a child to be the "leader". Ask him to stand behind another child in the circle (a temporary partner).

___3 Explain to the children that you will say a word, and the leader and his partner should try to quickly think of a rhyming word. Start by saying a word that is easy to rhyme. The standing child and the seated child should both try to say a word that rhymes with your word. If the standing child says it first, he goes on to compete with the next child in the circle. If the seated child says it first, he gets up and stands behind the next child in the circle. The child who was standing then sits in the spot where his "partner" was sitting.

___4 Continue as long as children are engaged.

This game can be applied to any skill area, e.g., letter recognition, beginning sounds, math concepts, etc.

Teacher Notes and Questions:

Activity PH29: Shower Curtain Rhymes

Materials: plastic shower curtain or plastic tablecloth

permanent markers

beanbags

Time: approximately 10 Minutes

Procedures:

___1 Using permanent markers, draw as many pictures as desired on a plastic shower curtain or tablecloth.

___2 Demonstrate how to toss a beanbag onto one of the pictures.

___3 Invite the children to take turns tossing the beanbag onto a picture, and then producing a word that rhymes with that picture.

Tablecloth and shower curtain games can be adapted to address different skill areas; i.e., alphabet recognition, beginning sounds, and math skills.

Teacher Notes and Questions:

Activity AK24: Letter Tightrope Walk

Materials: butcher paper or any other large sheets of blank paper (such as poster board)

Sharpie marker

tape

printed circus pictures (including tightrope or tightrope walkers)

Time: approximately 5-10 minutes

Procedures:

___1 In advance, write large letters on the butcher paper, (selecting letters you want the students to review), and tape these letter posters to the floor. Put small arrows alongside each letter. The arrows should correspond to proper letter formation, as outlined on many alphabet charts. Be sure to select letters that will be easy for students to walk on (based on a continuous path).

___2 Introduce the vocabulary words "circus," "tightrope," and "tightrope walker," and "balance" to the students, showing them pictures, if available. Demonstrate walking the tightrope and holding out your hands to balance yourself.

___3 Tell the students that they will be letter tightrope walkers. Invite the students to walk over the outline of the letter in the direction of the arrows (like a tightrope walker, with arms extended for balance), saying the letter name as they walk.

Teacher Notes and Questions:

Activity PA13: Environmental Print Books

Materials: sufficient paper and printed items for student books

student scissors

glue sticks

Time: approximately 20 minutes (depending on number of printed labels)

Procedures:

___1 Encourage your students to bring items from home which contain print: labels from soup cans, old cereal boxes, copies of cd covers, a paper shopping bag with a store name on it, etc. (You may want to limit student contributions to five items, allowing for immature motor skills and short attention spans.)

___2 Assist each student in creating a book, cutting and gluing each label on a separate page.

___3 Guide your students by asking what each item/label is: "Is chicken soup your favorite? See here it says chicken soup on the label. Can you read that label back to me like this, chicken (pointing) soup (pointing)?" Share the completed books with the class, inviting the students to "read" along with you.

Teacher Notes and Questions:

Activity OL21: Pictograph Storytelling

Materials: blackboard, whiteboard, chart paper, or pictograph page (from the Instructional Supplements)

Time: approximately 5 minutes

Procedures:

___1 In advance, prepare a short sequence of 3-5 stick figure pictures on the board. The pictures should be simple and clear; free of too many details. (For example, if you want to show that a person is sad because her dog ran away, simply draw a face with a frown next to a picture of a dog that has been crossed out.)

___2 Invite a student to come to the board and tell the story of what he thinks is happening based on the pictures. Or, you could briefly tell the story first, and then ask a student to come up and retell it in his own words. You may need to prompt the student for details, ask questions, or remind him to connect his story to the pictures.

Teacher Notes and Questions:

Activity PH30: Spider Web

Materials: ball of yarn

Time: approximately 10 minutes

Procedures:

___1 Ask the children to sit in a circle on the floor.

___2 Hold the end of the ball of yarn and say a word as you roll the ball to a child.

___3 Encourage the child who receives the yarn to think of a word that rhymes with your word. Remind him to now hold onto the single strand of yarn extending from the ball.

___4 Ask the same student to suggest another word, and roll the yarn to another student (maintaining his grip on the single strand). The new student repeats the rhyming procedure.

___5 As the children roll the yarn back and forth, a "spider web" is created in the circle.

This game is also easily applied to skill practice for beginning sounds.

Teacher Notes and Questions:

Activity PH31: Erase a Rhyme

Materials: chalkboard or whiteboard

Time: approximately 5 minutes

Procedures:

___1 Draw a simple picture on the board. (The picture can be of anything, as long as you can think of words to rhyme with items in the picture.) The picture used in this example includes a house, a tree, a door, and the sun.

___2 Invite a student to erase an area of the picture that completes your rhyme. Possible clues could be:

"Just for fun, erase the (sun)."

"If you can count to 3, erase the (tree)."

"If you can count to 4, erase the (door)."

"Oh no! A mouse just ate the (house)!"

Teacher Notes and Questions:

Activity AK25: Letter Monster

Materials: name cards for each student

uppercase alphabet cards

Time: approximately 5 minutes

Procedures:

___1 Select a different student each day to come to the front of the classroom. Display his name card on a large easel where all the students can see. Ask the student to show the class where his name is posted.

___2 Ask the student to look through the uppercase alphabet cards to find the letter his name starts with. Have him hold up the first letter of his name while the rest of the class sings the letter monster song below.

___3 Sing the letter monster song to the tune of the Cookie Monster Song (i.e., "C is for cookie, that's good enough for me…"). However, you will want to vary the first letter and the word, to fit the student's name. For example, if the student is named Betsy, you'd sing:

B is for Betsy (point to the B Betsy is holding and then to Betsy),

That's good enough for me,

B is for Betsy (point to the B Betsy is holding and then to Betsy),

That's good enough for me,

B is for Betsy (point to the B Betsy is holding and then to Betsy),

That's good enough for me,

Oh……Betsy, Betsy, Betsy,

Starts with B!

___4 Encourage the students to become more and more independent in constructing the song and singing it for each student on following days. This song can be used during circle time or adapted for transitions. (For example, dismiss all the students whose name begins with a 'b' by singing the first student's name on line one, the second student's name on line three, the third student's name on line 5, all three students' names on line 7, and varying the last line to "start with B.")

Teacher Notes and Questions:

Activity PA14: Word Frames

Materials: paper or cardstock to make word frames

Time: approximately 5 minutes

Procedures:

___1 Create a word frame by taking a rectangular object (such as a note card, cardstock, a sheet of paper) and cutting out the inside portion so it looks like a picture frame. (Fold the shape in half; cut from the fold toward, but not through, the cut edges.)

___2 Use this frame to heighten student awareness of individual words in big books, class charts, etc. The frame should be placed over each word as it is read.

___3 Later, encourage students to use the frame when reading back simple sentences.

Teacher Notes and Questions:

January

Theme: Seasons

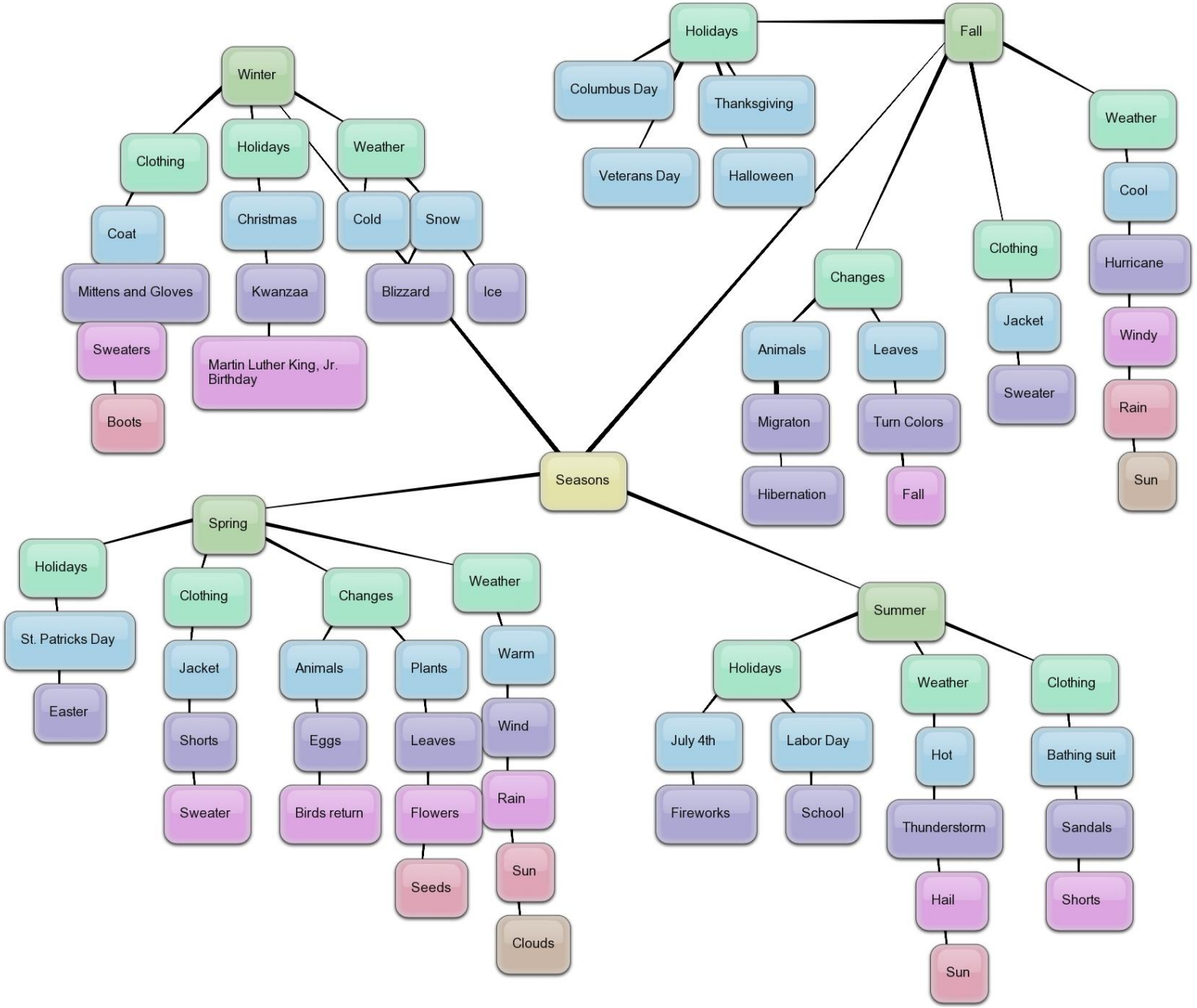
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading: *The Jacket I Wear in the Snow*
- Planning Support
- Literacy Activities

January Pacing Guide

January	**Seasons**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *The Jacket I Wear in the Snow*	
	Connections/Vocabulary/ Verbal Reasoning	OL22: Open Concept Sorting	
	Vocabulary/Narrative Skills	OL23: Easy Books for Story Retelling	
	Phonological Awareness		
	Alliteration	PH32: Alliterative Book Reading PH33: Alliterative Songs	
	Alphabet Knowledge		
	Letter Naming	AK26: Letter Hunt	
	Print Awareness		
	Concept of Word, Letter/ Conventions of Print	PA15: Post-It Cover-Ups	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR11: Journals WR12: Blocks or Tiles	
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Language Acquisition / Vocabulary/Conversations	OL24: What's The Use?	
	Connections/Vocabulary/ Verbal Reasoning		OL22: Open Concept Sorting
	Vocabulary/Narrative Skills		OL23: Easy Books for Story Retelling
	Phonological Awareness		
	Alliteration	PH34: Name Focus PH35: Tongue Twisters	PH32: Alliterative Book Reading PH33: Alliterative Songs
	Alphabet Knowledge		
	Letter Naming	AK27: Guess Which Letter AK28: Student Name Spelling	
	Print Awareness		
	Concept of Word, Letter/	PA16: The Detective Game	

	Conventions of Print		
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR11: Journals WR12: Blocks or Tiles
Third Week	**Oral Language**		
	Interactive Reading Language Acquisition/ Vocabulary/Conversations Vocabulary/Narrative Skills	 OL25: What If?	OL: Interactive Reading OL23: Easy Books for Story Retelling
	Phonological Awareness		
	Alliteration	PH36: Beginning Sound Picture Sorting PH37: Mystery Sound	PH32: Alliterative Book Reading PH33: Alliterative Songs
	Alphabet Knowledge		
	Letter Sounds	AK29: Differentiating Between Name and Sound	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA17: Colored-Line Written Poem/Rhyme	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR11: Journals WR12: Blocks or Tiles
Fourth Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary	 OL26: Tic-Tac-Toe	OL: Interactive Reading
	Phonological Awareness		
	Alliteration	PH38: Sound Bag PH39: Auditory Claps (Beginning Sound Level) PH40: Same Sounds	PH32: Alliterative Book Reading PH33: Alliterative Songs
	Alphabet Knowledge		
	Letter Sounds		AK29: Differentiating Between Name and Sound
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print		PA17: Colored-Line Written Poem/Rhyme
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR11: Journals WR12: Blocks or Tiles

Thematic Map: Seasons



January Interactive Reading

Theme: Winter; Clothing
Title: The Jacket I Wear in the Snow
Author: Shirley Neitzel
Vocabulary: Woolly**,** itchy, stiff, bunchy.
Props: Assorted winter clothing items (use realistic pictures if clothing is not available), flannelboard cutouts of child and clothing.

Before Reading	During Reading	After Reading
Activities: Ask children to name apparel they would wear in the snow. Show clothing items or pictures after children have named them in the discussion. *Cover*: Talk about the picture. What do you think the book is about? Read the title to determine if their predictions were right. Is the main character a girl or a boy? Ask how many children have built a snowman. Ask a child to find the two words that are the same. Ask a child to find the word "I". *Picture Walk:* Help children name each piece of clothing as you turn each page. Who has been on a sled? What happened to the snowman? Why is the child crying? Follow the cat/ What is it doing in each picture? This little girl is having hot chocolate and a muffin after playing in the snow. Do you have a hot drink and a snack after you play outside in the snow?	*Questions:* Do you hear any rhyming words? Point to the pictures and let the children help read the book. Do you wear a ____ when you play in the snow? Have you ever built a snowman? Why is the child crying? **Subsequent Readings** Have children complete the rhyming phrases. Stop in the middle of a sentence and let the children complete it. Let children act out putting on the various clothing items as you read the story. Sequence pictures of clothing items from the story in a pocket chart. Write the story on sentence strips and let the children match pictures to text or sequence the text using picture clues to help.	*Questions*: What are some things we wear in the snow? Was the main character a girl or a boy? Do you like hot chocolate? Review rhyming pairs in the text. **Subsequent Readings**: *Activities:* Emphasize the rhyming words in the text. Use a child sized cutout and paper clothing items like the ones in the book. Put Velcro on both. As you read the story, have a child place the clothing item on the cutout. Program sentence strips with the text from the story and have children place them with the appropriate clothing item. Example:"This is the red hat I wear in the snow." Make a class rebus book using clothing pictures. Each child chooses an article of clothing and draws himself wearing it. Use the same sentence frame from the book. Make a class book :"This is what I wear at the beach" Have a relay race: the children put on all the winter clothes from in the book.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all activities. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Seasons

Recommended Reading

Fiction

The Snowy Day, Keats, Ezra Jack

The Mitten, Brett, Jan

Snowballs, Ehlert, Lois

Too Many Pumpkins. White, Linda

Umbrella, Yashima, Taro

Nuts to You ,Ehlert, Lois

A Bear for All Seasons, Fuchs, Dianne Marcial

A Bunny for All Seasons! Schulman, Janet

A Rainbow of My Own, Freeman, Don

The Berenstain Bears Four Seasons, Berenstain, Stan and Jan

Non- Fiction

What Makes the Seasons, Cash, Megan Montague

Four Seasons Make a Year, Rockwell, Anne.

The Reasons for Seasons, Gibbons, Gail

Watching the Seasons, Eckart, Edana

Potential Target Vocabulary

seasons

winter

spring

summer

fall

autumn

hibernate

migrate

temperature

weather

cool

cold

warm

hot

snowsuit

jacket

Activity OL22: Open Concept Sorting

Materials: pictures, objects, or words to sort

sorting circles, trays, or boxes, etc. (defined spaces to help children stay focused)

Time: approximately 10 minutes

Procedures:

Open concept sorting is similar to closed concept sorting. In both cases, children are asked to sort objects, pictures, or words into groups or categories. With open concept sorting, the children are asked to define the categories, or groups on their own. This "open" sort encourages students to discuss how the items could be sorted according to their characteristics. This process helps children develop logical thinking skills.

___1 Present your students with 6-10 pictures and ask them how they might fit into different groups. If any students have difficulty sorting, take advantage of their understanding of "rules" (which are often important to preschoolers). Explain that they must choose the rules for each group; i.e., "Only 'circles' can go in this group and only 'squares' can go in this group. No shapes are allowed to break the rules!"

___2 Encourage students to sort, and then resort using different rules.

___3 Open concept sorts can be used to extend discussion and understanding of thematic units. For example, 'transportation' pictures can be sorted into 'air,' 'water,' and 'land,' or 'vehicles with wheels' and 'vehicles without wheels.'

Teacher Notes and Questions:

Activity OL23: Easy Books for Story Retelling

Materials: storybooks

various materials as listed below

Time: approximately 15 minutes

Procedures:

Story Journals

___1 Read a popular storybook to the children.

___2 Provide paper and drawing tools, inviting students to draw pictures of their favorite characters, scenes, etc. Model conventions of print and correct letter formation as you record student captions/comments about their drawings.

___3 Collect student work in a class book, or an individual student journal to document progress and interests over a period of time.

Flip Books

___1 Fold a piece of 12 x 18" construction paper in half (horizontally or vertically.) Open the folded paper so that you can cut just one side from the open edge to the fold. Leave a space of at least two inches from the ends of the paper, allowing the "window" to be large enough for a drawing to show from underneath.

___2 Cut as many windows as necessary to retell the main events (or characters) in the story. Invite the children to draw pictures to be glued underneath each "window."

___3 Invite the children to open one window at a time and retell the story.

Teacher Notes and Questions:

Activity PH32: Alliterative Book Reading

Materials: "Fun" poems and pattern stories containing examples of alliteration

Examples include: Alphatales, The Accidental Zucchini: An Unexpected Alphabet, Animalia, Dr. Seuss's ABC, Clara Caterpillar, Rosie's Roses, The Worrywarts and other titles by Pamela Duncan Edwards, etc.

Time: approximately 10 minutes

Procedures:

The best way to help students learn, recognize and practice alliteration is by reading engaging alliterative poems and pattern stories.

One of the best book series which focuses on alliteration is called Alphatales. This series includes twenty-six books, one for each letter of the alphabet. Each book features an alliterative title featuring an animal (e.g., "The Yak Who Yelled Yuk," "Tilly Turtle Went to Tea"). Each page includes alliterative sequences, and the final two pages of each book include a page to search for pictures that begin with the featured sound, and a page with a fun alliterative chant.

___ Bring student attention to alliteration in books: "In this story, we heard the same beginning sound in almost every word. Did anyone notice what it was? Let me help, I'm going to read a sentence again, and you see if there is one sound you hear a lot. '**T**illy **T**urtle went **t**o **t**ea.' That's right, we heard the 'ttt….' sound a lot, like in the word 'Tilly,' 'Turtle' and 'tea.'" Repeat this discussion each time you read an alliterative story or poem.

Teacher Notes and Questions:

Activity PH33: Alliterative Songs

Materials: "Willoughby Wallaby Woo" by Raffi (Singable Songs for the Very Young)
"I'm All Ears: Sing Into Reading" by Fran Avni

Time: approximately 5-10 minutes

Procedures:

Learning alliteration in the context of songs makes alliteration more fun for the students. You can use existing songs containing alliteration, edit songs to fit your purpose (use classic tunes and insert your own alliterative sequences), or make up your own alliterative songs. The materials listed above are excellent resources.

___1 Classic songs can be easily varied to emphasize alliteration. For example, "Three Blind Mice" can become:

"Big, brown bunnies,

Big, brown bunnies,

Bounce, bounce, bounce

Bounce, bounce, bounce……."

___2 The song "Zip-a-dee-doo-da" can be taught and varied to play with alliteration. Create index cards with a color spelled on each card. Highlight or trace the first letter with the appropriate color (i.e., the "y" in yellow should be shaded yellow). Sing/practice the original song with the students.

___3 Suggest to the students that, "Zip-a-dee-doo-da" is a fun song to sing when you're happy. "We're going to sing the song again, but we're going to change the song a little. We're going to 'color' the song _____ (selecting a color card and showing it to the students). So to color the song 'blue,' we're going to use the first sound in 'blue.' What is the first sound in 'blue' (pointing to the 'b' in blue on the card)? What sound does that first letter in 'blue' make? Good, 'b!' We're going to color the song blue by adding the sound 'b' to each word. Let me show you what I mean.

___4 Instead of saying 'zip-a-dee-doo-da' I will say 'bip-a-bee-boo-bah.' That sounds silly, doesn't it? Let's sing the song with 'bip-a-bee-boo-bah.' Sing with me." Repeat the song with 2-3 colors.

___5 As the students become more comfortable with the process, encourage them to independently fill in some (or all) of the alliterative portion of the song ('yip-a-yee-yoo-_____').

___6 "Ten Little Indians" could be used as an alliterative song in the following fashion:

"One little, two little, three little lions,

Four little, five little, six little lions,

Seven little, eight little, nine little lions,

Ten little lions laugh.

We know a word that starts with the 'l' sound,

We know a word that starts with the 'l' sound,

We know a word that starts with the 'l' sound,

Let's all say it now."

___7 "Mary Had a Little Lamb" is another good option. Invite the students to suggest other animals that could be substituted for 'lamb,' and then assist the students in choosing an adjective that starts with the same sound. Practice the altered song with the students.

"Mary had a funny, fox

Funny, fox,

Funny fox,

Mary had a funny fox

And this is what he said:

F-f-f-f-f-f

F-f-f-f-f-f……."

___8 H.K. Yopp (in "Developing Phonemic Awareness in Young Children") suggests altering the song "Old MacDonald Had a Farm" in the following fashion to focus on alliteration:

"What's the sound that starts these words?

Turtle, time and teeth

'T' is the sound that starts these words:

Turtle, time and teeth.

With a 't---t' here, and a 't—t' there,

Here a 't,' there a 't,' everywhere a 't---t,'

'T' is the sound that starts these words:

Turtle, time and teeth."

Teacher Notes and Questions:

Activity AK26: Letter Hunt

Materials: various printed classroom materials

Time: approximately 5 minutes

Procedures:

___1 Initiate a letter search with students to locate a letter or letters that were practiced earlier in the week (or review letters that were introduced in previous weeks). Invite the students to find the letter in at least five places around the room. (In a well labeled classroom, there will be plenty of locations for students to find letters.)

___2 Open a book and ask students to help scan to find the letter anyplace it occurs.

___3 You could refer to a relevant title during reading time (and say something like, "Help me find the letter 'p' in two places in the title of this book.").

___4 You could also write a short poem on an easel or blackboard and encourage students to locate the target letter or sound (pointing, underlining or highlighting the letter).

Teacher Notes and Questions:

Activity PA15: Post-It Cover-ups

Materials: "sticky notes" in various sizes

large text to share (chart, sentence strips, big book)

Time: approximately 5-10 minutes

Procedures:

___1 Use "sticky notes" (large or small versions) to cover certain words in a poem or text which are written on a chart or dry erase board.

___2 Make a game of this activity, asking the students to act as detectives to figure out the mystery words. Read a sentence to the students, leaving out any word that may be covered up by a note. Encourage the students to guess the missing word(s).

___3 Then read the mystery word as you remove the note.

Teacher Notes and Questions:

Activity WR11: Journals

Materials: whiteboard and markers

bound blank books (any binding—staples, spirals, brads, etc.)

crayons, markers, pencils

Time: approximately 5-10 minutes, frequently repeated

Procedures:

___1 Gather the students in a group where all can see the whiteboard. Explain that you would like to write a story about something that happened to you. Explain that you want to make sure some friends who are not in school will be able to enjoy the story, so you want to write it down and save it for their return. (Choose a funny, simple event, i.e. burning dinner, turning the laundry red, etc.)

___2 Show the students how you can plan your story using pictures. Using simple drawings, illustrate the main event in the story.

___3 Explain that you want to make sure all your friends can understand your story, so you are going to add some words that tell what happened. Explain that writing always begins on the left side of the page, and that the writing is separate from the picture; demonstrate using the whiteboard.

___4 Slowly sound out the words you want to write, including some "invented spellings" as well as some accurate spellings of familiar words (such as sight words—to, the, it, for, etc.). Encourage the children to help you (suggest letters) as you sound out and spell words. Remind children to say the words very slowly so they can hear each letter/sound more clearly. (Some children respond to an imaginary "rubber band" that represents each word and can be stretched to allow the letter/sounds to be heard.)

___5 Demonstrate how to leave spaces between words. Many young children need a "space marker" to manage separating words. Two fingers pressed together, or wooden tongue depressors work well as space markers.

___6 Include a capital letter as you begin each sentence, and a period or exclamation point as you finish each sentence. Bring these to the students' attention as you write them on the board, noting their functions and how they are formed.

___7 Limit your story to a few brief sentences. Emphasize the connection between each printed word and your spoken words. (You may want to offer a counter example of a long story, demonstrating how it would take a long time to write all the words. Young children are often eager to tell detailed stories, but are not ready to write long narratives.)

___8 Reread your story, encouraging the children to read along as you point to each word.

___9 Before inviting the students to write their own stories, encourage them to plan what their stories will be about. As you dismiss them to begin, ask each student to whisper their story plan to you. Remind them to draw their pictures first, and then

add their writing. (For those children not ready to write, you may record their ideas or help them label their pictures. Encourage all children to try writing—even scribbles or attempted letters symbolize the beginning stages of understanding.)

___10 Circulate among the students as they write. Talk about each "story" noting pictures and writing. After most have finished writing, choose a few students to share their stories with the class. Comment on particular skills, such as clear drawings, separate writing, letters for sounds, etc.

Teacher Notes and Questions:

Activity WR12: Block, Tile, or Lego Letters

Materials: small blocks, tiles or Legos

templates for letter formation

Alphabet Under Construction by Denise Fleming

Time: approximately 10 minutes

Procedures:

___1 If using blocks from the block area, show children the different types of blocks: square, rectangular, curved, arch, etc. Talk about the shapes, and how they can fit together to make new shapes. Read Alphabet Under Construction and talk about the letters as you read.

___2 Model how to construct specific letters from blocks, tiles, or Legos. Use letter templates as guides, if desired. Ask children to copy the process to recreate target letters or other letters they know. Talk about letters that have straight lines, and letters that have curves.

Teacher Notes and Questions:

Activity OL24: What's the Use?

Materials: pictures of objects

sentence strips or chart paper and markers* (optional)

Time: approximately 5-10 minutes

Procedures:

___1 Select simple pictures of objects (a bed, a shoe, a jacket, a hammer, nails, a board, a tree, etc.). You may want to select pictures which relate to a specific classroom theme, or use illustrations from non-fiction books, such as those by Tana Hoban.

___2 Show your students the pictures, and ask them what they are used for, encouraging the children to verbalize responses (i.e., "We sleep in a bed," or "We wear a shoe on our foot to keep it warm and safe.").

___3 You may adapt this activity by suggesting an adjective (such as 'cold,' 'pretty,' etc.) and inviting the students to name an item that represents the adjective (i.e., "Can someone think of something that is cold?").

___4 You may also use this activity to support interactive writing by recording student responses on chart paper or sentence strips*. Display the pictures and print in the classroom for student reference.

Teacher Notes and Questions:

Activity PH34: Name Focus

Materials: index cards showing student names

* pocket chart (optional)

Time: approximately 5 minutes

Procedures:

Interest in learning names (as discussed later in the alphabetic knowledge section) provides motivation for students to learn letter names and sounds as well as to focus on beginning, middle and end sounds.

___1 Begin by focusing on student names that share the same beginning sound, asking, "Does anyone have a name that starts with the same sound as Tyrone? Does anyone else have a name that starts with the 't' sound?" As students develop understanding, you can use this skill during circle time, morning meeting, or when taking attendance. Ask students whose names start with a certain letter/sound to stand up or sit down to check in. You can go through each letter/sound that applies to the students in the class, until all children have checked in. For more advanced students, you may want to print the student names on index cards (or sentence strips) and display them in a pocket chart* in order to highlight the spelling patterns as well as the sounds.

___2 Another great name activity that builds skill with alliteration, is to encourage/assist students in generating adjectives to add to their names to make alliterative combinations (Silly Sarah, Quick Quavaughn, etc.).

___3 If using a "letter/sound of the day" activity (as described later in the alphabet knowledge section), you can substitute this letter for the first letter/sound of each student's name. For example, if the letter/sound of the day was 'm,' the teacher would change each student name in the following fashion: Sarah-Marah, Quavaughn-Mavaughn, etc. This exercise can also be used when dismissing children or lining up for transitions.

Teacher Notes and Questions:

Activity PH35: Tongue Twisters

Materials: Tongue twister books

Examples include: Busy Buzzing Bumblebees and Other Tongue Twisters (I Can Read Book 1) by Schwartz and Meisel , Ridiculous Tongue Twisters by Tait and Jones, Elmo's Tricky Tongue Twisters (Sesame Street) by Albee, Tongue Twisters to Teach Phonemic Awareness And Phonics: Beginning Blends And Digraphs by Kohfeldt

Time: approximately 10 minutes

Procedures:

Tongue twisters provide a fun way to build alliteration. Plan many opportunities to enjoy this engaging activity by reading a variety of books, including some from the list above.

Teacher Notes and Questions:

Activity AK27: Guess Which Letter

Materials: whiteboard, blackboard, or chart paper

Time: approximately 5 minutes

Procedures:

___1 Explain to the students that you are going to start writing a letter, and that the students should try to guess what letter you are writing. As soon as the students think they know the letter name, they should say it out loud.

___2 Draw the letter carefully; one segment at a time, modeling proper letter formation. Sometimes students aren't able to guess the letter until it is completely formed. In this case, stop and give prompts, such as, "What letter starts by drawing a long straight line like this?" If more help is needed, trace the next segment in the air and say, "The letter starts out with a long straight line like I've drawn on the board here. Next I will attach a circle/bubble to the top of it right here, like this (tracing with finger first).

___3 Now I'm going to actually start drawing that circle part on the straight line with my marker.

___4 Name the letter as soon as you recognize it!"

Teacher Notes and Questions:

Activity AK28: Student Name Spelling

Materials: large beads or small blocks with printed letters

yarn or string

chart tablet with graphing grid lines

plain paper for students

markers or crayons

* Chrysanthemum by Kevin Henkes

Time: approximately 20 minutes

Procedures:

___1 Invite a small group of students to join you at a table. Place a handful of beads or lettered blocks on the table in front of each child. Encourage the children to find the letters in their names.

___2 Give the children a piece of yarn or string and help them string the letters for their names in the correct order. (Small blocks can be glued, or Unifix cubes can be marked with letters and connected.)

___3 Give each child a piece of paper and a marker, crayon, or pencil. Invite the children to copy their names from the beads (or blocks) onto the paper.

___4 Take a few minutes to discuss the different features of each name in the group. Invite students (one at a time) to step up to the chart tablet and print each letter from their names in a separate square on the grid paper. (Assist students, as needed.) Encourage each child to begin printing in a different row, but in the same column on the chart, so that the length of the names can be easily compared. You may want to designate areas on the chart for "Names with 4 letters," "Names with 5 letters," etc. You can encourage children to count the letters in their names before printing the letters in the correct designated area.

___5 Talk about which names begin with or share same letters. Talk about the longest and shortest name, names with the same number of letters, etc.

___6 You may want to read * Chrysanthemum by Kevin Henkes to further extend excitement about letters in names.

Teacher Notes and Questions:

Activity PA16: The Detective Game

Materials: printed items from your classroom, charts, big books, etc.

Time: approximately 10 minutes

Procedures:

___1 You may use labels, posters, lists, alphabet strips or books from your classroom, or you may write a specific short rhyme, poem, or story that your students are very familiar with on the blackboard, easel, or dry erase board.

___2 Explain to the students what a detective is. (Keep the description simple, such as "a detective is someone who searches for things, like people who break the rules.")

___3 Tell the students that they will be letter, word and sentence detectives---looking for certain things you will ask them to find.

___4 For instance, write a familiar poem on the easel.

___5 Read the poem to the children, paying attention to conventions of print. (Make comments such as: "I'm going to start reading here at this big, uppercase letter on the left. That's where we always start reading. I'm going to stop for a second after each period; that shows the end of a sentence. I'm going to point to each word as I read it to keep track of where I am. Okay, I'm going to start here, put your eyes right here on the first word.")

___6 Then, encourage the students to be "detectives;" to find something you ask for. (Students may point to it, underline it, or circle it in a different color to make it stand out.)

___7 Ask questions that focus on fostering print awareness, such as: "Find me a capital 'P'. Show me where we would start reading this poem. Find me two words that are the same. Find me four words that start with the letter 'f'. Find me two words that end with the letter 't'. Find me the period or end of the first sentence. Find me the first sentence. Find me the second sentence. Find me the word 'in'. Find me the lowercase 'c'. Find me two words that rhyme. Find a word that starts with the sound ____. Find a letter that is in your name. Find a word with three letters." You may complete the same activity by having children search for these things around the room or in books, as mentioned earlier.

___8 While the students are up at the board/easel, you could also encourage them to engage in some writing, attempting to rewrite the word or letter they found on the board.

Teacher Notes and Questions:

Activity OL25: What If…?

Materials: none

Time: approximately 5 minutes

Procedures:

___1 You can initiate this activity simply by encouraging students to respond to "What if?" questions. Ask interesting questions that will engage the students, and prompt the maximum verbal response. (For example: "What if you heard a cat bark; what would you do?", "What if you saw an injured bird?", "What if you saw an alien space ship, what would you say?", "What if birds couldn't fly?", "What if grass was orange?", "What if books had no words, what would we do?", "What if you fell and got cut, what would you say?", "What if you were lost, what would you do?", "What if you saw a scary movie, what would you do?")

___2 You may also use this activity to teach children what questions to ask in certain situations, or what to do. (You might ask: "What would you say if you wanted a glass of apple juice?", "What would you say if you scraped your knee?", "What would you say if you needed help in you class?")

___3 You may also ask other questions that might prompt a response, (such as: "What do you like to do when it snows?", "What is your favorite food to eat?", "How do I play the game duck, duck goose?")

Teacher Notes and Questions:

Activity PH36: Beginning Sound Picture Sorting

Materials: Beginning Sound pictures from the Instructional Supplements
tape, magnetic clips, or a pocket chart to secure the pictures
magnetic cards or paper indicating upper and lowercase letters

Time: approximately 15 minutes

Procedures:

The Beginning Sound Sort activity described in the alphabetic knowledge section is also a good activity for focusing on alliteration. The pairings listed under "Introducing Sequenced Pairs of Letters/Sounds" are all good choices for this activity as they maximize differences in sound and articulation. They are also generally ordered from easiest to hardest sounds to produce.

___1 Place the upper and lowercase letter cards on the board. Make sure there is an appropriate distance between the two different letters (i.e., the upper left hand corner of the board should contain an upper case and lowercase 'p' right next to each other and the upper right hand corner should contain an upper case and a lowercase 'f' right next to each other.)

___2 Review each letter name and sound with the students, emphasizing name, sound, and articulation. ('p' and 'f' create a pairing that maximize difference in sound and articulation, and are therefore good for this activity.)

___3 Present the students with 3-6 pictures, one at a time. Ask, "What is this a picture of?" Prompt a response, if necessary, (e.g., "This is an animal that lives in the cold. It was in the movie 'Happy Feet,' out of, it's called a ppp… penguin, that's right."). Repeat the word for the student, and ask her the beginning sound. Assist by enunciating the word clearly, drawing out the first sound.

___4 Further assist by asking: "Does the word sound like it starts with an 'p' or an 'f?' If students struggle, say: "The letter 'p' says 'p-p-p.' Here's what your mouth should look like when you make that sound." (Focusing on mouth position for each sound is extremely important. Some students may need this guidance to be able to articulate a sound properly.)

___5 Focus attention on the printed letters: "Look, here is the letter 'p' on these cards on the board. There are two ways to write the letter 'p'; look at them here. I'm going to place this 'p-p-p' sound card right here on the board." (moving it to the upper left hand corner of the board if not already there).

___6 Show the second picture to the students (beginning with the contrasting sound, in this case,'f'). Ask the students to identify the picture, then repeat the word.

___7 Ask the students what sound the word begins with. Enunciate the word clearly, focusing on drawing out the first sound. Give the students a choice/contrast question, if needed: "Does the word sound like it starts with an 'p' like in 'penguin' or an 'f' like in 'fish'?" Finally, ask the students if they know which letter makes the sound.

___8 Help struggling students by saying, "The letter 'f' says 'f-f-f.' Here is what your mouth should look like when you make that sound."

___9 Focus attention on the board: "Look, here is the letter 'f' on these cards. There are two ways to write the letter 'f'; look at them here. I'm going to place this 'f' sound card right here on the board." (placing in the upper right hand corner of the board if it is not already there).

___10 Tell the students that you are going to match each word with its beginning sound, deciding whether it starts with the 'p-p-p….' sound that 'P/p' makes or the 'ffff….' sound that 'F/f' makes (pointing to each letter on the board as you say its name/sound). Place the 'penguin' under the 'P/p' card, and the picture of 'fish' under the 'f' card. If necessary, place two more pictures to make sure the students understand the process. "What's this a picture of? Right, this is a 'fan.' What sound does 'fan' start with? Which sound card should I put this under?"

___11 Invite the students to group some pictures on their own. Present a picture, make sure the students say its name, then have them place it under the right letter/sound card. Review the sound each letter makes, emphasizing the beginning sound in the word, if students demonstrate difficulty.

___12 When the students are finished sorting, remove the pictures from the board and encourage the students to regroup them for extra practice.

___13 Ask the students to repeat all the words in the 'p' category, stating what sound the words started with. Then, have the students repeat all the words in the 'f' category, stating what sound the words started with.

___14 As the students progress, and learn more sounds, try this same activity with 3-4 sound categories at once (i.e., "F/f," Z/z." and "M/m").

___15 Once all sounds have been introduced, use sounds that are closer to each other for a more challenging sorting activity, (e.g., 'b' and 'd' or 'p' and 'b').

___16 You may want to rotate groups of sorting pictures and letter/sound cards through your learning centers.

Teacher Notes and Questions:

Activity PH37: Mystery Sound

Materials: animal pictures strung with yarn to make necklaces

Time: approximately 10 minutes

Procedures:

___1 Prepare ample picture necklaces so that there are multiple pictures beginning with the same sound (bear, bat, bag, duck, dinosaur, dog, cow, cat).

___2 Hand pictures to each of the students, having them place the sound necklaces around their necks.

___3 Without telling the students, pick a "mystery" sound on which to focus, such as 'd.'

___4 Call students to the front of the classroom (selecting all students with pictures that have the same first sound). When the selected students are at the front of the room (facing the remaining students, with the pictures on their chests facing the students too), tell the seated students that the students standing in front have pictures beginning with the same first sound. Tell the students that this is the "mystery sound" they need to listen for.

___5 Repeat the name of each picture as you point to the student wearing that necklace, and ask the students what sound all of the pictures start with. If necessary, repeat the words, emphasizing the initial sound.

___6 You may also write each of the words (corresponding with the pictures) on a whiteboard (saying each word as you write it), and ask the students what all of the words have at the beginning (repeating the words as you point to them).

Teacher Notes and Questions:

Activity AK29: Differentiating Between Name and Sound

Materials: whiteboard or chart paper

Time: approximately 5 minutes

Procedures:

Your first goal when introducing sounds to students is to help them understand the difference between a letter's name and a letter's sound (up until this point, most of the focus has been placed on letter names). The easiest way to introduce this concept is with a simple picture-to-sound correspondence activity.

___1 Draw a picture of a simple animal, person or thing that makes a specific sound. For example, a rooster is a simple animal that makes the sound "cock-a-doodle-doo," a cat is a simple animal makes the sound "meow," and a clock is a simple object that makes the sound "tic-toc." You may draw any or all of these pictures on the board.

___2 Then ask the students what the name of the animal, person, or object is (using phrasing like, "What is the name of the thing I drew here on the board?"). Once the students respond correctly, repeat their answer, focusing on the name of the picture (again using simple phrasing, such as "That's right, the name of the thing I drew on the board is rooster.")

___3 Once the name of the animal is established, ask the students what sound the animal/object makes (using simple language, such as, "So, rooster is the name of that animal. But what sound does a rooster make?"). Once the students respond correctly, repeat their answer, focusing on the sound made by the animal/object (using direct language, such as, "So that rooster makes the sound cock-a-doodle-doo; that's its sound.").

___4 Finally, review both name and sound, making sure students know the difference, saying something like, "So, the animal I drew on the board had a name, which was _____. Then, we said that it made a sound, what was its sound? So it has the name rooster and it makes the sound 'cock-a-doodle-doo."

___5 "Now we're going to talk about letters. Letters are just like the rooster we drew before on the board, because letters have a name and they also make a sound. We have already learned the names of a lot of letters. What letters can you name.? Great, 'p' is a letter name. After we learn a letter's name, we must talk about what sound it makes.

___6 Let's take the letter 'm.' 'M' looks like this, and that's its name, 'm.' Now, who can tell me what sound 'm' makes, like in the word mmmmilk, or mmmmom? There, you see, 'm' has a name, which is _____ and makes a sound which we said was _____."

Teacher Notes and Questions:

Activity PA17: Colored-Line Written Poem/Rhyme

Materials: familiar text printed with each line in a distinct color on chart paper or blackboard or

sentence strips with a pocket chart

Time: approximately 5-10 minutes

Procedures:

___1 Write a short poem/rhyme on the blackboard or easel. Be sure to write each sentence/line in a different color marker or chalk. (The different colors are selected to help teach students about the pieces that make up writing--in this case, sentences.)

___2 Explain the purpose of the different colors to your students by saying: "I wrote down a poem on the board for us to practice today. Does anyone notice anything about the way I wrote it? Does anyone notice anything different about the lines? That's right, each one is a different color. That's because each colored line is a separate sentence. We are going to start out reading/saying them one sentence/line at a time. Remember when we talked about sentences? Sentences are groups of words that tell us something.

___3 Does anyone remember what a sentence starts with? What does our first colored sentence begin with? That's right, it starts with a big, uppercase letter.

___4 And what does it end with here? That's right; that dot is called a period. Remember, a period shows the end of a sentence, and it tells us to stop/pause for a second before we start our next sentence."

___5 Then say, "I want you to repeat (echo) each sentence after I read it. When I get to the end of each sentence, I want you to clap. That will tell me that the sentence is done, and I should pause." (You could also tell the students to say 'pause,' or make a noise to tell you the sentence has ended.) When we're finished, I'm going to go back and read all the sentences together as a whole poem.

Teacher Notes and Questions:

Activity OL26: Vocabulary Tic-Tac-Toe

Materials: vocabulary Tic-Tac-Toe gameboards (made from construction paper or poster board and magazines pictures, clip art, etc.)

manipulative X's and O's (e.g., laminated, foam, magnet letters—or two colors of counting chips, bears, etc.)

Time: approximately 10-15 minutes

Procedures:

___1 Create several Tic-Tac-Toe gameboards; fill the spaces with theme-related pictures. (For example: clothing, furniture, tools, seasonal words/concepts, etc.)

___2 Demonstrate how Tic-Tac-Toe is played with a partner. Distribute "X's" and "O's" to two students. Explain that the goal is to fill three spaces in a vertical, horizontal or diagonal row. In order to win a space, a player must name a picture on the gameboard. If the player names the picture correctly, s/he marks it with an "X" or and "O." Players alternate turns, trying to fill complete rows.

___3 You can vary the play and/or modify the activity for stronger students by increasing the challenge to fill a space. For example, ask students to use the name of each picture in a sentence, or use a color word to describe each picture, or think of another word with the same meaning (synonym) in order to earn the space.

___4 The first player to earn and mark a full row is the winner. Be sure to encourage repeating the game (as suggested above) for extra vocabulary practice.

Teacher Notes and Questions:

Activity PH38: Sound Bag

Materials: pairs of small items which start with the same sound (e.g., penny-paperclip, nickel-nail, book-ball, car-crayon, hat-hook, truck-tape, marker, magnet, etc.)

a paper or fabric bag

Time: approximately 5 minutes

Procedures:

___1 Collect pairs of small items which start with the same sound (see above).

___2 Place one item from each pair of objects in the "Sound Bag" and the matching-sound items on a table.

___3 Invite students to take turns selecting objects from the "Sound Bag," trying to match the object they select with the table object that starts with the same first sound.

___4 A more advanced version of this task can also be completed by placing all the objects in the bag. Ask the students to pour out the objects and sort them into pairs based on beginning sounds.

___5 Once introduced, this activity can be placed at a learning center for independent practice.

Teacher Notes and Questions:

Activity PH39: Auditory Claps (Beginning Sound Level)

Materials: alliterative sentence printed on whiteboard or chart paper

Time: approximately 5 minutes

Procedures:

The Auditory Claps activity is great for practicing alliteration, and a good alphabet knowledge activity, as well.

___1 To practice alliteration, write an alliterative sentence on the whiteboard or chart paper and underline or color the target beginning sounds to help them stand out.

___2 Read the sentence and point to each word, asking the children to clap when they get to the alliterative words containing the target beginning sound. Repeat this process for several sentences, short poems, fingerplays, or songs.

Teacher Notes and Questions:

Activity PH40: Same Sounds

Materials: whiteboard or chart paper

Time: approximately 5 minutes

Procedures:

Asking students to identify which sounds are the same in alliterative word pairs is challenging because it is completed as a verbal and/or written activity.

___1 Present two words that begin with the same sound (i.e., 'sat' and 'sun').

___2 Initially complete the activity with the students in a strictly verbal format, saying, "Who can tell me which sound is the same in 'sat' and 'sun?'" If the students are unable to identify the 'ssss….' sound, try a verbal prompt: "Let's try again, listen carefully to the way I say the words. 'Sssssat' and 'ssssun.' Which sound is the same in 'ssssat' and 'ssssun?'" If the students still struggle, try the same task, incorporating writing as well as a prompt.

___3 Write 'sat' and 'sun' on the whiteboard and say, "What is the same about the words 'ssssat' and 'ssssun?'" (pointing to each word as it is said). What sound do they both have?" Prompt with: "What letter do both 'sat' and 'sun' have that is exactly the same?"

Teacher Notes and Questions:

February

Theme: Animals

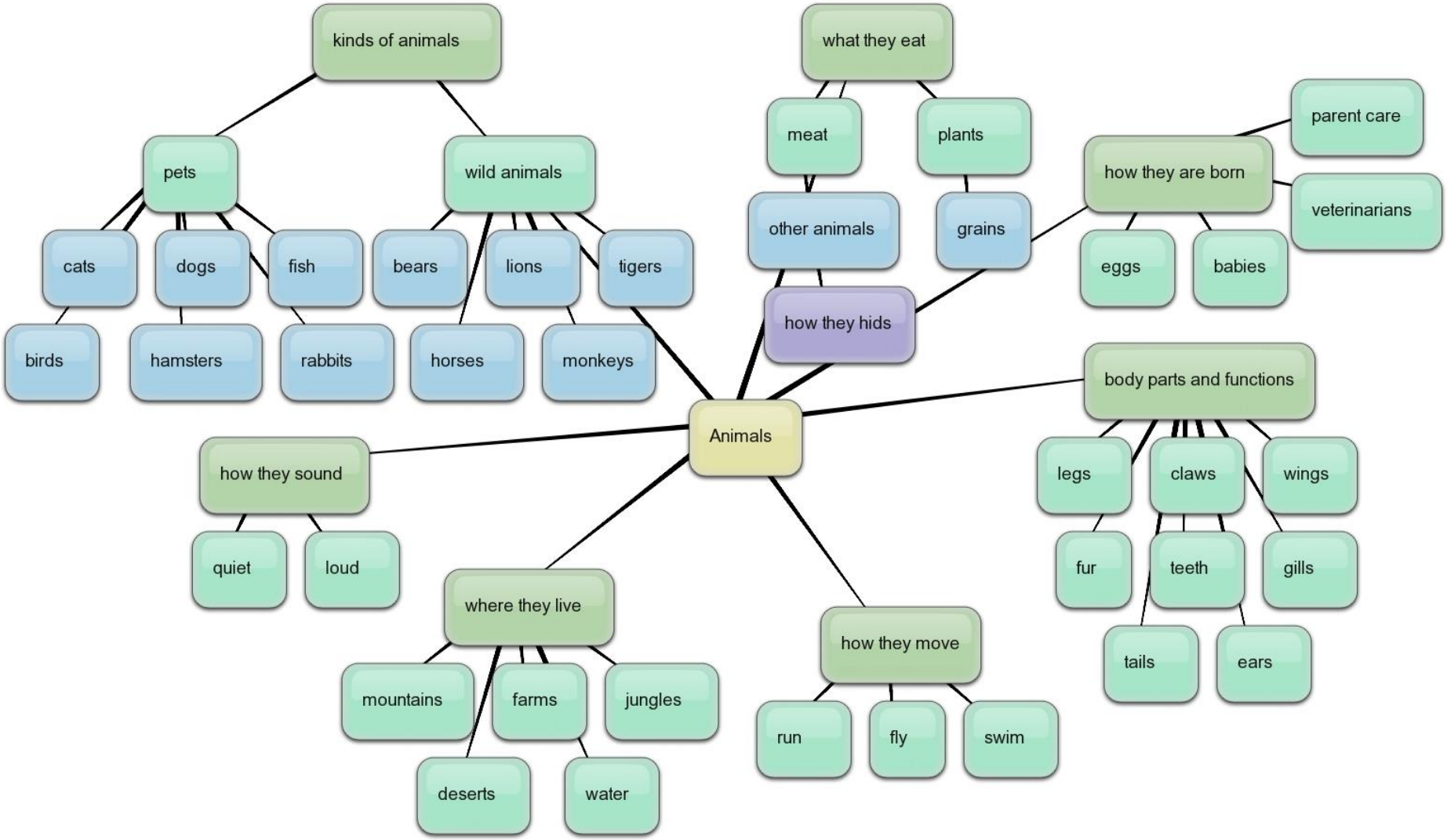
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading:
  Biggest, Strongest, Fastest
- Planning Support
- Literacy Activities

February Pacing Guide

February	**Animals**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading Vocabulary/Connections	OL: Interactive and Shared Reading: *Biggest, Strongest, Fastest* OL27: Mystery Box	
	Phonological Awareness		
	Alliteration	PH41: Alliterative Lines PH42: Production of Alliterative Sequences	
	Alphabet Knowledge		
	Letter Sounds	AK30: Focusing on Articulatory Production AK31: Creating Sound Triggers	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA18: Word Blank Writing	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR13: Scaffolded Writing with Teacher Support WR14: Play Plans	
Second Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary	 OL28: Action Stories	OL: Interactive Reading
	Phonological Awareness		
	Alliteration Blending	PH43: Alliteration Captions PH44: Reading Focused on Individual Words and Sentences	
	Alphabet Knowledge		
	Letter Sounds	AK32: I'm the Letter Sound	A30K: Focusing on Articulatory Production AK31: Creating Sound Triggers
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print		PA18: Word Blank Writing
	Writing		
	Drawing/Composition/Letter	WR15: Shaving Cream	WR13: Scaffolded Writing

	Formation/Sound Connections/Conventions		with Teacher Support WR14: Play Plans
Third Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary	 OL29: Listen and Draw	OL: Interactive Reading OL: Action Stories
	Phonological Awareness		
	Blending	PH45: Word to Sentence Blending PH46: We're the Sentence	
	Alphabet Knowledge		
	Letter Sounds	AK33: Mailing "M" Words	AK30: Focusing on Articulatory Production AK31: Creating Sound Triggers
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA19: Letter From an Imaginary Friend or Character	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR13: Scaffolded Writing with Teacher Support WR14: Play Plans WR15: Shaving Cream
Fourth Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary/ Narrative Skills	 OL30: Story Mapping	OL: Interactive Reading
	Phonological Awareness		
	Blending	PH47: Compound Word Blending PH48: Blending Multi-Syllable Words PH49: Syllable Trains	
	Alphabet Knowledge		
	Letter Sounds	AK34: Sound Sorts	AK30: Focusing on Articulatory Production AK31: Creating Sound Triggers
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA20: Point and Speak Writing	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR16: Story Elements	WR13: Scaffolded Writing with Teacher Support WR14: Play Plans WR15: Shaving Cream

Thematic Map: Animals



February Interactive Reading

Theme: Animals
Title: Biggest, Strongest, Fastest
Author: Steve Jenkins
Vocabulary: Microscope, biggest, smallest, fastest, strongest, longest, slowest, tallest.
Props: Map or globe, realistic pictures of the animals depicted in the book.

Before Reading	**During Reading**	**After Reading**
Activities: Ask the children to name a big animal, a small animal, a fast animal, and a slow animal. Try having them "turn and talk to a neighbor" to gain ideas. *Cover*: Talk about the picture. What kind of animal is this? What will the book be about? Read the title. Count the words, Ask for a volunteer to point and read the title. Point out the commas and talk about (or review) their use. *Picture Walk:* Show the animals on each page. Determine if anyone knows its name. Ask for a word to describe the animal, based on the picture.	*Questions:* Read the story concentrating on the large text. Have you ever seen an animal that big? Small? Can you run that fast? Would you be afraid of a spider that big? **Subsequent Readings** Point out the comparisons in the smaller print. Talk about the pictures of the human next to each animal and help children begin to understand what it means. Show children a teaspoon and a ping-pong ball. Let them experience how small and light a shrew is. Cut a paper strip as long as the hummingbird. Show it to the children, and let them feel a dime to experience the size of a hummingbird.	*Questions*: What were some of the animals in the story? What do you remember about _____? What was your favorite animal? Which animal would you like to be? Why? **Subsequent Readings**: *Activities:* Do a shared writing about the animals in the story. The _____ is the _____animal. Use the chart at the end of the book and a map to plot the habitats of each animal in the story. Talk about the ones that live in the U.S. Pair animal pictures- fastest and slowest, longest and smallest, etc. Add what the children learned from the book to a KWL chart about animals.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all activities. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Animals

Recommended Reading

Fiction

The Three Bears Galdone, Paul

The Three Pigs, Galdone, Paul

Curious George, Ray, H.A., *

If You Give a Mouse a Cookie, Numeroff, Laura*

Hey! Little Ant. Hoose, Phillip N.

The Very Busy Spider. Carle, Eric*

Animals Should Definitely Not Wear Clothing. Barrett, Judi.

Click Clack Quackity Quack, Cronin, Doreen.*

Diary of a Worm. Cronin, Doreen.

Mama Loves. Dotlich, Rebecca.

Koala Lou. Fox, Mem.

Non-Fiction

Big Book of Animals. DK Publishing

Baby Birds. Kalman, Bobbi.*

Al About Farm Animals, Cook, Brenda.

Potential Target Vocabulary

habitat

jungle

ocean

farm

pet

zoo

zoo keeper

rainforest

desert

veterinarian

mammal

reptile

insect

extinct

egg

bird

Activity OL27: Mystery Box

Materials: commercially made mystery box, or large shoe box with lid and hole cut in one end

objects for children to feel and describe

Time: approximately 10 minutes

Procedures:

___1 Invite the children to sit in a small group in front of you. Tell or show the children the objects that will be in the box.

___2 Place the objects in the box.

___3 Tell the children you have placed the objects in the box and that they need to guess what the items are without peeking.

___4 Invite a child to feel an object in the box. Encourage him/her to use descriptive words, (e.g.,"It is round. It is soft.")

___5 After the child offers two or three descriptive sentences, ask him/her to name the object.

___6 Invite the child to pull the object out of the box, confirm the prediction, and show it to the group.

___7 Continue until each child has an opportunity to participate.

You may want to adapt this activity for ELL students by clearly naming (instead of showing) the objects before you place them in the box. You may also use gestures to extend the meaning of adjectives (e.g., "hard"), or provide fill sentences (e.g., "It feels _____) to scaffold student achievement.

Teacher Notes and Questions:

Activity PH41: Alliterative Lines

Materials: whiteboard or chart paper

index cards or sentence strips

Time: approximately 5-10 minutes

Procedures:

This activity is similar to the "Rhyming Lines" activity described earlier.

___1 Create sentences with blanks where students can fill in alliterative words (usually there is a clue in the sentence). Print the sentences on a whiteboard or chart paper, adding pictures for key words. As students respond, print the missing words in the blanks, or on index cards. Be sure to emphasize or highlight the beginning letter/sounds as you reread the completed sentences.

For example:

"I can smell the flower with my nice, nifty _____."

"I can pull the doorknob with my huge, hefty _____."

"I can push the button with my fantastic, fabulous _____."

"On my foot I have ten, terrific _____."

___2 You may want to save the chart with blanks and the words on cards for independent practice at a learning center.

Teacher Notes and Questions:

Activity PH42: Production of Alliterative Sequences

Materials: whiteboard or chart paper

hand puppet

Time: approximately 10 minutes

Procedures:

This task may be too difficult for average preschoolers; it can be made easier with teacher modeling.

___1 Write the target letter/sound on the board and say, "I want to write a sentence that has a lot of words with the 'mmm….' sound in it. Can someone help me begin? Who can think of a word that starts with an 'm?' Great, Maggie is a good word with the 'mmm….' sound at the beginning. Now, I'm going to add some more 'mmm…' words." Write on the board while reading and underline the 'm' at the beginning of each appropriate word. 'Maggie makes me melt more ice than my mother.'

___2 Can anyone else think of more words or a sentence which uses the 'm' sound? Maybe someone can think of a few words that start with 'm', and we can all help them make the rest of the sentence. Let's start with 'My _____'....." (The student sentences don't have to make sense.) Encourage the children to sing or say words starting with 'm' in random order, such as "moose, mine, milk, map, me." Recreating nonsensical alliterative sequences is good practice, too: "tob tap toop teep." Remind students to think of tongue twisters to help them produce alliterative sequences, even if they do so only through memorization.

___3 Another good way to involve students in this process is to use a puppet. Operate the puppet, telling the students that every word the puppet says will start with the target sound. Students can use the puppet only if they have two words, a phrase, or a sentence utilizing the sound.

Teacher Notes and Questions:

Activity AK30: Focusing on Articulatory Production

Materials: none

Time: approximately 5 minutes

Procedures:

Many students might have difficulty producing certain sounds. For this reason, it is essential to familiarize students with what should be happening with their mouths as they produce sounds.

___1 Start by reviewing the sound, "Remember the letter 'm' that we wrote on the board? What sound did we say 'm' made? Good, it makes the 'mmmmm….' sound. 'M' makes your mouth go 'mmmmm….' like in the word 'mmmmmilk.' I want everyone to watch my mouth when I make the sound 'mmmmmm….' What does my mouth look like when I go 'mmmmm….?' Good, my lips are pressed together tightly. And what sort of noise am I making, a humming noise or a chirping noise? That's right, I have my lips closed together and I'm making a humming noise in my mouth. Can everyone try to make that sound for me? I want you to make sure your lips are closed and tight, like this (modeling mouth position). Then I want you to make that humming noise in your mouth. Great.

___2 Let's try the other letter/sound we wrote on the board. Remember, we wrote the letter 's.' And what sound did we say 's' made? No one remembers, let me give you a hint. When I make the sound of 's,' my mouth should look like this (modeling proper mouth position). It's the same sound as in the word 'ssssssnake' and it's also the sound a snake makes when it sticks out its tongue. Great, the sound of 's' is 'ssssss….' Who can tell me what my mouth looks like when I go 'sssss….?' No one can tell? Well, are my lips tight together like with 'mmmm….' or are my teeth tight together when I go 'sssss….?' That's right, my lips are a little apart but my teeth are close together when I make the sound 'sssss…..,' see, look at my mouth and my teeth (pointing to teeth close together). And what is coming out of my mouth when I make the sound 'sssss…?' That's right, I'm blowing air out of my mouth when I go 'ssss….' I want everyone to try and make that sound. Make sure your lips are a little apart, make sure your teeth are tight together, and blow out air through your teeth to make the 'sssss….' sound."

___3 Every time a letter is introduced, focus on articulation, encouraging the students to analyze what their mouths are doing for each sound. This knowledge of mouth position will serve as a valuable cue later on, if the students should forget what sound a letter makes.

___4 From this point forward, if students forget or miss a sound, never simply give them the sound. Instead, tell the students that you are going to show them what their mouths should look like when they make the sound. See if the mouth position alone is enough to jog a student's memory. If not, suggest a word that starts with the sound. If that doesn't work, repeat the word, emphasizing the starting sound.

___5 Finally, if the student still isn't able to remember the sound, try one more cue. For example, say that 's' makes a sound that is the same sound a snake makes when

sticking out its tongue, or that ‘o’ makes a sound that is the same sound the dentist asks you to make when you open wide.

___6 If none of these prompts work, then it is okay to simply give the student the sound.

Teacher Notes and Questions:

Activity AK31: Creating Sound Triggers

Materials: none

Time: approximately 5 minutes

Procedures:

Use mouth position, signs, actions, or activities to serve as "sound triggers" to help students remember certain sounds. Focusing on articulation (as described above) creates great sound triggers.

___1 In order to utilize this sound trigger, model mouth articulation when students forget certain sounds, saying, "When we make the sound of the letter 's', our mouths should look like this (modeling mouth, with teeth together and lips parted slightly). Now, can anyone tell me what sound the letter 's' makes? No? Okay, try putting your teeth together like this, with your lips open a little. Okay, now blow out air like a snake. Good, 's' makes the 'sssssss' sound.

___2 Many early literacy programs utilize other sound triggers to help remember sounds. For example, you may help students associate an action with a sound when it is introduced. Do this by identifying a word that starts with that particular sound. For the sound 'a,' you could select the word 'ant' to help students remember the 'a' sound. Students could then be encouraged to mimic an ant crawling up their arm with one hand as they make the 'a' sound. Later, if students can't remember the sound associated with 'a,' you could mimic the motion used previously (ants crawling up arm).

___3 Other programs turn actual letter shapes into pictures that begin with a particular sound (e.g., making a card with a bolded 'e' showing an elephant in the background or as part of the letter). These cards can then be held up and used to trigger student memory.

Teacher Notes and Questions:

Activity PA18: Word Blank Writing

Materials: whiteboard or chart paper

Time: approximately 5-10 minutes

Procedures:

___1 Ask one of your students to suggest a sentence (about something they did that day, their favorite food, an answer to a question from a book, etc.).

___2 Say, "I'm going to write your sentence down on the board. But first, I want to make sure I have enough space to write all the words. Let's see. You said, 'My favorite color is blue.' How many words is that? Let's see, 'My' is one, 'favorite' is two, 'color' is three, 'is' is four, and 'blue' is five. Okay, your sentence has five words, so I'm going to make five lines here on the board where I can write each word of the sentence. Notice how I put a space between each line? That's because words always have a space between them, so we know which words are which. If we put them all right next to each other, it would look like one big word.

___3 Also, look here. At the end of my blanks I put this dot or period. What does that tell us to do? Great, that shows the end of our sentence; we need to stop or pause our voices here when we read.

___4 Okay, now I'll start to write. Your sentence is 'My favorite color is blue.' So, I'll write the first word 'My' on the first line here. What sound does 'My' begin with? So what letter should I write first? Great, 'My' is spelled 'M-y.'

___5 Why did I write a big, uppercase 'M' instead of a small one here? Good, that is the beginning of our sentence.

___6 Now I have my first word and my space. Now let's write our second word. What is the second word? Oh, yes, 'favorite.' What sound does favorite start with? Okay, so what letter should I write at the beginning of 'favorite?' Great, 'favorite' is a long word, it's 'f-a-v-o-r-i-t-e'.

___7 Now let's try the third word..." Continue with this process until each word is written in the blanks.

___8 Ask one of the students to reread the sentence, coming up and pointing to each word/space as he reads.

Teacher Notes and Questions:

Activity WR13: Scaffolded-Writing, With Teacher Support

Materials: 8 X 11 sheets of paper, stapled or bound

markers, crayons, pencils

Time: approximately 10-15 minutes

Procedures:

A journal provides an excellent opportunity to record scaffolded-writing progress. Staple or bind pages together to create a book, and simply date each page in the journal where student-teacher or independent student scaffolded-writing occurred.

___1 Instruct the child to dictate a message for a parent, part of a story, a sentence about what he ate for breakfast, etc. Draw a line for each dictated word on the student's paper.

___2 Instruct the child to repeat the message, pointing to each line as he speaks.

___3 Ask the child to attempt writing something on each line to represent each word (this could be a picture, scribbles, letters, or words, depending on student skill level).

___4 Ask the child to read back the message, pointing to each line as he reads.

Teacher Notes and Questions:

Activity WR14: Play Plans

Materials: crayons, markers, colored pencils

8 X 11 sheet of paper with programmed sentence for each student

chart paper or whiteboard, markers

play centers choice chart (including name of each center, pictures to represent each center, and number of spaces available for each center) (See print awareness section for detailed description)

Time: approximately 15-20 minutes

Procedures:

___1 Gather the students prior to choosing their play centers. Tell the students they are going to make a play plan by deciding which center they will choose.

___2 Write a programmed sentence on the chart paper or whiteboard, where all the students can see it. For example: "I choose the _____ center" or "I am going to the _____ center." Make sure you leave a blank line on the board to fill in the student's choice.

___3 Read the programmed sentence to the students, pointing to each word as you read. Tell the students that they will fill in the blank by choosing their centers. Call on one student to choose which center he wants to go to. Read the sentence back to the student, verbally filling the blank space with his choice.

___4 Write the student's choice on the blank line, and ask him to read his sentence back with you, pointing to each word (i.e., saying, "I choose the listening center."). Mark his choice on the play center chart.

___5 Give the students his programmed 8 X 11 sheet of paper containing the same sentence with the blank. Read the sentence back to him, showing him where the blank is. Encourage the student to write something in the blank space to represent his choice. "Writing" could include a scribble, a picture representative of the play center, one letter from the play center name (especially the first letter), even the actual word copied from the easel, all depending on each child's stage of writing development. Encourage your students to write or draw anything in the space, do not worry about neatness or spelling. Later, once the children develop confidence in their ability to communicate through writing, you can encourage more meaningful letters or words.

___6 Repeat the process with each student, having each complete a play plan.

___7 Eventually, you can eliminate the step involving use of the easel and just ask the students to complete their play plans on the programmed sheets.

Teacher Notes and Questions:

Activity OL28: Action Stories

Materials: none

Time: approximately 5-10 minutes

Action stories call for children to physically participate in telling a story. They help build children's vocabulary, listening, and communication skills, as well as develop firm links between language and literary skills.

Procedures:

___1 Choose a story for children to enjoy. (See below).

___2 Introduce the story to the children, demonstrating actions you wish them to perform.

___3 Invite children to engage in the physical actions as you reread the story.

Possible action stories:

Going on a Bear Hunt (lion hunt, dinosaur hunt, etc)

Teddy Bear, Teddy Bear

Hello, My Name is Joe

Monkey See, Monkey Do

Teacher Notes and Questions:

Activity PH43: Alliteration Captions

Materials: pictures cut from magazines
plain paper
glue
markers
miscellaneous art materials
cutout shapes* (optional)

Time: approximately 20 minutes

Procedures:

___1 In advance, cut pictures from magazines that begin with the same sound, i.e.,tiger, telephone, tie, taco.

___2 Gather the students in a group and display the pictures. Invite the children to figure out what the pictures have in common (beginning sound). Discuss the similarities among several groups of pictures.

___3 Distribute groups of pictures to the students, and invite them to glue them on the paper, adding or accenting any details they choose.

___4 Encourage the children to dictate or write an alliterative sentence to describe their pictures. (If the above pictures were used, the sentence might say, "Tommy Tiger, dressed in a tie, talks on the telephone and tastes a taco.")

___5 You may vary this activity by giving the children alliterative sentences and inviting them to add the illustrations. For example: "Tommy Turkey took ten turtles to town."

___6 Another variation might be to provide children with cutout shapes* to correspond with a target sound (e.g., toothbrush) on which to glue pictures whose names begin with the same sound (turkey).

Teacher Notes and Questions:

Activity PH44: Reading Focused on Individual Words and Sentences

Materials: a variety of children's literature—especially selections with short simple sentences or titles

Time: approximately 5 minutes

Procedures:

The best way to introduce students to the concept of "word" (which is in essence both a print awareness and phonological awareness activity) is through reading activities that build awareness of both individual words and sentences.

You can build this focus through fairly simple actions (described further in the print awareness section and the in the oral language section) such as pointing to individual words as you read to students. Later, students can read back the words as you point.

___1 Titles of stories or short, simple sentences work well for this process. Begin by modeling: "The title or name of this story is Hop on Pop. Watch me as I point to each word when I read back the title. Hop (pointing) On (pointing) Pop (pointing). Can someone read back the title to me? I want you to point to each word as you read it."

___2 Also, pointing out components of a sentence during reading will help: "Could someone read that sentence back to me? Good, could you say it again, and point to each word when you read it? Great, you read that whole sentence."

___3 "I want everyone to look at the way this sentence starts. It has a taller letter at the beginning, we call that a capital letter. Sentences always start with a taller capital letter, that's how we know where the beginning of the sentence is."

___4 "Look at the end of our sentence, at this dot. That is called a period. A period shows us where our sentence ends. So, a capital starts our sentence here (pointing), and a period ends our sentence there (pointing)."

___5 "Can anyone show me where our sentence starts? Where does it end? How did you know?"

___6 Repeat this activity frequently, when introducing new stories, or as part of a class meeting.

Teacher Notes and Questions:

Activity AK32: I'm the Letter Sound

Materials: letter/sound cards strung on yarn to make necklaces for each student

Time: approximately 10 minutes

Procedures:

This activity will be completed in the same fashion as "I'm the Sound," Activity A7 (of the Phonological Awareness Section). The only difference is that letters will be substituted for animals, and letter sounds will be substituted for animal sounds in the "Old MacDonald" song.

___1 Make letter/sound necklaces to distribute to the students (the letter will be displayed on the front of the necklace).

___2 Alter the words of "Old MacDonald" as follows:

"Old MacDonald had a 'book,' e-i-e-i-o

And in that book he had a _____ (substitute letter name, such as 'b')

E-i-e-i-o

With a 'b-b' here, and a 'b-b' there (using letter sound, not name)

Here a 'b' there a 'b,' everywhere a 'b-b.'

Old MacDonald had a 'book,' e-i-e-i-o."

___3 Move around the circle, giving each student an opportunity to add his or her letter/sound to the song. You could have the whole class sing each letter/sound together or ask an individual student to fill in his letter /sound when it is his turn.

Teacher Notes and Questions:

Activity WR15: Shaving Cream Letters

Materials: shaving cream
mirror
paper towels

Time: approximately 15 minutes

Procedures:

___1 Spray a small amount of non-menthol shaving cream on a table or mirror.

___2 Spread it out as you would fingerpaint. Show the children how to form letters in the cream, and how to erase them when they are finished.

___3 Invite the children to continue on their own, monitoring for correct letter formation. Encourage children to practice target letters, letters in their names, words they know, names of family members or peers in class.

___4 Talk about "The Five Senses" and encourage oral language related to texture, smell, and sight.

Teacher Notes and Questions:

Activity OL29: Listen and Draw

Materials: tape player

pre-recorded tape with instructions

paper (may need to be programmed depending on the activity to be completed)

markers or crayons.

Time: approximately 5 minutes

Procedures:

___1 Pre-record a tape with specific directions for children to follow; e.g., "Draw a red circle in box 1." "Draw a house in the middle of the paper." "Draw a tree next to it."

___2 Children listen to and follow the directions they hear.

Be sure to speak clearly and slowly so that children learning English can understand your words. You may also adapt this activity for those with limited verbal skills by starting with just two or three simple instructions; e.g., "Draw a red circle. Draw a blue circle."

Teacher Notes and Questions:

Activity PH45: Word to Sentence Blending

Materials: word cards

Velcro for the card backs and a felt board or

magnet pieces or clips or

a pocket chart

Time: approximately 15-20 minutes

Procedures:

___1 Begin by explaining to the students that words are what help us talk, we use them to explain what it is that we need, how we feel, and what we think. "For example, if a person asks you a question (such as, "Do you like ice cream?"), you can often give a one word answer that the person will understand (such as "yes").

___2 Further explain that you can't always tell what you need, how you feel, or what you think with one word---sometimes you need more words. "Let's pretend that I came into school one morning, came up to the front of the class and said 'red.' If I only said that one word, 'red,' would you know what I needed, how I felt, or what I thought? Right, you probably wouldn't know what I was talking about because I only used one word; I didn't use enough words to explain myself. But, if I were to use a sentence---which is a group of words together, you would probably understand what I said. I meant to say a sentence before instead of just saying the word 'red.' The sentence I wanted to share before was: 'My favorite color is red.' That makes more sense right? You can understand what I mean now because I used more words to explain myself. The words I used together to explain myself, are called a sentence.

___3 Sentences are made up of words that tell a complete thought, need, or feeling. Today we're going to look at some sentences. First we'll look at each word in the sentence, then we'll say the words all together."

___4 Prepare cards with simple words written on them. (Place Velcro on the back of them so they will adhere to a felt board, or provide a pocket chart which can hold the cards, yet allow for their movement. You can also stick magnet pieces to the back of each card, or use magnetic clips to hold the cards on a blackboard.) The words should be grouped together, 3-4 per group, and they should form a sentence when placed in the right order (e.g., 'The,' 'dog,' and 'runs' in one set of cards; when assembled they form the sentence 'The dog runs.'). Make sure that the word which is supposed to be first in the sentence starts with a capital letter that is noticeably taller than any of the other letters, and that the word which is supposed to be last should have a period placed at the end of it. It may help to include a picture alongside some or all of the words to help younger students remember.

___5 Put all the words on the pocket chart or board and ask the students if they know which one should come first in the sentence (this portion of the activity may be for more advanced students). If the students are uncertain, place the first word of the sentence in the pocket chart

___6 Guide the students by saying, "I know this word is the first one in our sentence, because it starts with this taller, capital letter. Remember when we talked about how a capital shows

us where a sentence begins?" Once you have read the word, ask one of the students to read/repeat the word, pointing to the word as he reads.

___7 Say, "Okay, so we've got the word 'The' up on the chart. That word doesn't make sense by itself, so I'm going to add some of these other words to make a sentence that we can all understand. Before I put the next word up there, can anyone think of any words we could add to 'The' to make a sentence? No? Okay, we could say 'The……door slammed.' That would be a sentence that we could all understand right? But, I'm going to make a different sentence. Let me add the next word."

___8 Place the next word of the sentence up on the board, reading the word to the students, pointing to each word as you read.

___9 Once again invite one student to read/repeat the word, pointing to it as she reads. Say, "Great, now we have two words up here. We have 'The' (pause) 'dog.' Can anyone think of a way to finish this sentence so that it makes sense? We could say 'The dog _____. What word would make sense after dog? What could we have the dog do? Good, if you said, 'The dog barked' that would be a complete sentence. That makes sense.

___10 Okay, but we're going to add a different word than 'barked' to the end of the sentence here. We're going to add the word 'runs' (reading the word and placing it up on the board after the first two words). Do you know how I knew that word should go last? Look here at the end of the word. It has that dot, called a period, after it. Remember how we talked about periods, how they show us where the end of the sentence is?"

___11 Have one last student read/repeat the word 'runs.' Repeat each word back to the students (pointing to each word and pausing briefly between each).

___12 Invite the students to read the whole sentence starting with the first word. Remind them to start reading at the left and point to each word as they say it. If no student can say the sentence, prompt them by rereading all the words, "Okay, I'm going to help you. I'll repeat all the words of the sentence--you see if you can remember them, and then read the sentence back to me. 'The' (pause) 'dog' (pause) 'runs.' Can someone read that back to me?" When the student reads/repeats the sentence, hopefully she will say it fluidly, all as one sentence rather than words with pauses. If she does say it with long pauses, simply say, "Great job. That did say 'The….dog…..runs.' Since it is all once sentence, we say it a little faster like this 'The dog runs.'" (saying it as a fluid sentence, quickly pointing to each word).

___13 Does anyone want to try saying it all as one sentence? Come up and point to each word as you read."

___14 To extend this activity, mix up the words of the sentence, and invite the students to place the words back in the correct order. Say, "Now, I'm going to mix up the words of that sentence, and I want you to see if you can help me put them in the right order. I'm going to put 'The' over here and 'dog' in front here, and 'runs' in the middle. Okay, can someone come up and put this sentence in the right order?" If the students have trouble, prompt them. For example, remind them that the first word in a sentence should always start with an uppercase letter. Tell the students to look for the word that starts with the uppercase letter, and that they'll know that is the first word in the sentence. Or, ask them to repeat back the words of the original sentence, which they should remember. Use beginning

sounds to help the students determine what comes next, saying, “You said ‘dog’ was the second word in our sentence right? What sound does ‘dddog’ start with? Where is the word that starts with ‘d?’ Good, so that word is ‘dog,’ put it in second place.”

___15 Once the students master this process, you could modify the activity to make it more challenging. Rather than putting the sentence in order from the very beginning as you read each word, give the students the words and encourage them to create a sentence by putting the words in order. Introduce this by saying, “Remember how we have been making sentences by putting together words and blending them all together? Well, now I’m going to give you some words from a sentence, but they are not going to be in the right order. I want you to figure out the order so we can create a sentence that makes sense.” Put up one word at a time (out of order), read it to the students, and have them repeat it (until all three to four words are on the board). Ask the students which way you should arrange the words in a sentence that makes sense. If needed, help out by saying, “Let’s see, I’ll put ‘cat’ first and ‘A’ second and ‘meowed’ last. Okay, now our words say ‘cat A meowed.’ Does that make sense? Maybe we need to put a different word first. Which word looks like it should go in the beginning? Which word should come next?” Continue with frequent opportunities for students to practice.

___16 Sets of words can be stored in plastic bags and rotated through learning centers for independent practice.

Teacher Notes and Questions:

Activity PH46: We're The Sentence

Materials: whiteboard, chart paper, or pocket chart

sentence strips

word cards strung with yarn to make necklaces

Time: approximately 10 minutes

Procedures:

___1 Select a familiar sentence and write it on a whiteboard, chart paper or sentence strips. (Choose a sentence from a familiar book or poem, or repeat a sentence from earlier in the day---such as one written during morning meeting.)

___2 Read the sentence, pointing to each word. Invite the students to read the sentence, pointing again to each word.

___3 Hand out word "necklaces" to 3-4 of the students (depending on the number of words in the sentence). Tell the students their words.

___4 Invite the children to arrange themselves in a line so that their classmates can read the sentence in its correct order. Let the children help each other or receive input from their classmates. Repeat the activity until all children have an opportunity to become part of a sentence.

Teacher Notes and Questions:

Activity AK33: Mailing "M" Words

Materials: shoebox

paper

scissors

markers

tape and/or glue

small objects or pictures starting with "M" sound (such as mouse, mail, mug, muffin, marker)

Time: approximately 10-15 minutes

Procedures:

___1 Create a mailbox using the materials above (either in advance or with the students, depending on available time).

___2 Discuss or review the beginning sound for "mailbox". Talk about the letter that makes the sound and place a large uppercase or lowercase "M" on the mailbox.

___3 Search the room (or table) for objects starting with "m" to "mail". Encourage the students to say the name and starting sound of each object they find as they place it in the mailbox (i.e., "Marker starts with the mmmmmmm sound").

Teacher Notes and Questions:

Activity PA19: Letter From an Imaginary Friend or Character

Materials: whiteboard or chart paper

markers

Time: approximately 5-10 minutes

Procedures:

The imaginative quality of this activity consistently appeals to young children and helps create a powerful tool for instruction.

___1 Compose a letter from an imaginary person, or from a book character. Write the letter, and display it on your easel before the students arrive. Tell the students they have received a letter from the character, which will be read together later in the day.

___2 Be sure to focus on print awareness before and during the reading of the letter. Ask students to look for things (such as words beginning with a certain sound, familiar words, words that share a letter with their names, etc.).

___3 Read the letter to the students, pointing to each word as you read. Occasionally invite students to "echo" or "choral" read part or all of the letter back.

___4 You can make this a regular activity, receiving a letter once every two weeks, or once per month.

___5 Before long, students will begin to recognize and remember certain characteristics of letters, such as words which are repeated. They will be able to identify "dear," the writer's name, "Sincerely" or "Your Friend." Eventually students will be ready to attempt reading parts of the message.

___6 You may further extend the shared writing activity by encouraging the class to write back to the friend. You can invite the students to suggest things to say to the character, answer previous questions, tell about class events, sound out words to write (even if the students are just figuring out the first sound), etc.

Teacher Notes and Questions:

Activity OL30: Story Mapping

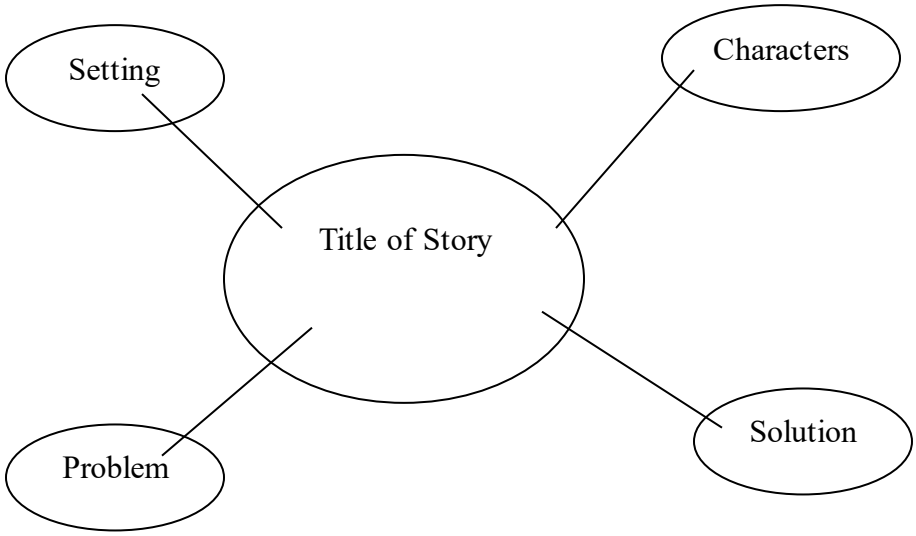
Materials: popular children's story
large chart paper or whiteboard
markers

Time: approximately 10-15 minutes

Procedures:

___1 Read or tell a story to the class.

___2 Program chart paper as illustrated.



___3 Discuss each bubble with the children and record their responses.

You may want to adapt this activity for ELL students by illustrating the chart with drawn illustrations or pictures copied from the book.

Teacher Notes and Questions:

Activity PH47: Compound Word Blending

Materials: Compound Word Pictures from the Instructional Supplements

pocket chart or magnetic clips to secure words to blackboard

blank index cards (2 per student)

Time: approximately 10 minutes

Procedures:

Compound words are words that consist of component words. The component words can be connected to each other (as in 'rowboat') or separated (as in 'high school').

___1 Tell the students that sometimes two words can be combined or blended together to make a different, bigger word. Show the students a picture of a 'foot' (placing it on a pocket chart or affixing it to a blackboard) and ask them to name it. Ask the students what 'foot' means, encouraging them to verbalize or show what a 'foot' is. Say, "Good, so your 'foot' is part of your body, and the word 'foot' means something all by itself."

___2 "Now I'm going to show you a different word." Present a picture of a 'ball' and ask the students to name it and verbalize its meaning. Say: "So a 'ball' is usually a round shaped thing that people play with, and the word 'ball' means something all by itself. Okay, so we said the word 'foot' and the word 'ball' and talked about what each word means by itself.

___3 But, we can also blend the word 'foot' (pointing to the picture of the foot) and 'ball' (pointing to the picture of the ball) together by saying them quickly right after each other like this, 'football.' By blending together the words 'foot' and 'ball,' we made a new word: 'football.' Does anyone know what a 'football' is? No? Okay, a 'football' is a type of ball that has a different shape to it; it is not round like other balls. It's called a football because people play a game with it where a player uses his 'foot' to kick the 'ball.' Here is what a 'football' looks like (placing picture up on board to the right of the pictures of 'foot' and 'ball').

___4 I want everyone to try and say 'foot' (pointing to the foot) and 'ball' (pointing to the ball) quickly together, blending them to make the word 'football' (pointing to the football)."

___5 Repeat the activity, encouraging the students to independently blend different sets of words together into one word.

___6 Invite the children to sit in a circle on the floor, giving each child two blank index cards. Tell them that you want them to put down a note card on the floor in front of them each time you place a picture on the board. Place the first picture on the board (such as 'sail'), say the word 'sail,' and encourage the students to place a card in front of them while they say 'sail.' Place the second picture on the board, say the word 'boat,' and have the students put a second card to the right of the first one while saying 'boat.' Encourage the students to push the cards together while they say the words quickly. (You can discuss the meaning of each of the individual words as well as the meaning of the blended word if desired, but this is not necessary for every one.)

___7 Students will also enjoy mixing and matching various pictures to make their own silly words such as 'footmoon,' 'aircat,' etc.

___8 For more challenge, shift from pictures to actual words. Place the word so it is clearly visible, read it to the students, and invite them to read the word back (while pointing to it). Repeat the process with the second word. Finally, repeat both words (pointing to each one as it is said) and ask the students to say them fast as one word.

___9 Begin by using simple, common, two syllable compound words such as:

butter fly, fingernail, wheelchair, drumsticks, pinecone, cupcake, dragonfly, horsefly, catfish, doorbell, goldfish, dogcatcher, seahorse, housefly, downstairs, firebug, fishbowl, snowshoes, swordfish, shoehorn, rainbow, snowman, teapot, flagpole, raincoat, jellyfish, rowboat, sailboat, cupcake, eyeball, rainbow, hotdog, ice cream, beanbag, starlight, flashlight, sandbox, blackboard, sunset, sunrise, tow truck, rag doll, rowboat, tool belt, trashcan, front door, backdoor, racecar, dirt bike, stop sign, ski poles, orange juice, playground, note card, root beer, street sign, lamppost, cowboy, lunchbox, lunch bag, dump truck, hallway, beach ball, surfboard, dress clothes, staircase, full moon, half moon, soft drink, car ride, bed frame, bookshelf, flagpole, streetlight, spaceship, airplane, airport, fly ball, homerun, , driveway, mailbox, postman, mailman, birdcage, beach house, baseball

___10 To further extend this activity, utilize compound words derived from children's television shows, movies, or comics such as: Sponge Bob, Squarepants, Batman, etc.

___11 Once the students have mastered simple compound word blending, you could turn the activity into compound word deletion. Show two pictures which make up a compound word, remove one of them (first or second), and ask the students what word is left. (This deletion task can be done with actual words rather than pictures, too.)

Teacher Notes and Questions:

Activity PH48: Blending Multi-Syllable Words

Materials: whiteboard or chart paper

Time: approximately 5-10 minutes

Procedures:

This activity involves blending together chunks of multi-syllable words (ones that aren't compound words).

___1 Remind the students about how you sometimes need to blend parts of a bigger word together to make a different word. Briefly introduce the concept of multi-syllable words like this, "Some words are so big that we can't really say them in one single breath. For example, the name 'Ron' is short, I can say it in one quick breath. But, the name 'Sa-man-tha' is longer, I need a little more breath to say it. Words like 'Samantha' have a lot of parts, and it is easiest if we first learn the parts and then try to blend them together into one word.

___2 If I was trying to learn Samantha's name, I would separate the little parts like this (writing on board) 'Sa-man-tha.' Now I can look at each little piece. The first piece says 'Sa,' the second one says 'man,' and the last one says 'tha.' 'Sa' – 'man' – 'tha.' To say her name correctly, I blend each piece together quickly like this: 'Samantha.' Does anyone else want to try blending together that name? First, say each piece by itself like this. Then, say it all together.

___3 I'm going to say some words, but I'm going to just say their parts. I want you to see if you can put them together and say them faster as one whole word. This person's name has two parts 'Char' and 'lie' (writing both on board and pointing to each part as it is verbalized). Can anyone tell me how to put "Char" "lie" together quickly to make it one word? Whose name is that?"

___4 You will need to provide more words for practice before students truly master this process. Begin with student names since they are so engaging. Other simple two syllable words include: window, monster, baby, happy, and bunny. For each word, write the syllable chunks separately on the board (i.e., 'dis' 'play'), and pause as you say each.

___5 If the students have trouble blending the chunks into words, you'll need to prompt them by saying the chunks aloud for them, getting faster and faster ('dri'……'ving,' 'dri'…. 'ving,' 'dri'..'ving,' 'dri' 'ving,' 'driving'). Students should call out the full word when they know what it is. If help is still needed, use the word in a sentence, pausing slightly in between chunks (e.g., "My mother and I were in the car 'dri-ving' around.").

___6 Always make sure you have the students pronounce the final blended version of the word.

___7 You may want to practice this skill during transition times. A quick introduction can be established with this song to the tune of Row, Row, Row Your Boat:

"Say, say, say these parts,
Say these parts together.
Say, say, say these parts
Say these parts together!"

Teacher Notes and Questions:

Activity PH49: Syllable Trains

Materials: snap together cubes

picture cards

Time: approximately 10 minutes

Procedures:

___1 Give each child four or five snap cubes.

___2 Show the children a picture and encourage them to clap the syllables. Assist and review, as necessary.

___3 After practicing for a few minutes, show the children additional pictures. This time, invite the children to snap together the correct number of cubes to represent the syllables they clapped. You may want to identify the assembled cubes as "syllable trains."

___4 You may also apply this process to helping children practice segmenting words into individual sounds. Instead of counting syllables, encourage the children to count sounds, and assemble that number of cubes in a "train."

Teacher Notes and Questions:

Activity AK34: Sound Sorts

Materials: pictures from the Instructional Supplements

magnetic clips or a pocket chart

letter/sound cards showing upper and lowercase, or magnetic cards

Time: approximately 10 minutes

Procedures:

This simple task can help students build basic alphabetic knowledge as well as phonological awareness (by building awareness of beginning sounds).

Use this activity during the first session in which two new sounds are introduced.

___1 Place the cards showing the letter/sounds on the whiteboard or pocket chart. Make sure there is an appropriate distance between the two different letters; i.e., one top corner of the board should contain an upper and a lowercase 'm' right next to each other. The other top corner should contain an upper and a lowercase 's' right next to each other at the top of the board.

___2 Review each letter name and sound with the students, emphasizing name, sound, and articulation. ('M' and 's' are a pairing that has maximum difference in sound and articulation, and therefore make a good pairing for this activity. The previously mentioned pairings listed under "Introducing Sequenced Pairs of Letters/Sounds" are all good pairings due to maximum difference in sound and articulation, in addition to being generally ordered from easiest to hardest sounds to produce.)

___3 Tell the students that you're going to look at some pictures and talk about some words. Present them with two to four pictures/words (it's best to start with just two the first time you complete this task). For example, you might start with a picture of a 'sock' and a 'man.' Ask the students to name one of the pictures you are holding. Prompt, if necessary (i.e., "This is something we wear to keep our feet warm, it's called a ssss…sock, that's right.").

___4 Once determined, repeat the word for the student, and ask him what sound it begins with. If he can't tell, enunciate the word clearly, focusing on drawing out the first sound. If the student still can't get the sound, give him a choice contrast question: "Does the word start with an 'm' or an 's.' Finally, ask the student if he knows which letter makes that sound. If he still doesn't know, simply tell him, saying, "The letter 'm' says 'mmmmm.' Here's what your mouth should look like when you make that sound." (Focusing on mouth position for each sound is extremely important. Some students may need this guidance to be able to articulate a sound properly.)

___5 "Now look at the letter 'm' on these cards on the board. There are two ways to write the letter 'm,' look at them here. I'm going to stick this 'mmmm' sound card right here on the board." (moving it to the upper right hand corner of the board if not already there).

___6 Show the second picture to the students (beginning with the contrasting sound, in this case 's'). Ask the students to identify the picture, then repeat the second word for the student.

___7 Ask the student what sound the picture begins with. If she can't tell, enunciate the word clearly, focusing on drawing out the first sound. If she still can't get the sound, give her a choice contrast question: "Does the word sound like it starts with a 's' or a 'm?'" Finally, ask the student if she knows which letter makes the sound. If she doesn't know, simply tell her, saying, "The letter 's' says 's.' Here is what your mouth should look like when you make that sound."

___8 "Look, here is the letter 's' on these cards. There are two ways to write the letter 's,' look at them here. I'm going to place this 's' sound card right here on the board" (placing in the upper left hand corner of the board if it is not already there).

___9 Tell the students that you are going to try and figure out what sound each word starts with, seeing whether it starts with the 'mmm….' sound that 'M/m' makes or the 'ssss….' sound that "S/s" makes (pointing to each letter on the board as you say its name/sound). Tell them that you are going to put the words that start with the 'mmm….' sound under the 'M/m' and the words that start with the 'ssss….' sound under the 'S/s.' Take the picture of 'mug' and place it under the 'M/m' category, and the picture of 'sign' and put it under the 's' category.

___10 If necessary, repeat the sorting process with more pictures to make sure the students understand. For example, hold up a picture and say, "What's this a picture of? Right, that is 'man.' What sound does 'man' start with? Which sound card should I put it under?"

___11 Invite the students to group some pictures on their own. Present the picture, make sure they say its name; then ask them to place it under the correct letter/sound card.

___12 If students make mistakes, review the sound each letter makes, emphasize the beginning sound in the word, etc.

___13 When the students finish the task, remove the pictures from the categories. Ask the students to resort the pictures for further reinforcement.

___14 Once the students have learned more than two sounds, try this activity with 3-4 sound categories at once.

___15 Also, once all sounds have been introduced, try out sounds that are closer to each other, such as 'b' and 'd' or 'p' and 'b' (sounds that would probably be too difficult for the students to differentiate early on).

___16 Store small baskets, bags, or boxes at a learning center with picture pairs and letter/sound cards for independent sorting.

Teacher Notes and Questions:

Activity PA20: Point and Speak Reading

Materials: familiar text

chart paper or whiteboard

small pieces of paper

tape

pointer (yardstick, ruler, decorated pointer)

Time: approximately 5 minutes

Procedures:

___1 In advance, write the selected text on the board.

___2 Read the text to the children, (inviting them to read along with you, if it is familiar material which they may have memorized). Be careful to point to each word as the students read.

___3 Invite an individual student to read the passage. Give her a special pointer (ruler, yardstick, or a specially decorated pointer), instructing her to point to each word as she reads it.

___4 Once one of the children has read the passage, you may extend this activity in a number of ways. Use a cut out piece of construction paper and tape to cover up one of the words. Ask another student to reread the passage and identify which word is covered up. Ask some questions, such as, "Okay, we figured out that 'turtle' is the missing word. How do we spell that? What is the first sound in turtle? What letter should it start with?" Leaving the word covered, you can then write three words, (each beginning with a different letter/sound), and ask the students to select 'turtle.' If they have trouble, encourage them to think about beginning sounds.

___5 Another way to extend this activity is to ask students to find certain words in the paragraph (by reading from the beginning and pointing to each word until they get to the targeted word).

___6 You could also have them look for and identify words that are repeated. Model the process for checking to see if two words are the same, comparing the letters in each from left to right while reading them aloud.

Teacher Notes and Questions:

Activity WR16: Story Elements

Materials: whiteboard and markers or pictures and pocket chart

story sequence pictures (series of three pictures to illustrate stories)

bound blank books with 3 pages (any binding—staples, spirals, brads, etc.)

crayons, markers, pencils

Time: approximately 5-10 minutes

Procedures:

___1 Gather the students in a group. Tell a simple story, with a clear beginning, middle, and end (e.g. your hair was a mess, you got a haircut, your hair looks nice).

___2 Explain to the students that stories need a beginning to introduce the characters. Point out the beginning of the story you told. Display a simple picture to illustrate the beginning of the story.

___3 Describe the event in the middle of the story, noting that in the middle of stories, the characters often face problems. Add a picture representing the middle of the story to the pocket chart or whiteboard.

___4 Describe the end of the story, noting that often the problem gets solved there. Display a third picture, illustrating the end of the story.

___5 Mix up the displayed pictures to highlight the importance of telling story events in the correct order. Invite a student to rearrange the pictures, placing them back in the correct order.

___6 Repeat the process of highlighting the beginning, middle, and end of additional stories, using the sequencing cards to illustrate the events.

___7 Display a blank book, showing the children the three separate pages. Explain that each page is important to illustrate the parts of the story: the beginning, the middle, and the end. Invite the children to choose a story (as illustrated with the sequencing cards) or describe a story of their own with a beginning, middle, and end. Distribute the books and circulate among the children helping them identify appropriate events to illustrate. Add dictated captions, or encourage more advanced students to independently write letters or words to describe each picture.

___8 As children complete their books, choose one or two students to share their work with the class. Praise details in drawings, sequencing, attempted writing, etc.

___9 Place additional blank books in the writing center for independent practice.

Teacher Notes and Questions:

March

Theme: Insects

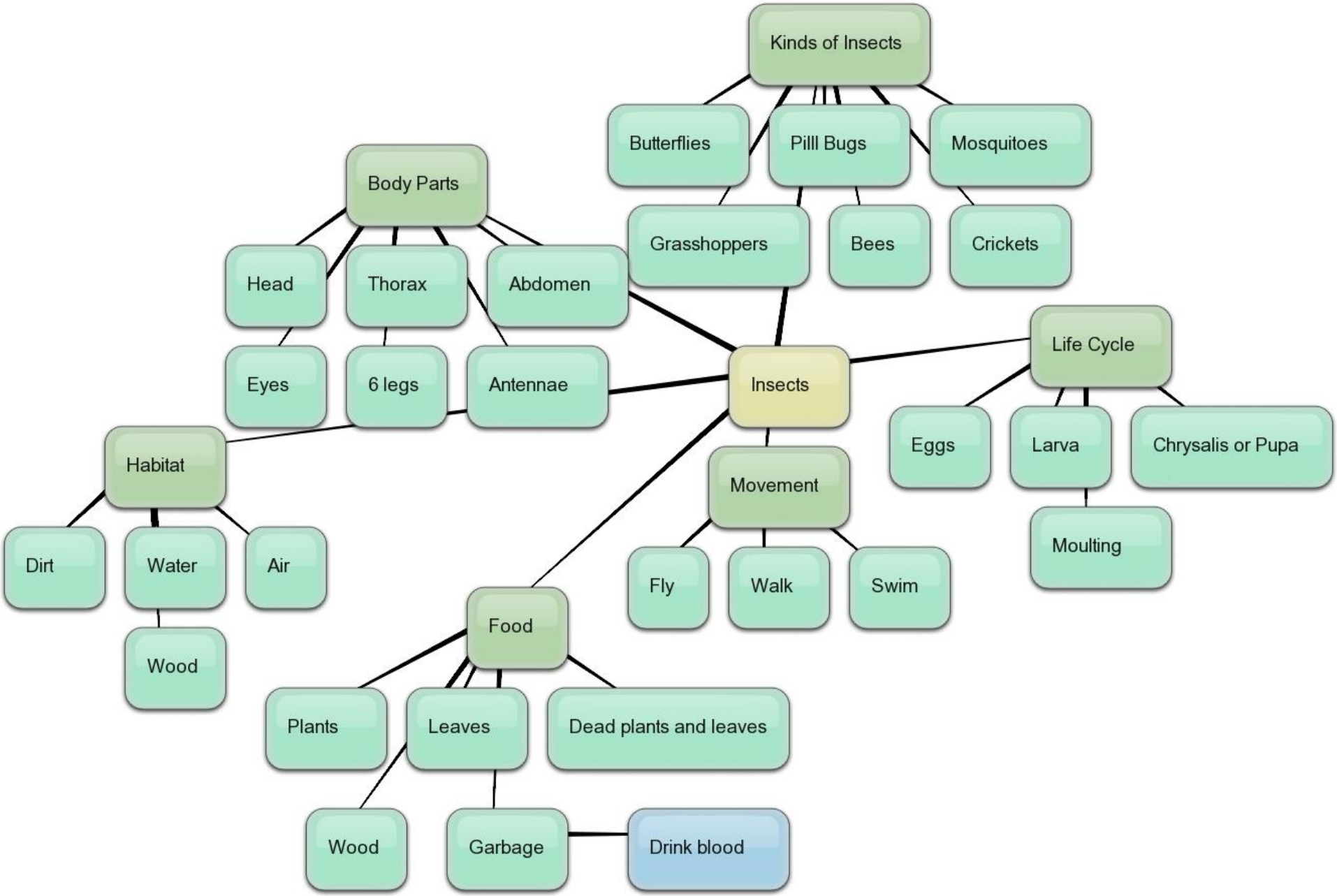
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading: *The Very Busy Spider*
- Planning Support
- Literacy Activities

March Pacing Guide

March	**Insects**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *The Very Busy Spider*	
	Connections/Vocabulary/ Decontextualized Language/Narrative Skills	OL31: Fun with Props	OL30: Story Mapping
	Phonological Awareness		
	Blending	PH50: Onset + Rime Blending with Name Song PH51: Onset + Rime Blending with Puppet Play	
	Alphabet Knowledge		
	Letter Sounds	AK35: Up and Down	
	Print Awareness		
	Distinguishing Print/ Directionality/Concept of Word, Letter	PA21: Walk On Story	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR17: Student Mail Center	WR16: Story Elements
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Connections/Vocabulary	OL32: Concept Toss	
	Connections/Vocabulary/ Decontextualized Language/Narrative Skills		OL31: Fun with Props
	Phonological Awareness		
	Blending	PH52: Onset + Rime Blending with Rhythm Claps PH53: Onset + Rime Blending with Fists	
	Alphabet Knowledge		
	Letter Sounds	AK36: Guess What Gift	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA22: Classroom Record	
	Writing		

	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR17: Student Mail Center
Third Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary Connections/Vocabulary/ Decontextualized Language/Narrative Skills	 OL33: Story Circle 	OL: Interactive Reading OL31: Fun with Props OL30: Story Mapping
	Phonological Awareness		
	Blending Segmenting	PH54: Onset + Rime Bear Hunt PH55: Sentence to Word Segmentation	
	Alphabet Knowledge		
	Letter Sounds	AK37: Sound Hunt	
	Print Awareness		
	Directionality/Concept of Word	PA23: Word Standout	PA22: Classroom Record
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR17: Student Mail Center
Fourth Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary Connections/Vocabulary/ Decontextualized Language/Narrative Skills	 OL34: Vocabulary Lotto 	OL: Interactive Reading OL31: Fun with Props
	Phonological Awareness		
	Segmenting	PH56: Compound Word Segmentation PH57: Multi-Syllable Claps PH58: Object Sorts	
	Alphabet Knowledge		
	Letter Sounds		AK37: Sound Hunt
	Print Awareness		
	Directionality/Concept of Word		PA23: Word Standout
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR17: Student Mail Center

Thematic Map: Insects



March Interactive Reading

Theme: Spiders; Insects; Small Animals
Title: The Very Busy Spider
Author: Eric Carle
Vocabulary: Spider, silky, thread, pesty, web, insect, arachnid.
Props: Puppets for the animals in the story, ball of yarn, chart paper, markers, pictures of spiders and insects.

Before Reading	During Reading	After Reading
Activities: Ask children if they are afraid of spiders. Have them post their responses on a graph. Create a KWL chart about spiders. Introduce a song or poem about spiders, i.e. "Little Miss Muffet" or "The Itsy Bitsy Spider". *Cover*: Show picture on the cover ask if a real spider would be this big. Point out the web and ask what it is. Ask how many children have ever seen a spider. Who has seen a spider web or touched one? How did it feel? Read the title. Ask for a volunteer to find the word "spider". *Picture Walk:* Identify the animals on each page. Ask what kind of sounds each makes. Draw the children's attention to the web. How does it change from page to page? What will the spider do with the fly? Last page- Where is the spider?	*Questions:* Where is the spider? How did she get there? Why won't she answer the animals' questions? What will she do with the fly? **Subsequent Readings:** Encourage children to chime in on the repetitive parts of the story. Encourage children to make the appropriate animal sounds. Divide the group in half. Have one group take the part of the animals and the other half read the repetitive phrases. Encourage children to clap or snap their fingers when you read "..just like that."	*Questions*: Why did the spider spin the web? How do you think the web feels? Have children touch the web. Tell the children that spiders are not insects but are arachnids. Briefly talk about the differences/ **Subsequent Readings**: Give each student one picture that corresponds to one letter of the alphabet (/a/ - /z/). Toss white yarn from 1 sound to the other in random order. Give each student one letter from the alphabet (Aa - Zz). Toss the yarn from child to child in ABC order. Either version should create a class web of yarn. Sort spider/insect pictures. Put spider pictures in a web or picture of a web. Put insect pictures outside of the web. Sequence the animals in the story. Read factual books about spiders. Continue to add to the KWL chart. Go on a spider hunt. Take pictures, draw them, observe how they move, etc. Make a class book about the observations.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all of them. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Insects

Recommended Reading

Fiction

One Hundred Hungry Ants. Pinczes, Elinor J..

There's an Ant in Anthony. Most, Bernard

Hey Little Ant!. Hoose, Phillip M.

The Little Red ant and the Great Big Crumb. Climo, Shirley.

The Grouchy Ladybug. Carle, Eric

The Very Hungry Caterpillar. Carle, Eric.

The Very Quiet Cricket. Carle, Eric.

The Very Lonely Firefly. Carle, Eric.

"I Can't" Said the Ant. Cameron, Polly.

Bed Bugs. Carter, David.

Because a Little Bug Went Ka-Choo!. Stone, Rosetta and Michael Frith

Waiting for Wings. Ehlert, Lois.

Non-Fiction

Bugs are Insects. Rockwell, Anne.

Butterflies and Moths. Brimner, Larry Dane

The Icky Bug Alphabet Book. Palotta, Jerry.

On Beyond Bugs: All About Insects. Rabe, Tish

Potential Target Vocabulary

insect

larva

abdomen

thorax

head

antenna

hatch

metamorphosis

chrysalis

egg

bug

hive

queen

sting

pollinate

swarm

bee

Activity OL31: Fun with Special Props

Materials: popular storybooks

various props as listed below

Time: approximately 10 minutes

Procedures:

Story Boxes

___Obtain a medium-sized box (e.g., pizza, cigar) and cover the lid with felt. Create felt or laminated paper characters representing various storybooks. Invite children to use the lid as a background for retelling the story with the felt characters. Store the felt pieces in the box and place in a center for use during choice time.

Story House

___1 Staple the bottom flap of a large grocery bag to make a pocket. Fold down the top corners toward the back to create a triangle; tape the corners in place. Turn the bag over (so the turned-down corners are on the back) and decorate the front of the bag to look like a house.

___2 Draw or copy illustrations to create characters from stories; glue them to popsicle sticks to create puppets.

___3 Invite children to retell stories using the puppet characters.

You may also encourage children to use magazine pictures or personal drawings/photos of family members to create additional puppets for original stories.

Story Clotheslines

___Invite children to draw scenes and characters from a favorite story. Provide a small clothesline and clips; encourage the children to hang the pictures to represent the sequence of events in the story.

Teacher Notes and Questions:

Activity PH50: Onset+Rime Blending With Name Song

Materials: none

Time: approximately 5 minutes

Procedures:

'Onset' refers to the beginning sound in a word and 'rime' refers to the end sounds that create the rhyme. For example, in the words 'fat' and 'sat,' 'f' and 's' are the onsets and 'at' is the rime.

___1 Teach the students a little song to separate the onset and rime in a student's name, and then blend them together. Sing this song several times with both the teacher and the students singing together. The melody matches The Farmer in the Dell:

"His name begins with 'D,'

And ends with 'an,'

Put the two together

And they say 'Dan.'"

___2 After the students begin to understand the process, invite them to fill in either the onset or the rime for someone's name that has already been identified (or provide the name after you provide the onset/rime).

Teacher Notes and Questions:

Activity PH51: Onset+Rime Blending With Puppet Play

Materials: hand puppet

Time: approximately 5 minutes

Procedures

Activities and research outlined by Treiman (1985) suggest utilizing a puppet or stuffed animal that has a funny way of talking to play with blending onset/rime. (The puppet/stuffed animal speaks only by separating the onset and rime in each word.)

___1 The puppet will speak sentences in the following fashion: "Hi, my n-ame is S-am." Draw student attention to the silly fashion in which the puppet talks, and ask, "What word was the puppet saying when he said n-ame?"

___2 Later, children can attempt to speak like the puppet by segmenting instead of blending onset and rime.

Teacher Notes and Questions:

Activity AK35: Up and Down

Materials: items or words starting with the "u" sound and the "d" sound

Time: approximately 5-10 minutes

Procedures:

___1 Ask the students to make the sound they hear at the beginning of "up". Review the letter "u" and the "u" sound. Emphasize that "up" starts with the "u" sound.

___2 Ask the students to make the sound they hear at the beginning of "down". Review the letter "d" and the "d" sound. Emphasize that "down" starts with the "d" sound.

___3 Tell the students that you are going to name an object that starts with the sound "d" as in "down" or the sound "u" as in "up". Tell the students that they are to jump up in the air if the word or object starts with the "u" sound, like in up, and crouch down to the ground if the word starts with the "d" sound, like in down.

___4 Join in the game, modeling the action for the first word or two.

___5 Review each word and sound, emphasizing the sound as the word is said, if necessary. Check for student understanding.

Teacher Notes and Questions:

Activity PA21: Walk on Story

Materials: large piece of paper or banner
miscellaneous art materials

Time: approximately 15 minutes

Procedures:

This activity is to be done only after children are very familiar with a rhyme or song.

___1 Type and print the words to a rhyme or song using a very large font, or write the words on sentence strips.

___2 Place the words on a large sheet of paper, beginning at the bottom, or on the left side of the banner, and illustrate each line. Laminate.

___3 Tell the children that they are going to let their feet help them read! Demonstrate pointing to each word as you walk on the story.

___4 Encourage children to read the rhyme using their feet as pointers, touching each word as they read.

___5 You may vary this activity by asking the children to find target words or letters to jump or stomp on.

Teacher Notes and Questions:

Activity WR17: Student Mail Center

Materials: bulletin board within student reach

envelopes (labeled with student names and affixed to the bulletin board)

paper, notecards and writing instruments

thumbtacks

scissors

Time: variable

Procedures:

___1 Create a student mail center for students to send each other pictures and notes. This center can be created by simply using a bulletin board, envelopes and thumbtacks. Cut off (or fold backward) the fold-down flap from the envelopes. Write the name of each student on the back side of the envelope (the side with the v-shaped opening). Use two flat thumbtacks (placed inside) to attach each envelope to the bulletin board.

___2 Show the students the bulletin board. Ask each student to locate his name. Tell the students that these envelopes will be their mailboxes, where other students can send them pictures or notes. Tell them they may check their mail each morning and afternoon to see if anyone has sent them mail.

___3 Place paper, note cards, crayons, colored pencils on a table near the mailboxes. Model the process of writing and leaving a note or picture, and placing it in a student's mailbox. Show the children how to find a student's name/mailbox by checking to see what letter or sound the name starts with.

___4 Encourage the students to draw pictures or write notes to their classmates (during their time at the writing center). Assist them in delivering these messages to the right mailbox.

___5 You may want to add mailboxes for yourself and your assistant. Be prepared to spend a bit of time each day answering your "mail."

Teacher Notes and Questions:

Activity OL32: Concept Toss

Materials: bean bag

* whiteboard or chart paper and markers (optional)

Time: approximately 5-10 minutes

Procedures:

___1 Invite the children to sit in a circle. Hold the bean bag as you name a category (e.g.,something that is yellow, an animal that lives in the water, etc.).

___2 Throw the bean bag to a child. As the child catches the bean bag, he/she must name an item that fits in the category.

___3 The child then throws the bag to a friend or back to you.

___4 You may want to adapt this activity by rolling a small ball instead of throwing a bean bag (if you and the children are seated on a rug.)

___5 For more advanced students, you may let them take turns naming categories.

___6 You may also want to use this activity to support interactive writing by making a list of the objects and/or categories children name.

Teacher Notes and Questions:

Activity PH52: Onset+Rime Blending With Rhythm Claps

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Demonstrate how to clap and/or pat hands to a rhythm. Show the students how to pat their hands twice on their legs and then clap once. They can practice/repeat this process a few times until they have the rhythm mastered.

___2 Incorporate onset/rime blending into the pattern. Start by providing the onset on the first pat, the rime for the second pat, and the word blended quickly for the clap (e.g., 't'-pat, 'op'-pat, 'top'-clap). Eventually provide the onset and rime, challenging the students to fill in the blended word when they get to the clap.

Teacher Notes and Questions:

Activity PH53: Onset+Rime Blending With Fists

Materials: none

*two colored blocks for each student (optional)

Time: variable

Procedures:

___1 Ask the children to extend their fists out in front of them. As you say an onset, encourage them to punch the air with their left hands. When you give the rime, ask them to punch the air with their right hands. As they pronounce the blended word, invite them to punch their fists together.

___2 You may want to vary this activity by giving each student two blocks of different colors*. Invite the students to push the left block, then the right block, then both blocks when they blend the onset and rime.

Teacher Notes and Questions:

Activity AK36: Guess What Gift

Materials: large box with top and bottom portion (e.g. shoebox)

gift wrap and tape

large bow

chart paper or whiteboard and marker

Time: approximately 5-10 minutes

Procedures:

___1 In advance, wrap the bottom and top of the box separately so the wrapped top can be easily placed on the wrapped bottom of the present. Place the bow on the wrapped top.

___2 Ask the students to make the sound they hear at the beginning of "gift". Review the letter "g" and the "g" sound. Tell the students that each of them will get a chance to bring in a surprise "gift" for the class that starts with the "g" sound.

___3 Send the box home with one student each night, along with a short letter to the parents explaining that the students are to look around the house, or in a magazine, to find an item that starts with the "g" sound. The parent/student places the "g" item or picture in the gift box and brings it to school the next morning. Invite the parent to write down or tell the student a few clues about the item inside the box, so the student can give hints to his classmates the next day.

___4 Invite the class to "guess" (discuss as a "g" word) what "g" item is in the box (i.e., "Did you bring garbage? A goose?).

___5 Ask the student who brought the gift to give clues about what is in the box; help, if necessary. Finish the activity by reviewing the "g" sound and listing some words that start with the "g" sound.

Teacher Notes and Questions:

Activity PA22: Classroom Record

Materials: construction paper or printer paper

digital camera

digital photographs, theme-related pictures, or student drawings

Time: approximately 10 minutes

Procedures:

A memory book can be used to record class rules, details of stories, summaries of events (such as class parties, field trips), student names, etc. Take advantage of meaningful pictures to help make the classroom record significant for the students.

___1 Include each student's name in the record along with a picture. Say: "Here is where we'll put the picture of 'Mark.' I'm writing Mark's name right underneath his picture here; his name is spelled M-a-r-k. See, here is his name."

___2 If you include pictures from a field trip in the classroom record, follow the same process: "Remember our trip to the zoo? We took this picture of an animal. What animal is this? Right, it's a tiger. What sound does tiger start with? Good, it starts with the 't' sound. Let's put our picture of our tiger and our trip to the zoo in our classroom record. What should we write underneath the picture to help us remember this was from our trip to the zoo? Great idea, we'll write 'Our trip to the zoo. We're looking at the tiger.' See the words right here as I point to them, 'Our trip to the zoo. We're looking at the tiger.' Does someone want to come and read those words to me, touching each word as you say it?"

___3 Place the book in the classroom library (or check out to families) to encourage students to practice emerging literacy skills.

Teacher Notes and Questions:

Activity OL33: Story Circle

Materials: *chart paper or whiteboard and markers (optional)

Time: approximately 5-10 minutes

Procedures:

___1 Invite the children to sit in a circle.

___2 Begin telling a story. Choose a topic generated by the children, or related to a current theme.

___3 After offering one or two sentences, invite the child sitting next to you to continue the story.

___4 Encourage each child in the circle to continue contributing one or two sentences.

___5 You may want to address print awareness and writing skills by writing down the dictated sentences on a whiteboard or chart paper. Display the story in the classroom for student reference during Choice Time.

In order to adapt this activity for ELL students, you may want to use a puppet to tell the story, illustrate key words (e.g., characters, actions), or use real objects and/or photographs as props to help children learn vocabulary.

Teacher Notes and Questions:

Activity PH54: Onset+Rime Bear Hunt

Materials: Going on a Bear Hunt by Michael Rosen

Time: approximately 20 minutes

Procedures:

___1 Read the story to the children.

___2 Tell the children that they are going on a word hunt. Invite them to sit on the floor with their feet together and their knees bent up.

___3 Demonstrate the movements that will accompany the chant: slapping toes and slapping knees. Explain to the students that they will need to copy your movements and echo your words. (Remind the students about what it means to "echo" words.)

___4 Begin the motions and invite the students to join in. Everyone slaps their toes, then slaps their knees with the beat of the chant. Keep the rhythm going throughout the chant:

Teacher: Going (slap toes) on a (slap knees) word (slap toes) hunt! (slap knees)

Children: Going (slap toes) on a (slap knees) word (slap toes) hunt! (slap knees)

Teacher: What's (slap toes) this (slap knees) word? (slap toes) (slap knees)

Children: What's (slap toes) this (slap knees) word? (slap toes) (slap knees)

Teacher: "m" (slap toes) (pause) "ap" (slap knees)

Children: "m" (slap toes) (pause) "ap" (slap knees)

Together: "mmmmmmmap" (slide hands from toes to knee) "map!" (slap knees)

Teacher Notes and Questions:

Activity PH55: Sentence to Word Segmentation

Materials: chart paper

scissors

Time: approximately 15 minutes

Procedures:

For Sentence to Word Segmenting, the students will be helping to segment/break up a sentence into its component word parts.

___1 Introduce this concept by reviewing a sentence, talking about what it is (and how it begins and ends). Emphasize the fact that a sentence is a group of words that help tell what someone needs, thinks, or feels. Remind the students of how you have previously taken words and read them all together as one sentence. Tell them that you will now take a sentence and take it apart, showing the words it is made of.

___2 Write a simple, familiar sentence on chart paper, making sure there is sufficient space between each word. Read the sentence to the students.

___3 Invite a student to come up and read the sentence, pointing to each word.

___4 Cut the sentence off the chart paper, creating a sentence strip.

___5 Invite the children to come up and cut apart all the words in the sentence. Show the children where to cut by pointing out the spaces in between each word.

___6 When all the words are cut, ask the children to count the number of words that were in the sentence.

___7 Challenge the children to help each other reassemble the sentence.

___8 An optional extension would be to provide each student (or pairs of students) with an envelope containing separate words cards. Print the complete sentence on the front of the envelope and encourage students to arrange the cards in the correct order to make the sentence.

___9 Word envelopes could be sent home or placed in learning centers for extra practice.

Teacher Notes and Questions:

Activity AK37: Sound Hunt

Materials: *small plastic or paper bags (optional)

Time: approximately 5 minutes

Procedures:

___ Identify a target sound, and encourage your students to go on a sound hunt to locate items, pictures, or words that begin with the target sound. (If you like, provide the students with small plastic or paper bags* so they can carry their items back to your circle.) You can select a few students each day to show what they found to the others, or choose a special "hunter of the day" if time is a concern.

Teacher Notes and Questions:

Activity PA23: Word Standout

Materials: chart paper or whiteboard

Time: approximately 10 minutes

Procedures:

___1 Write a poem, part of a story, or a few sentences on the board. The text should contain a common sight word that is repeated at least three times.

___2 Write the recurring word in a color that is different from all the other words, so it stands out.

___3 Ask a student to describe what she notices about the writing. If this question is too general, say, "Do you see a word that is repeated over and over again? I want you all to listen when I read this poem to you. Pay attention, so you can hear the word that is repeated over and over again--here, here, and here. Watch and listen while I read; when my finger gets to the red word, I'll read it. See if you can figure out what the red word is and tell me at the end."

___4 Make sure you identify the recurring word to the students if they are unable to determine what it is.

___5 Then, ask one or more of the students to "echo" or "choral" read as you reread the writing.

___6 Finally, once the students are familiar with the passage, offer to read it once again. Encourage the students to remain silent until your finger reaches the highlighted sight word. Then the students should shout out the word with you every time it is read.

Teacher Notes and Questions:

Activity OL34: Vocabulary Lotto

Materials: digital camera
cardstock or construction paper
Bingo markers

Time: approximately 10 minutes

Procedures:

___1 Take digital pictures of objects in the classroom or objects related to the theme.

___2 Print multiple copies of the pictures and use to make enough lotto cards for a small group of students (4x4 or 3x3, depending on the number of pictures.)

___3 Use one set of pictures for calling out the names of the items. Be sure to check children's responses and help them make corrections immediately, offering explanations when needed.

You may want to adapt this activity for ELL students by showing each picture as you call it, or by letting children work with a partner until they are familiar with the vocabulary.

Teacher Notes and Questions:

Activity PH56: Compound Word Segmentation

Materials: Compound Word Pictures from the Instructional Supplements

* pocket chart (optional)

Time: approximately 5 minutes

Procedures:

This activity is basically the reverse of the compound word blending activity.

___1 Select compound words that are easily depicted with pictures. Display together (on a table or pocket chart*) the two pictures that represent the component words, while saying the whole compound word.

___2 Ask the students to segment or break the compound word into its component words by separating the pictures.

___3 Eventually, shift to words presented verbally (rather than with pictures), asking students to verbally separate the compound words into their component parts.

___4 Picture sets can be placed at a learning center for independent practice.

Teacher Notes and Questions:

Activity PH57: Multi-Syllable Claps

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Review the concept that larger words take more than one breath to say. Tell the students that they can figure out how many breaths or chunks a word has by clapping as they say the word.

___2 Review with 'Ron' and 'Samantha' as you did previously for Multi-Syllable Blending. Say: "Remember when we talked about long words and short words. We said the name 'Ron' was short, and I could say it in one breath. The name 'Ron' is so quick and short, I can clap only once while I say it. Watch. 'Ron' (clap once while saying the name). So 'Ron' is just one short piece of a word, or a syllable.

___3 Now, what if I said the name 'Samantha?' Remember, we said 'Sa-man-tha' was longer, I can't say it all in one breath. Let's see how many breaths or claps I do for Samantha. 'Sa-man-tha' (clapping three times, each clap corresponding with the syllable chunk). I clapped three times before I finished saying 'Samantha's' name. 'Samantha' has three chunks or syllables.

___4 Let's try with each of your names. Clap along with me and help me say each word as we go. 'Ma-ri-a' (clapping three times), 'Ra-qui-ta'" (clapping three times). You may want to invite the children to sit in groups with others whose names share the same number of syllables/claps. You can add to the fun by inviting the children to respond to the following cheer:

"If your name has 1 syllable, give a clap.

If your name has 2 syllables, say "Hooray".

If your name has 3 syllables, say "Fantastic".

If your name has 4 syllables, say "Super duper".

___5 Once the students understand the process, give them any compound or multi-syllable word and invite them to clap or pound out the syllables as they say it.

___6 You may place the children's name cards at a learning center for syllable sorting and independent practice.

Practice with this skill (clapping syllables) is easily applied to transition time.

Teacher Notes and Questions:

Activity PH58: Object Sorts

Materials: small objects with varied syllables in their names (penny, blocks, battery, pretzel, can, fork, quarter, sand paper, etc….)
storage bag
sorting tray

Time: approximately 5 minutes

Procedures:

___1 Place a group of objects, with a different number of syllables in their names, on a table.

___2 Ask the students to count and say the number of syllables in each object, then ask them to sort the objects into small groups according to number of syllables.

___3 Objects can later be placed in a learning center for independent practice. Store objects in a bag with a sorting tray. Label the spaces/cavities on the tray with printed numbers so you can quickly assess the students' understanding during center time.

Teacher Notes and Questions:

April

Theme: Plants

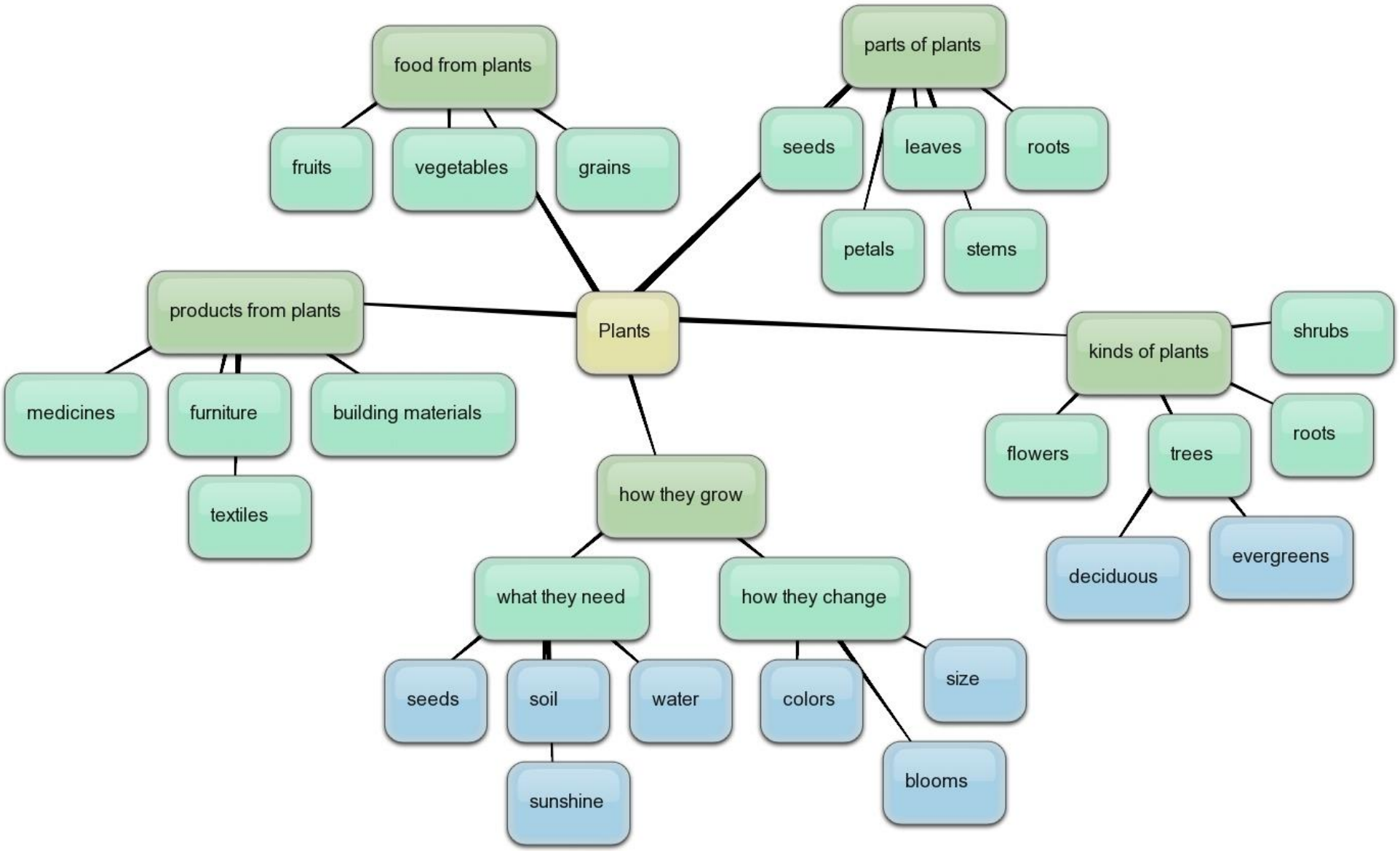
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading:
  Growing Vegetable Soup
- Planning Support
- Literacy Activities

April Pacing Guide

April	**Plants**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading	OL: Interactive and Shared Reading: *Growing Vegetable Soup*	
	Connections/Vocabulary	OL35: Matching Words and Pictures	
	Connections/Vocabulary/ Narrative Skills	OL36: Using Technology for Story Retelling	OL30: Story Mapping
	Phonological Awareness		
	Segmenting	PH59: Syllable Hunt PH60: Penny Pushers	
	Alphabet Knowledge		
	Letter Sounds	AK38: Worm Wiggle	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA24: A Child's Sentence	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR18: Independent Scaffolded Writing WR19: Fingerpaint	WR16: Story Elements
Second Week	**Oral Language**		
	Interactive Reading		OL: Interactive Reading
	Connections/Vocabulary/ Verbal Reasoning	OL37: Vocabulary Memory	
	Vocabulary/Narrative Skills		OL36: Using Technology for Story Retelling
	Phonological Awareness		
	Segmenting	PH61: Onset + Rime Segmenting with Name Song PH62: Onset + Rime Segmenting with Puppet Play	
	Alphabet Knowledge		
	Letter Sounds	AK39: P Sound Hunt	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA25: Altering the Sentence	
	Writing		
	Drawing/Composition/Letter		WR18: Independent

	Formation/Sound Connections/Conventions		Scaffolded Writing WR19: Fingerpaint
Third Week	**Oral Language**		
	Interactive Reading Connections/Vocabulary Vocabulary/Narrative Skills	 OL38: Modified 20 Questions	OL: Interactive Reading OL36: Using Technology for Story Retelling
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH63: Guess the Object/ Picture PH64: Simple Sound Tracking	
	Alphabet Knowledge		
	Letter Sounds	AK40: Jumping Jacks	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print/Punctuation	PA26: Identifying Incorrect Print	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR18: Independent Scaffolded Writing WR19: Fingerpaint
Fourth Week	**Oral Language**		
	Interactive Reading Vocabulary/Narrative Skills	 OL39: Describing Photographs (Expanded)	OL: Interactive Reading
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH65: Be My Echo PH66: Slinky Stretch	
	Alphabet Knowledge		
		AK41: Sound Detectives	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print/Punctuation	PA27: Action Punctuation	PA26: Identifying Incorrect Print
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR18: Independent Scaffolded Writing WR19: Fingerpaint

Thematic Map: Plants



April Interactive Reading

Theme: Spring; Vegetables; Food; Growing Things
Title: Growing Vegetable Soup
Author: Lois Ehlert
Vocabulary: Seeds, sprouts, weed, vegetable names, tools used in the garden, recipe.
Props: Seeds, garden tools, vegetables identified in the story, vegetable finger puppets, large pot, chart paper and markers.

Before Reading	During Reading	After Reading
Activities: Interactive/shared writing "My favorite vegetable is_____." Show seeds and ask children if they know what will grow from them. Show the vegetables and have the children identify them. *Cover*: Show picture on the cover and have children identify the vegetable on the front. Read the title, pointing to each word. Count the words in the title. Ask a child to point and read the title. Have children identify specific letters, wither by name or by sound. *Picture Walk:* Identify the seeds and tools depicted in the pictures. Talk about the labels in the garden. Ask the children where else we see labels- in the classroom, at the store, etc. Talk about plant growth- from small seed to a vegetable ready to be picked from the vine and eaten.	*Questions:* Track the print as you read. Talk about the difference between seeds an sprouts. Why do we wash vegetables before we eat them? Identify the vegetables being put in the soup. **Subsequent Readings:** Have children identify the seeds, plants, and tools as you read. Ask for volunteers to read the labels, pointing to the word as they read it. Give clues about the name of the vegetables, using beginning sounds, rhyming words, etc.	*Questions*: What do plants need to grow? What were some of the vegetables the family planted? How do we take vegetables from the plants? How did the family make the soup? Do you like vegetable soup? Have you ever helped Mom or Dad make soup? Let children see, feel and taste some of the vegetables from the story. **Subsequent Readings**: Sort food pictures into Vegetable/Not Vegetable . Sequence the steps to make soup. Plant vegetable seeds. Make labels using tongue depressors and markers. Create a recipe for vegetable soup. Go to the store and buy the ingredients or ask families to contribute a vegetable for the soup. Make the soup with the children. Match seeds with either pictures of vegetables or the vegetable.

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all of them. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Plants

Recommended Reading

Fiction

The Tiny Seed. Carle, Eric

The Giving Tree. Silverstein, Shel

The Little Red Hen. Galdone, Paul

Planting a Rainbow. Ehlert, Lois

Growing Vegetable Soup. Arnold, Tedd

Jack's Garden. Cole, Henry

The Carrot Seed. Krauss, Ruth

One Bean. Rockwell, Ann

The Magic School Bus Plants Seeds. Cole, Joanna

Sunflower House. Bunting, Eve

Jack and the Beanstalk. Kellogg, Steven

Non-Fiction

From Seed to Plant. Gibbons, Gail

How a Seed Grows. Jordan, Helene J.

The Reason for a Flower. Heller, Ruth

Potential Target Vocabulary

seed

root

stem

leaf

flower

tree

vegetable

shrub

grass

soil

sun

water

light

oxygen

food

shade

Activity OL35: Matching Words and Pictures

Materials: various picture cards (some with labels)

separate labels corresponding with picture cards

Velcro "spots"

Time: approximately 10-15 minutes

Procedures:

___1 Use magazines, catalogs, clip art, etc. to create picture cards for classroom themes/units of study. (Beginners will be successful with groups of pictures corresponding to different letters of the alphabet. Multiple "A" or "B" words can be used when children are ready to consider middle and ending sounds in words.)

___2 Print corresponding labels on separate cards. Add Velcro spots beneath each picture and on the back of each label.

___3 Gather students in a small group. Display the labels so they are visible to all students. Introduce each picture, inviting the students to name and briefly describe/define each image. Add details of explanation, context, etc. when necessary.

___4 After you describe each picture, select one, and clearly enunciate its name. Encourage the children to identify the sound and letter which begin the picture name. Demonstrate how to search among the labels, looking for a word beginning with the letter/sound from the picture name. Match the label to the picture, securing the Velcro connections.

___5 After the match is made, demonstrate how to use the pictured word in a sentence. Invite a few students to produce similar sentences using the pictured word.

___5 Invite the children to take turns helping you match the remaining labels with pictures. (For beginners, limit the number of displayed labels to three; i.e., minimize the distractors for each picture.) Continue to encourage the use of each word in a sentence after the label match is made.

___7 Separate the matches, shuffle, and invite individuals or pairs of children to repeat the matching and "discussion" process.

___8 Place pictures and labels in student centers for independent practice. Encourage the children to work in pairs, repeating the verbal activities.

Teacher Notes and Questions:

Activity OL36: Using Technology for Story Retelling

Materials: favorite storybooks

various materials as listed below

Time: approximately 10 minutes

Procedures:

Overhead Projector Story

___Create laminated paper puppets by drawing pictures which have distinctive shapes/outlines, cutting them out, and gluing or taping them to straws. (For example, make the heads of the three bears in three sizes; show the long braids for Goldilocks.) Invite the children to use an overhead projector to illuminate the "shadow puppets" for retelling stories.

Recorded Stories

___Invite individual children to retell stories as you record their voices. The tapes can be saved and used to assess progress with oral language, vocabulary use, story comprehension, etc.

Teacher Notes and Questions:

Activity PH59: Syllable Hunt

Materials: small plastic or paper bags
various classroom objects

Time: approximately 15 minutes

Procedures:

___1 Invite the students to go on a syllable hunt in the classroom to search for objects that have an identified number of syllables (i.e., "I want everyone to find as many things in the room as they can that have two syllables). Let me give you an example: On my desk I have a pencil. Pen-cil, that's two syllables. Let's see if you can find some other things with two syllables."

___2 Give students small bags and ask them to collect items named with 'two' syllables. Sound a designated signal when students should return to the circle. Invite students to come forward, one at a time, to show the group the items they found. (Ask seated students to place their bags behind their backs as they wait for their turns.) Ask the seated students to clap the syllables for each item as it is revealed. (Be sure to allow time for students to return the items they collected to their proper storage places in the classroom.)

Teacher Notes and Questions:

Activity PH60: Penny Pushers

Materials: programmed pages with thick center lines for each student

5 pennies for each student

Time: approximately 10 minutes

Procedures:

___1 Prepare papers in advance by drawing a thick black line down the middle of each page.

___2 Give each student a paper and five pennies. Make sure all papers are turned so that the line is positioned horizontally. Tell the students to place all the pennies below the line.

___3 Pronouce a multi-syllable word, and tell the students to count the syllables. Invite the students to move one penny above the black line for each syllable they hear in the word.

___4 Circulate around the room to make sure individual students are counting the syllables and placing their pennies properly.

___5 Follow-up by asking the students as a group to pronounce each chunk represented by the penny.

Teacher Notes and Questions:

Activity AK38: Worm Wiggle

Materials: pipe cleaners
glue
hole punch
white paper
Sharpie marker

Time: approximately 10-15 minutes

Procedures:

___1 Ask the students to make the sound they hear at the beginning of "worm" and "wiggle". Discuss/review the letter "w" and the sound it makes. Discuss "worm" and "wiggle" as words that start with the "w" sound.

___2 Tell the students they are going to make "worms" and "wiggle" like "worms". Show the students how to make a worm by bending the pipe cleaner, drawing eyes with the Sharpie on the paper circles, and gluing the eyes to the pipe cleaner. Distribute a pipe cleaner and a few paper circles made with the hole punch to each student. Assist the children with gluing the eyes, if necessary.

___3 Invite the students to wiggle the worms along their arms while saying: "w-w-w" (the "w" sound).

Teacher Notes and Questions:

Activity PA24: A Child's Sentence

Materials: whiteboard or chart paper

markers

Time: approximately 5-10 minutes

Procedures:

In order to enhance the development of oral language skills, you must regularly engage students in conversation (both during interactive reading, as well as during other class periods, after school, before class begins, during recess, etc.). When a student shares a personal story, you can turn his sentence into a shared writing experience.

___1 Make the class aware of the sentence/shared information, "Earlier today Mike told us that he went somewhere this weekend. Does anyone remember where? That's right, he went to visit his grandparents. And what did he do there? That's right, he ate ice cream.

___2 I'm going to write a sentence on the board about Mike's weekend." (Try to use most of the child's words, but turn them into a complete sentence.) Say, "Mike went to his grandparents' and ate ice cream" (reading the sentence back to students). "Can anyone come up and repeat that sentence back to me? I want you to point to each word with the ruler as you repeat the sentence. Now, let's look at Mike's name and see how it's spelled." You may want to ask a few questions about target letters, sounds, etc. to involve students with skills at various levels.

___3 You could even turn the Child's Sentence into a survey question for the class---creating another shared writing opportunity: "Let's take a survey to see how many people have visited their grandparents."

___4 Leave the sentence on display throughout the day for students to practice rereading and modeling teacher behaviors.

Teacher Notes and Questions:

Activity WR18: Independent Scaffolded Writing

Materials: 8 X 11 sheets of paper, stapled or bound

chart paper or whiteboard

markers, crayons, pencils

Time: approximately 5-10 minutes

Procedures:

A journal provides an excellent opportunity to record scaffolded-writing progress. Staple or bind pages together to create a book, and simply date each page in the journal where student-teacher or independent student scaffolded-writing occurred.

___1 Instruct each student to think of a message, and write a line per word on her paper or on the whiteboard (chart paper).

___2 Instruct each student to repeat her message, while pointing to each line.

___3 Tell the student to write something on each line to represent the words of her message (pictures, scribbles, letters or words).

___4 Have the student reread her message, pointing to the line/symbol as she reads.

Teacher Notes and Questions:

Activity WR19: Fingerpaint Letters

Materials: fingerpaint and paper or

fingerpaint, sealable sandwich bags, heavy tape

Time: approximately 15 minutes

Procedures:

___1 Using chart paper and an easel, demonstrate how to form letters using the finger paint. Invite children to come to the easel and practice. Talk about the features of different letters (lines, curves, etc.) and always model top-down directionality.

___2 Allow children to try the activity in a small group or center. It may be helpful to post an alphabet chart close to the center for children to refer to.

___3 Encourage children to use the finger paint to write their names on their papers when they are finished exploring and practicing letters. (This can be extended to any painting activity.)

You may want to modify this activity to minimize clean-up. Put a small amount of finger paint in a zip-lock sandwich bag. Seal the bag and reinforce the closure with duct tape. You may also want to use the duct tape to tape the bags to a table surface. Demonstrate how to use one finger to make an impression on the bag. Encourage the children to practice forming letters, writing their names, etc. Post an alphabet chart for children to refer to when forming letters.

Teacher Notes and Questions:

Activity OL37: Vocabulary Memory

Materials: theme-related picture cards

Time: approximately 10 minutes

Procedures:

"Memory" games can be used to help students practice skills from a variety of areas. Vocabulary Memory can be played with picture cards relating to a classroom theme, a specific story, or pictures which represent items in a category (e.g., shirt, pants, scarf, hat, socks, sweater, etc.) This game is played just like "Rhyming Memory" and "Letter Memory" described later in the Instructional Supplements.

___1 Select/create an appropriate group of 10-12 picture cards (depending on student ability.) Place the cards face down on a table. Ask a student to turn over a card, say the name of the picture, and find its match. When the student finds a match, s/he gets to keep the pair of cards. If no match is turned up, both cards are turned back over and the next player takes a turn. Players continue alternating turns until all matches have been made.

___2 For more challenge, invite students to name synonyms for each picture.

Teacher Notes and Questions:

Activity PH61: Onset+Rime Segmenting With Name Song

Materials: none

Time: approximately 5 minutes

Procedures:

The same name song from the blending activity, ("The Farmer in the Dell" melody), can be used to practice segmenting onsets and rimes.

___1 Sing the song, encouraging students to separate the onset and rime in each student's name:

"Her name is Terry,

Her name is Terry,

It begins with ____ (fill in onset),

And ends with _____(fill in rime)."

___2 Try this song a couple of times with both the teacher and the students singing together to fill in the onset and rime for each name. If necessary, fill in the first sound for the students and let them fill in the rime.

Teacher Notes and Questions:

Activity PH62: Onset+Rime Segmenting With Puppet Play

Materials: hand puppet

Time: approximately 5 minutes

Procedures:

Use the same puppet activity from Onset+Rime Blending. However, this time, invite the students to operate the puppet, speaking "puppet speak" by separating onsets from rimes.

___ Model the process and prompt the students, possibly giving them short three-sound words to manipulate.

Teacher Notes and Questions:

Activity AK39: Sound Hunt

Materials: *small plastic or paper bags (optional)

Time: approximately 5 minutes

Procedures:

___ Identify a target sound, and encourage your students to go on a sound hunt to locate items, pictures, or words that begin with the target sound. (If you like, provide the students with small plastic or paper bags* so they can carry their items back to your circle.) You can select a few students each day to show what they found to the others, or choose a special "hunter of the day" if time is a concern.

Teacher Notes and Questions:

Activity PA25: Altering the Sentence

Materials: whiteboard or chart paper or
sentence strips and pocket chart
"sticky" notes

Time: approximately 5 minutes

Procedures:

___1 Create 3-4 short sentences from which initial capital letters and ending periods have been omitted. Print these sentences on the board, or on sentence strips for use with a pocket chart. Prepare "sticky" notes or letter cards to replace the missing letters and punctuation marks.

___2 Read each sentence to the children. Then encourage them to read the sentences as you point to the words.

___3 Place a "sticky" note or letter card (with the missing capital letter) over the lowercase letter at the beginning of the first sentence. Emphasize the change: "Why did I put a capital M here instead of a lowercase one? Good, remember, sentences need to start with a capital." Then choose a note containing a period and place it at the end of the sentence, reminding the students: "Remember, a sentence needs this dot called a period to show us where it ends."

___4 Proceed to the next sentence, asking the students to come up and place the notes their proper locations for the remaining sentences.

Teacher Notes and Questions:

Activity OL28: Modified 20 Questions

Materials: none

Time: approximately 2-3 minutes

Procedures:

___1 Use this activity to assist students during transitions; i.e., while waiting for all students to be ready for another activity.

___2 Review with students the concept of asking questions. For many, this will be abstract, and best explained by example.

___3 Explain to the students that you are thinking of something in the classroom (concrete, immediately accessible items work best for beginners.) Invite them to ask you questions until they can guess the item. (Unlike the original game of 20 questions, these do not need to be questions answerable with "yes" or "no;" any questions will do.)

___4 Encourage students to ask questions that will reveal something about the item, (i.e., "clues,") until they can make an informed guess about the item. This will take a bit of practice—remind students to ask about "groups" or "categories" such as people, things, animals, colors, sizes, shapes, etc. until they can apply deductive reasoning skills to the task.

Teacher Notes and Questions:

Activity PH63: Guess the Object/Picture

Materials: assorted objects with 3-4 sounds in their names (e.g., sock, nail, pan, bag, pen, soap, cup, tape, etc.)

Time: approximately 10 minutes

Procedures:

___ Display 5-10 objects on a table (try to select objects with mainly 3-4 sounds at the most, you can try five sound words later). Tell the students you are thinking of an object on the table, and invite them to guess which one, using a clue. Say: "Here's your clue. I'm going to make all the sounds in the word/object I am thinking of. Here are the sounds: 's---o---ck.' Which item matches with those sounds?" (This activity can also be practiced with pictures rather than objects.)

Teacher Notes and Questions:

Activity PH64: Simple Sound Tracking

Materials: 12-16 colored squares of paper or cardstock for each student

Time: approximately 5 minutes

Procedures:

___1 Prepare colored squares of paper or cardstock for each student (3-4 of each of the following colors work: blue, yellow, red, green).

___2 Tell the students that each square will represent a sound. Tell them that you are going to use your squares to show a set of sounds (anywhere from 2-4 sounds, but start with 2 or three to make it easier at first). Say: "Let me show you what I want you to do with these squares. If I make the sounds: 'p' 'k,' you hear two sounds, 'p' and 'k.' So, I will take two squares and put them out in front like this (placing two different colored squares out in order from left to right---i.e., red square represents first sound of 'p' and blue square represents second sound of 'k'). I put out two squares, one for the sound 'p' (pointing to the red square) and one for the sound 'k'. Since I knew 'p' and 'k' were different sounds, I used different colors for them. If they were the same sound I would use the same color."

___3 Continue to model the process until the students demonstrate understanding. Then distribute colored squares to the students and invite them to participate.

___4 Start with simple patterns (i.e., 'p' 'p' represented by blue square, blue square) and move on to more complex patterns depending on student response (i.e., 'b' 'g' 'g' represented by blue square, green square, green square).

Teacher Notes and Questions:

Activity AK40: Jumping Jacks

Materials: letter cards, upper and lowercase (including 6-10 upper and lowercase versions of the letter "J")

items or pictures that begin with the "j" sound (e.g., jacks, jump rope, jaguar, juice, Jello, jug, etc.)

items or pictures that begin with other sounds

*chart paper or whiteboard and marker (optional)

Time: approximately 10-15 minutes

Procedures:

This activity could be used be used to practice identifying upper and lowercase "j's" or to identify words that start with the "j" sound.

___1 Show the students how to do a "jumping jack," and talk about the letter/sound that "jumping" and "jack" begin with. Review the letter "j" (upper and lowercase) and the sound it makes.

___2 Tell the students that you will show them a letter (if practicing identification of the letter "j"). If the letter is an upper or lowercase J, the students should do a jumping jack. If the letter is another upper or lowercase letter, they should stand still.

___3 Practice the sound 'J" makes. Tell the students that you will hold up a picture or an object and name it. If the object/picture starts with the "j" sound as in "jumping jack," the students should do a jumping jack. If the object/picture starts with another sound, they should stand still.

___4 Review the upper and lowercase J with the students and talk about the sound it makes. Ask the students to list some of the previously discussed pictures or objects that started with the "J" sound. Write their responses on chart paper* or a whiteboard, if desired.

Teacher Notes and Questions:

Activity PA26: Identifying Incorrect Print

Materials: altered copy of a book page

Time: approximately 5 minutes

Procedures:

___1 Use a copy machine to enlarge two copies of a page from any book. Cut out the words from one copy and tape or place them back onto the second page upside down.

___2 Show the students the altered page, asking them to tell you what is wrong with it. If they can't tell, point out some of the problems: "Look, this sentence starts with a period and ends with a capital. Do the letters look right?" Encourage the students to defend their responses by restating the concepts they've learned about print (e.g., moves from left to right, sentences begin with capital letters, etc.).

Teacher Notes and Questions:

Activity OL39: Describing Photographs (Expanded)

Materials: Digital camera and photo printing supplies

Personal photographs from student families

Time: approximately 10-15 minutes

Procedures:

___1 Using photographs from your school day (e.g., Morning Circle, Story Time, Small Groups, Centers, Outdoor Play, etc.), create an illustrated "list" of routine activities for each student.

___2 During Center Time, or any time when you can spend a few minutes with individual students, invite one student to use the activity list as a photographic plan. Help him/her select no more than 5 activities (or friends) to photograph by circling the corresponding pictures on the plan.

___3 Throughout the day/week assist this student in actually photographing the chosen activities.

___4 Once all photographs have been taken and printed, invite the student to describe them. Record the students' words as captions, and reread each after the student finishes dictating. (Carefully monitor the student's interest and ability to focus; limit descriptions to no more than 3 at a time if the student appears distracted.)

___5 Staple the photographs/captions to create a book. Periodically reread and discuss the captions with the student. Look for opportunities to extend vocabulary, usage, and oral language by offering more adjectives, details, etc. related to each picture.

___6 Repeat the activity (photographing and describing) several times throughout the school year, documenting student progress with oral language and vocabulary skills.

___7 You can vary the activity by asking families to send 3-5 photographs from home to school. The personal connection for each student provides comfort, confidence, and motivation to practice using language.

___8 Repeat the process with any students who may need extra support with language skills (i.e., ELL, special needs, etc.)

Teacher Notes and Questions:

Activity PH65: Be My Echo

Materials: none

Time: approximately 5 minutes

Procedures:

___1 Introduce and discuss the word 'echo.'

___2 Place cupped hands in front of your mouth and say a simple, two or three sound word (such as 'cat'). Ask the students to echo your word, repeating it with hands cupped around their mouths.

___3 Tell the students you will say each of the sounds in 'bed,' and that you want them to 'echo' or copy you. Cup your hands and make each of the sounds in the word (i.e., 'b' – 'e' – 'd'). Be careful to make each sound individually, without attaching any extra sounds to consonants ('u' is commonly added to consonants, saying 'bu' rather than 'b').

___4 Tell the students to be your echo, cupping their hands around their mouths and making each sound in 'bed.'

Teacher Notes and Questions:

Activity PH66: Slinky Stretch

Materials: one Slinky per student (small sizes can be found in party favor packs)

Time: approximately 5-10 minutes

Procedures:

___1 Show the students how you can stretch a rubber band (or Slinky) slowly while you make each of the sounds in a word. Repeat the sounds slowly, then release one end of the band, saying the word blended together. Model the process again with a new word. (Caution the students that rubber bands must be used in a manner that is safe.)

___2 Distribute rubber bands to the children. Pronounce a word, with the sounds segmented, encouraging the children to stretch their rubber bands. Once the students recognize the word, they should say it as they let the rubber bands snap back together.

___3 This can also be used as a segmenting activity, although it becomes much more difficult. Give the whole word first, telling the students to stretch the rubber band as they make each sound. Students may need to be guided by the teacher many times before they are able to segment words on their own.

Teacher Notes and Questions:

Activity AK41: Sound Detectives

Materials: pictures of famous detectives

pictures or items that start with the "d" sound (dime, dog, dollar, dish, dinosaur, etc.)

magnifying glasses

*hats (resembling detective hats) (optional)

**chart or whiteboard (optional)

Time: approximately 10-15 minutes

Procedures:

___1 Introduce the word "detective," and discuss a detective's job. Discuss any related vocabulary (evidence, magnifying glass, crimes), focus on how detectives search for evidence, talk about the tools they use such as magnifying glasses, etc. Provide the students with some pictures of famous detectives. To extend this activity, you could even invite a detective to speak with the class about his/her job. (This would obviously extend the estimated time). Talk about the letter/sound that "detective" begins with (review the uppercase D, lowercase d, and the "d" sound).

___2 Tell the students that they will be detectives as they search the room for pictures or items that begin with the same sound as "detective". Distribute magnifying glasses and/or hats* to the students.

___3 Let the students collect items that begin with the "d" sound for a few minutes. Invite them to return to the group and help you sort the items they collected (check and discuss the pictures/items to make sure they start with the "d" sound).

___4 Review the letter "d" and the "d" sound. Name some things that the group identified that started with "d". Write these on a chart** or whiteboard, if desired.

Teacher Notes and Questions:

Activity PA27: Action Punctuation

Materials: printed chart of song, poem or message

Time: approximately 10 minutes

Procedure:

___1 Copy a poem, song, or morning message on large chart paper or a whiteboard.

___2 Teach children the following actions for each form of punctuation:

Period (.)	punch air with fist
Exclamation point (!)	say: "YEAH!" with fist in air; bring hand down quickly
Question mark (?)	press pointer finger to forehead (like thinking)
Comma (,)	hands on hips
Quotation marks ("")	touch thumb to next 2 fingers; right hand for opening quotation mark, left hand for closing quotation mark

___3 As you read the poem or chart, invite the children to demonstrate the correct action for each form of punctuation found in the text.

___4 You may also want to adapt this activity by using a different colored marker for each form of punctuation; support the students' understanding until they are familiar with the symbols and the actions.

Teacher Notes and Questions:

May

Theme: Stores

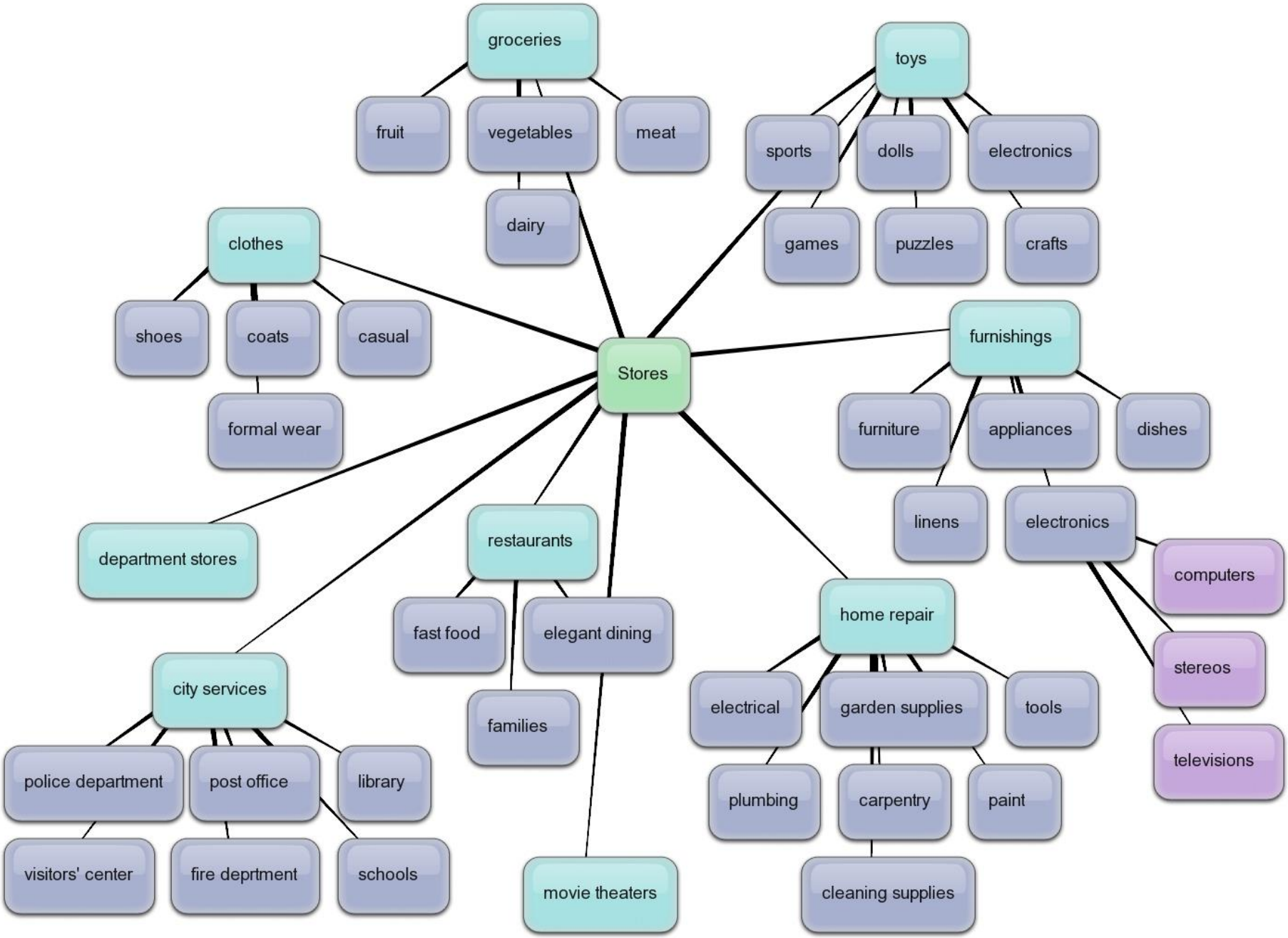
- Monthly Pacing Guide
- Thematic Map
- Interactive Reading: *Max's Dragon Shirt*
- Planning Support
- Literacy Activities

May Pacing Guide

May	**Stores**		
	Skill Area	**New Activities**	**Repeat Activities**
First Week	**Oral Language**		
	Interactive Reading Vocabulary/Connections Vocabulary/Narrative Skills	OL: Interactive and Shared Reading: *Max's Dragon Shirt* OL40: Changing Lyrics OL41: Sing a Story	
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH67: Word Family Sorts	
	Alphabet Knowledge		
	Letter Sounds	AK42: Alphabet Clothesline	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA28: Change the Story	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions	WR20: Story Response	WR16: Story Elements
Second Week	**Oral Language**		
	Interactive Reading Language Acquisition / Vocabulary/Conversations Vocabulary/Narrative Skills	 O42L: Say What Is Silly	OL: Interactive Reading OL41: Sing a Story
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH68: Teacher Guided Sound Blending PH69: Student Blending of 2-3 Sounds	
	Alphabet Knowledge		
	Letter Sounds	AK43: Starting Sound Word Production	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA29: 20 Questions	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR20: Story Response

Third Week	**Oral Language**		
	Interactive Reading Vocabulary/Connections/ Conversations Vocabulary/Narrative Skills	 OL43: Rain Stick 	OL: Interactive Reading OL41: Sing a Story
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH70: Mystery Sound PH71: Touch and Say, Beginning Sounds	
	Alphabet Knowledge		
	Letter Sounds	AK44: Auditory Claps, Beginning Sounds	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA30: Storytelling Chart	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR20: Story Response
Fourth Week	**Oral Language**		
	Interactive Reading Vocabulary/Connections Vocabulary/Narrative Skills	 	OL: Interactive Reading OL34: Vocabulary Lotto OL41: Sing a Story
	Phonological Awareness		
	Transitioning to Phonemic Awareness	PH72: Touch and Say, All Sounds PH73: Beginning Sound Phoneme Manipulation PH74: Pick the Word Game	
	Alphabet Knowledge		
	Letter Sounds	AK45: Sound Bingo	
	Print Awareness		
	Directionality/Concept of Word, Letter/Conventions of Print	PA31: Student Summary	
	Writing		
	Drawing/Composition/Letter Formation/Sound Connections/Conventions		WR20: Story Response

Thematic Map: Stores



May Interactive Reading

Theme: Colors; Clothing; Stores
Title: Max's Dragon Shirt
Author: Rosemary Wells
Vocabulary: Disgusting, sportswear, teenager, changing room, appliances, escalator, restaurant
Props: Children's tee shirts in different colors and with different designs. If this is not possible, use pictures from catalogs, advertising circulars, etc.

Before Reading	During Reading	After Reading
Activities: Show children the different shirts and talk about how they are the same, different, etc. Talk about the clothing the children are wearing- colors, designs, etc. Possible graphing activities: who is wearing a shirt with a design, favorite colors. *Cover*: Show picture on the cover and have children predict what the story is about. Read the title, pointing to each word. Count the words in the title. Ask a child to find the word "Max". Talk about /sh/ at the beginning of "shirt". Talk about the design on Max's shirt. Is it scary? Who would like a shirt like Max's? *Picture Walk:* Pay particular attention to the cover page. Does it give a clue as to what the story is about? Where does the story take place? What does the question mark in the middle of the picture mean? Why is Max crying (p.1)? Why is Max with the policemen (end of story)?	*Questions:* Where are Ruby and Max going? What are they going to buy? What do you think Max will do while Ruby tries on clothes? How does Ruby feel (when she can't find Max)? How does Max feel? Why is Max with the policeman and the teenager? How is Ruby going to feel when se sees him? **Subsequent Readings** Talk about print that is found in the store. Have children identify specific letters, words they know, etc.	*Questions*: Have you ever gotten lost? How did you feel? What did you do? What is Max's mom going to say when she sees Max's new shirt? Do you have a favorite clothing item? Tell about it. *Activities*: Give children opportunities to share similar experiences they may have had- shopping, getting lost, etc. Concept sorts: colors clothing Sound sorts: words that begin with /sh/.; words that end with /sh/. Journal topics: favorite colors, favorite clothing item, a time I was scared. Subsequent Readings: Tell children to raise a hand each time they hear a color word. Have children complete the sentences describing the clothes Ruby tries on- "It was too_____" Have children "read" Max's dialog- "Dragon shirt"

Note: Be sure to read at least one story each day! These plans are meant to be a guide for interactive reading activities; it is not necessary to do all of them. Children enjoy hearing stories repeated so be sure to re-read! Change activities &questions as necessary.

Planning Support: Stores

Recommended Reading

Fiction

Bunny Money. Wells, Rosemary.

Max's Dragon Shirt. Wells, Rosemary.

Ruby's Beauty Shop. Wells, Rosemary.

Don't Forget the Bacon. Hutchins, Pat.

Walter the Baker. Carle, Eric.

Where Are You? Simon, Francesca.

Uptown. Bryan, Collier.

Sheep Out To Eat. Shaw, Nancy.

*To Market, To Market***.** Miranda, Anne and Stevens, Janet.

Five Little Monkeys Go Shopping. Christelow, Eileen.

Molly Goes Shopping. Erikkson, Eva.

Curious George Visits a Toy Store. Rey, H.A. and Margret.

Quinito's Neighborhood/El vecindario de Quinito. Cumpiano, Ina.

Non-Fiction

My Uncle Owns a Deli (My Family at Work). Hughes, Sarah.

Signs at the Store (Welcome Books: Signs in My World). Hill, Mary.

The Supermarket. Saunders-Smith, G.

Potential Target Vocabulary

clerk

cash register

purchase

groceries

shelves

container

label

price

price tag

enter/exit

market

receipt

dollar

coin

wallet

purse

credit card

scan

department store

Activity OL40: Changing Lyrics or Words

Materials: chart paper or whiteboard
markers
magazine or clip art pictures
Velcro spots
construction paper (optional)

Time: approximately 10-15 minutes

Procedures:

___1 Select a song that relates to your theme or current studies. Look for songs which can be changed with simple word substitutions, such as Old MacDonald. (See list below)

___2 Print the song lyrics on chart paper. As you print, leave space for Velcro spots to secure simple pictures which illustrate/clarify vocabulary; e.g., nouns, verbs, colors, etc. Prepare multiple pictures in advance to use as substitute lyrics; i.e., a variety of animals, locations, and/or "farmers" for Old MacDonald.

___3 Sing the song several times with students, (pointing to words and pictures as you sing). Offer expanded explanations and/or contextual details related to specific lyrics. For example, through discussion, identify that the "pig, cow, horse" are all farm animals. Invite children to generate additional animals and categories; i.e., zoo animals, pets, etc.

___4 Replace a picture from the chart with a substitute picture. Sing the song with the children again, changing the lyrics to match the new picture.

___5 Continue making substitutions, and inviting a new sing along.

___6 Once children are comfortable with the process, make several substitutions. (Change the farmer's name to student names; change the location to a zoo, a store, etc.) It is also fun to confirm understanding by testing the children with "incorrect" substitutions; i.e., clothing instead of animals. Explore and discuss why some substitutions won't work. (For instance, clothing can't make sounds in Old MacDonald.)

___7 For extended practice, place the substitute pictures and song chart in a student center. Invite the children to change the song and practice "reading" the new lyrics.

___8 You may want to copy to "changed" song onto construction paper, adding pictures, and a cover to make a class book.

Possible Songs/Chants/Rhymes Suitable for Changing:

Old MacDonald
The Itsy Bitsy Spider
Five Little Monkeys Jumping on the Bed
Mary Had a Little Lamb
The Wheels on the Bus
If You're Happy and You Know It

Teacher Notes and Questions:

Activity OL41: Sing a Story

Materials: *chart paper or whiteboard and markers (optional)

Time: approximately 5 minutes

Procedures:

___1 Invite your students to sing the words to stories as they retell the sequence of events. This works especially well for predictable stories. For example, Brown Bear, Brown Bear fits nicely to the melody for "Twinkle, Twinkle, Little Star."

___2 You can extend this activity to address print awareness objectives by charting the song with the "new" lyrics. Remember to add a few pictures to help early learners connect meaning with the print.

Teacher Notes and Questions:

Activity PH67: Word Family Sorts

Materials: index cards programmed with words from two word families (e.g., 'man,' 'can,' 'fan,' 'ran' and 'hat,' 'bat,' 'cat,' etc.)

index cards programmed as headings, showing the common unit of letter/sounds from each family (i.e., 'an' and 'at')

pocket chart or magnetic clips

Time: approximately 10 minutes

Procedures:

This activity is basically the same as the Picture Sorting Activity described earlier in the Alliteration section of Phonological Awareness Activities. The only difference is that you will be specifically grouping word family words with similar middle/ending sounds.

___1 Select two simple word families, such as 'at' (bat, cat, fat, hat, mat, Pat, rat, sat) and 'an' (pin, tin, sin, bin, fin, win). Write each of the words from both families on separate note cards. Make a heading note card for each category, showing what each group has in common (i.e., one card will have 'at' on it and another will have 'in').

___2 Model the sorting process, as follows. Read the heading cards first, showing them to the students, saying, "We're going to look at some words today. Some of the words are going to have the letters 'at' at the end, which will say 'at' like in the word 'mat' (putting up the "at" heading on the chart). Some of the words will have 'in' at the end, which will say 'in' like in the word 'pin' (putting up the heading 'in' on the chart). We're going to listen to them to see if we can put them in the 'at' category if they end with the sound 'at' or in the 'in' category if they end with the sound 'in.' Let me do the first one for you. Okay, this word says 'bat.' What sound does 'bat' end with? Does it end in 'at' or 'in?' Okay, 'bat' ends with 'at,' so I'm going to put it under the 'at' category.

___3 Let's try more. This word is 'fin.' Hmmm……. Finnnn, does it end in 'at' or 'in?' Good, it ends with 'in.' See how I can tell? Fin has 'in' at the end of it just like our 'in' category, and 'fin' rhymes with 'in.' Okay, now it's your turn to try the next word."

___4 Select a word from one of the two families. Show it to the students, read it to them if necessary, and ask them to place it in the proper category. Prompting may be necessary, but try to keep it at a minimum. You can offer voice prompts--focusing on and drawing out the end sound of each word, or visual prompts--pointing out the letter combination at the end of the word.

___5 Once the students demonstrate understanding, make this task completely verbal (so the students don't have visual letter cues to help them). Don't show the students a note card, simply say, "The word I'm going to put up next is 'vat.' Which category would 'vat' go under?" Once the students have identified the correct category, then you can place the card showing 'vat' under the correct category.

___6 When all the words have been grouped or read, review each column. Read down the ‘at’ column, pointing to each word as you read it. Ask one of the students to read/repeat each of the words while pointing to them with a ruler or yardstick. Review the ‘in’ category in the same fashion, followed by student reading.

___7 For further reinforcement, remove all the words and have the students re-sort them independently.

___8 Word cards and a pocket chart can be placed at a learning center for additional independent practice.

Teacher Notes and Questions:

Activity AK42: Alphabet Clothesline

Materials: 26 clothespins, programmed with upper and lowercase letters

Sharpie marker

clothesline

pictures of items beginning with each letter/sound (*mounted on cardstock "shirt-shapes" if you like)

Time: approximately 15 minutes

Procedures:

It is often difficult for preschoolers to initially demonstrate the strength required to pinch clothespins. You may want to spend a few moments demonstrating how the clothespin works and where it should be gripped. This provides a great opportunity to increase fine motor skills, too!

___1 Hang a clothesline at student eye level. (Make sure to avoid high-traffic areas.)

___2 Encourage your students to clip all the clothespins on the clothesline in the order of the alphabet.

___3 Distribute the pictures to your students. Invite them to identify the pictures and decide which letters of the alphabet make the starting sounds. Ask the students to clip each picture (or "shirt"*) to its corresponding letter clothespin.

Teacher Notes and Questions:

Activity PA28: Change the Story

Materials: whiteboard or chart paper

markers

Time: approximately 5 minutes

Procedures:

This is a good shared writing activity to use after students have read a book containing language patterns and repetition.

For example, the story Everybody Runs has virtually the same language pattern on each page, saying "The mouse runs from the bear," "The dog runs from the bear," "The deer runs from the bear," etc. Use this language pattern to develop a shared writing experience with students.

___1 On a whiteboard or easel write several versions of a repetitive sentence, underlining one or two words that could be varied. For example, you might write these lines on the board:

The mouse runs from the bear.

The dog runs from the bear.

The deer runs from the bear.

___2 Review the repetitive line with the students and introduce the plan to change the pattern by saying: "The book we just read had nearly the same sentence on every page. It said 'The _____ runs from the bear.' You see, I've written three sentences from the story here on the board. The first one says, 'The mouse runs from the bear.' The second one says, 'The dog runs from the bear.' Help me read the third one; it says 'The deer _____ _____ _____ _____.' Good job.

___3 We're going to see if we can change some words in the story to make our own story. Look, I've underlined some words that I want you to help me change. See, this word says 'mouse' in the sentence 'The mouse runs from the bear.' What other word could we put there instead of mouse? What other animal might run from a bear? Yes, good job; a fox might run from a bear. I'm going to erase 'mouse' and write in 'fox'.

___4 What letter/sound should I use at the beginning of 'fox?' That's right, fox starts with 'f,' it's spelled f-o-x. So now that we changed mouse to fox, our sentence says 'The fox runs from the bear.' Now, let's see if we can change another word.

___5 See, I've underlined bear in the sentence too. What word could we put in place of bear? What other animal would a fox run from? Good, a fox would probably run from a wolf. So let's change 'bear' to 'wolf' in our sentence.

___6 Does anyone know what letter/sound wolf starts with? That's okay, we haven't learned that sound yet; wolf begins with the 'www' sound, the letter 'w.' It's spelled like this. There, now our sentence says 'The fox runs from the wolf.'

___7 Can anyone read that sentence back to me? Come up and point to each word while you read it. Great reading. Let's move on to our second sentence."

___8 Follow this process until each sentence on the board has been changed and read. Then, reread the whole new version of the story.

___9 If the students have trouble with the concept of changing words, you can model the exercise by changing the first sentence and explaining your actions to the students. This often works well because you can direct the story on a more creative path. (For example, you might change the sentence from "The mouse runs from the bear" to "The man runs from the ghost.")

___10 Once students have mastered this activity by changing simple nouns, you may vary the task by asking students to change a verb or an adjective in a sentence, (i.e., changing "Tilly Turtle eats a lot" to "Tilly turtle drinks a lot" or "Tilly Turtle talks a lot.") You could also ask students to add an adjective by inserting a blank ("The _____ mouse runs from the bear" to "The small mouse runs from the bear.") If you try the blank technique, you'll probably have to prompt the students with some language such as, "What word could we add here to describe the mouse? Could we add 'small' or 'fuzzy?' Can anyone think of any other words to describe a mouse?"

___11 Display the chart in the classroom for several days for student reference.

Teacher Notes and Questions:

Activity WR20: Story Response

Materials: whiteboard and markers or pictures and pocket chart

story sequence pictures (series of three pictures to illustrate stories)

simple, familiar story to read (e.g. Goldilocks and the Three Bears)

programmed pages with three designated areas for "Beginning," "Middle," and "End."

crayons, markers, pencils

Time: approximately 5-10 minutes

Procedures:

___1 Display the main parts of a picture story using 3 sequenced story cards. Discuss the "beginning, middle, and end" of the story and how they relate to the pictures.

___2 Explain that many stories have a beginning, middle, and end. Tell the children to think about those story parts as you read a familiar story (e.g. Goldilocks and the Three Bears). Read the story.

___3 Identify the major parts of the story and write them on the whiteboard, or sentence strips to display. Add a picture to illustrate each part. (You will have to simplify the events; e.g. the bears went for a walk while the porridge cooled, Goldilocks went into their house and used their things, the bears came home and found her. You may want to invite the children to identify the major events. Shape their responses to fit into the previously defined main categories.)

___4 Explain to the children that you would like them to show the three parts of the story on their papers. Review the major events and how they can be illustrated. Circulate among students, assisting and checking for understanding. Add brief dictated captions identifying the illustrations for each section, or invite more advanced students to write labels or captions on their own. Encourage the children to reread the captions with you, and demonstrate understanding of the beginning, middle, and end of the story.

___5 Store extra pages in the writing or listening center to serve as response records for favorite stories.

Teacher Notes and Questions:

Activity OL42: Say What is Silly

Materials: prepared list of "silly" sentences

Time: approximately 5 minutes

Procedures:

___1 Tell the students that you are going to read them a silly sentence; one that says something that is silly or wrong (e.g., "My father has four legs," or "The cat barked.").

___2 Invite the students to describe what is wrong with the sentence and to suggest a correction (e.g., "Water is not dry; it is wet," or "A cat doesn't bark; it meows.").

___3 You may need to model the correction process for the first one or two absurdities.

Teacher Notes and Questions:

Activity PH68: Teacher Guided Sound Blending

Materials: magnetic letter/sound tiles from the Creative Curriculum Literacy Kits or alphabet cards and a pocket chart

Time: approximately 5-10 minutes

Procedures:

___1 Using the magnetic tiles, (or alphabet cards and a pocket chart), spell a word with 2-3 sounds on the board. (Select sounds that the students have already learned.)

___2 Tell the students to get ready to listen while you make each of the sounds in the word, and be thinking about how to blend the sounds together. Point to each phoneme tile as you make the sound of the letter (i.e., if the word is 'man,' point to the 'm' and say 'mmmm,' then to the 'a' and say 'aaaa' and finally to the 'n' and say 'nnnnn'). Say, "What word is that? What word does it sound like when I say 'mmm'—'aaa'—'nnn?' Can anyone tell what word you make when you blend the 'm'-'a'-'n' together?

___3 Let me try blending them a little faster for you. 'M'-'a'-'n.'" If the students still can't figure out the word, even after the quick blending, use a sentence to help, "I saw a 'm-a-n' putting on his suit and tie to go to work." (However, the ultimate goal is for students to get the word without any prompts, whether it be speeding up the sounds or using a sentence.)

___4 You can also turn this activity into a game like Simon Says, where the students have to follow directions you give, but the directions include one word that is segmented. For example, the teacher would give an instruction like, "Simon says, raise your h-a-n-d" or "Simon says find something that is the color r-e-d."

Teacher Notes and Questions:

Activity PH69: Student Blending of 2-3 Sound Words

Materials: magnetic letter/sound tiles from the Instructional Supplements or lowercase alphabet cards and a pocket chart

Time: approximately 10 minutes

Procedures:

The final stage for advanced emergent readers, or early readers, occurs as they blend and/or segment two to three sound words. Students will need assistance with this process; some may never master it fully.

___1 Show two or three sound words (preferably ones that are vowel-consonant, rather than consonant-vowel, for two sound words, e.g., 'at,' 'it,' and consonant-vowel-consonant for three sound words) using the magnetic tiles or alphabet cards.

___2 Say: "I'm going to teach you how we read words. We read words by blending together their sounds, saying their sounds more quickly. Watch. I have a word up on the board that is spelled 'at.' If I make the sound of each letter in the word it says, 'aaaaa….ttt…..' If make my first sound a little bit longer, going 'aaaaa…' and then go faster on to my next sound 't,' I can start to tell what word this is. Watch and listen. 'aaaaa-t.' 'a-t.' 'at.' That word is 'at.' Let's try one together.

___3 Show a few more two-sound words, telling the students to help with the blending. (For vowel-consonant words, the students seem to have an easier time blending if you slightly draw out the vowel sound and then move quickly to the consonant.)

___4 Try some three-sound words. A good way to get students to improve at the three-sound level is called "sound as you go." For this technique, explain to the students that sometimes three-letter words are hard to blend. The way to make them easier is to just cover up the last letter and forget about it until you are ready for it. For example, if the students are trying to sound out 'bat,' instruct them to cover up the 't.' Then, instruct them to sound out the first two letters, drawing out the sound of the second one slightly (the vowel). Tell them to point to the first letter and make its sound, then to the second one and make its sound. Then, tell them to do this faster. Finally, tell them to go quickly from the first sound to the second, but carry the second sound out longer. Once they have done this (looking something like this progression, 'b' --- 'a,' 'b'-- 'a,' 'b'-'a,' 'baaaaaaa….'), encourage them to recognize what those two sounds are saying together. Say, "Great, I hear you making those sounds perfectly. Together the first two sounds say, 'baaaaaa….' Now, I want you to keep making that sound for me; I want everyone to say 'baaaaa…..' until I uncover the last letter. Then, I want you to add the sound of the last letter to 'baaaaaa….' Ready, 'baaaaa…..' – 't.' That was good, can you tell what word we just read? No? Let's try it again, this time lets add that 't' sound quickly and make it strong at the end. So we'll say 'baaaa….' 't.'" Follow along with your students and exaggerate the mouth position.

___5 Continue practicing blending two and three-sound words, using a lot of guidance if necessary.

Teacher Notes and Questions:

Activity AK43: Starting Sound Word Production

Materials: none

Time: approximately 5 minutes

Procedures:

Once students have learned a sound, getting them to produce words that start with that sound is the next step in building not only alphabetic knowledge, but also phonological awareness. In order to complete this activity, you will need to initially model and prompt responses.

___1 Review a sound, saying, "Remember the sound the letter 's' makes? Right, it makes the sound 'sssss….' as in the word 'sssun' or 'ssswan' or 'Sssunday.' Can anyone else think of any words that start with the 'ssss….' sound?"

___2 If students can't produce words, prompt them with a "riddle" format. For example, "I'm thinking of something I see in the sky at night that starts with the sound 'ssss….'. What word am I thinking of? I'm thinking of something people play in at the beach that starts with the 'sssss….' sound. Who can think of the word?"

Teacher Notes and Questions:

Activity PA29: 20 Questions

Materials: whiteboard or chart paper

markers

Time: approximately 10 minutes

Procedures:

This game is great for building oral language skills, but it can also be extended to serve as a shared writing experience.

___1 Play 20 questions with your students by telling them that you are thinking of an object or person. The students are allowed twenty questions to ask about the object or person, and then to guess what it is.

___2 Encourage questions such as: "Is it a person or a thing?" "Is it living or dead?" "What color is it?" As the students ask and answer questions, you can write them down on the board. This way, you all can have a record of what questions have already been asked, what answers have been given, etc.

___3 You may need to review the questions and answers as prompts for the students. This will also bring focus to the letters and words that correspond to spoken language and emphasize print awareness. For example, if the students can't guess the person/object and can't think of any more questions, you might say: "Let's see what we have here. Someone asked, 'Is it a person or a thing?' Does anyone remember the answer to that question; did I say it was a person or a thing? What answer did we write here?' That's right, I answered, a 'thing' and wrote 'thing' right here. The next question was, 'What color is it?' What answer did I give, the one I wrote right here? That's right, I answered 'red.' Let's look around the room for things that are red and see if we can figure it out. What other things can you think of that are usually red? Good, an apple is red, a stop sign is red. Can you think of any questions to ask me to see if I am thinking of a stop sign or an apple? I'm going to whisper a question to Ella here, so she can ask me aloud for the class (whisper to student). Is the thing a type of food?"

___4 You may differentiate instruction by posing questions for individuals related to target letters, sounds, conventions of print, etc.

___5 Post the chart in the classroom for several days; encourage students to practice re-reading by "pretending to be the teacher."

Teacher Notes and Questions:

Activity OL43: Rain Stick "Thinking Time"

Materials: rain stick (purchased or made from paper towel or wrapping paper tube and rice)

Time: approximately 5 minutes

Procedures:

___1 To make a rain stick, cover an empty paper towel or wrapping paper tube with construction paper. Cut two aluminum foil circles larger than the diameter of the tube; place one on one end of the tube and secure using glue and rubber bands. Pour ¼ to ½ cup of rice (depending on size of tube) into tube and cover remaining end.

___2 Show children the rain stick and turn it gently so they can hear the sound .

___3 Ask the children what the sound reminds them of. Turn the tube over several more times so the children can hear the sound and comment.

___4 Tell the children you are going to ask a question and turn the stick over. Explain that they may not raise their hands to answer until the "rain" sound has stopped. Practice with simple questions; e.g., "What is the weather today?"

___5 Practice posing questions and reminding children to wait and "think" before they respond.

___6 Continue using the rain stick daily to allow children enough time to consider their responses to questions.

This is a good activity to use for students who are just beginning to establish self-regulation skills. It is also useful for teachers who are working with ELL students who need extra "wait" time before they respond.

The sounds of the rain stick can be changed by using different materials to fill the tube. Possibilities include: macaroni, small pebbles, beans.

Teacher Notes and Questions:

Activity PH70: Mystery Sound

Materials: index cards

pocket chart or board with three pockets

Time: approximately 5-10 minutes

Procedures:

___1 Write each of the letters of a simple three-sound word on index cards.

___2 Place the letters of the word in the pockets (i.e., for the word 'cat,' 'c' goes in the first pocket, the 'a' goes in the second pocket, and the 't' goes in the third pocket). The letters should be facing inward (i.e., toward the pocket) so they cannot be seen.

___3 Present the students with the word, asking them where a certain sound occurs in the word-- first, second or third.

___4 Early on, students can just select one of the cards and turn it around to see if it is the "mystery sound." The students will keep turning over cards until they locate the "mystery sound." Gradually encourage students to listen for the sound in terms of its position in the word (trying to distinguish whether it comes at the beginning, middle, or end).

Teacher Notes and Questions:

Activity PH71: Touch and Say, Beginning Sounds

Materials: magnetic sound tiles or

lowercase alphabet cards and a pocket chart

pictures from the Instructional Supplements

Time: approximately 5 minutes

Procedures:

This activity is basically a variation on Elkonin boxes. The students will be asked to do some rudimentary sound segmentation, focused on the initial sound.

___1 Initiate this activity with the students by assembling a 3-4 sound word with magnetic sound tiles or sound cards. Provide an accompanying picture for each word.

___2 Ask the students to identify what word is assembled on the board, using the picture for help. Guide the students, if necessary. For example, if you have a picture of a 'mug' up on the board accompanied by 'mug' spelled out with sound tiles, students might guess 'cup.' If they do so, point out some differences: "This does look like a a cup, but it has a special handle. Also, cup starts with a 'c' sound, which is made by the letter 'c.' This word starts with a 'm,' see it spelled right here? What is a special kind of cup that starts with an 'm'? I'll give you a clue. Many parents drink their coffee in a mmm_____." Model for the students, saying, "I'm going to make the first sound of that word mug, while I touch the first letter with my finger, 'M.' See, I made the first sound of 'mmmm' because the word starts with the letter 'm' and 'mmm' is its sound." Invite the students to try, spelling another word and calling a student to make the first sound.

___3 Remind all the students to touch the first sound/letter as they say the sound it makes.

Teacher Notes and Questions:

Activity AK44: Auditory Claps-Beginning Sounds

Materials: short story or rhyme to read

* whiteboard or chart paper (optional)

**color markers

Time: approximately 5 minutes

Procedures:

This activity builds both alphabetic knowledge and phonological awareness.

___1 Select a specific sound. Pick a short story or rhyme that contains this sound in a number of places.

___2 Tell the students they are going to play a game. Instruct the students to clap or make an unusual noise every time they hear you read a word that starts with the target sound. Model this activity with the students, then see if they can identify words with the target sound, and remember to clap on their own.

___3 This exercise can be made easier by making it into a shared writing activity. Rather than simply reading a book aloud and encouraging the students to clap for the target sound, you could write the rhyme, story or sentence on the board*. Invite the students to point to the words as they look and listen for the target letter/sound. Assuming the students point accurately to each word as they read, they may now have an easier time locating words that start with the letter/sound and clapping at the right moment.

___4 Additionally, you can underline words that contain the sound, write them in a different color**, underline the particular letter/sound, or write the letter/sound in a different color, so they stand out and the students can easily locate them.

Teacher Notes and Questions:

Activity PA30: Storytelling Chart

Materials: whiteboard or chart paper
markers

Time: approximately 5-10 minutes

Procedures:

Chart activities provide good opportunities for shared writing that can be utilized during storytelling.

___1 List a few vocabulary words, character names, or plot elements on a chart or whiteboard prior to beginning storytelling.

___2 While you tell the story, and afterward, occasionally reference the information on the chart, pointing to and reading the words to your students.

___3 Later, you may want to place the chart near a listening center where children can listen to the recorded story.

Teacher Notes and Questions:

Activity PH72: Touch and Say, All Sounds

Materials: magnetic sound tiles or
lowercase alphabet cards and a pocket chart
pictures from the Instructional Supplements

Time: approximately 5 minutes

Procedures:

This activity is exactly the same as the one mentioned above, except that you will model, then assist the students in touching and saying *each* sound in the word.

___ Begin using words with accompanying pictures. Eventually omit the pictures, encouraging students to pronounce the segmented sounds, then blend them into words.

Teacher Notes and Questions:

Activity PH73: Beginning Sound Phoneme Manipulation

Materials: magnetic sound tiles or

lowercase alphabet cards and a pocket chart

Time: approximately 5-10 minutes

Procedures:

Word families offer another excellent way to begin practicing some basic phoneme manipulation (changing or moving sounds).

___1 Select a word family such as 'et' (bet, get, jet, let, met, net, pet, set, vet, wet, yet). Use the magnetic letters to create a simple, common word, such as 'pet' on the board. Have beginning letters from the other words ready (b, g, j, l, m, n, s, v, w, y).

___2 Start the activity by saying the word aloud to the students. Then say, "I can change this word from 'pet' to 'met' by changing just one letter. Watch, here I have 'pet' (now moving the 'p' away from the 'et') and now I have 'mmmmet'—'met' (moving the letter 'm' up where the 'p' just was, making the 'mmm….' sound as you move it and eventually blending it together to make the word 'met'). Model one more change, changing 'met' to 'bet.'

___3 Ask, "What letter/sound should I put in instead of 'b' if I want to change this from 'bet' to 'set'? Great, I'd take out the 'b' and bring in the 's.'" If the students have trouble, focus on the initial sound. Say: "Our old word was 'bet.' What sound does 'bet' start with? Good, it starts with a 'b.' The new word I want you to change it to is 'set.' What sound does 'set' start with? Good, the 'sss….' sound. So, what do I change now that my word doesn't start with the 'b' sound anymore, but instead starts with the 'sssss….' sound?" Continue challenging the children to substitute new beginning letter/sounds to create new words.

Teacher Notes and Questions:

Activity PH74: Pick the Word Game

Materials: index cards containing common sight words

Time: approximately 5 minutes

Procedures:

Most emergent and early students' sight memories are not developed enough to master sight words. However, there are some ways to practice commonly occurring sight words with preschoolers/kindergarteners in a way that will actually foster phonological/ phonemic awareness and make their chances of remembering these words more likely over time. Play this game after reading a favorite book or passage.

___1 Print some commonly occurring sight words on note cards or sheets of paper large enough for students to see. It is especially good if you select sight words that were just encountered in the reading passage.

___2 Seat the students in a circle. Place 3-5 words out in front of the students, and ask one of the students to pick-up the word that says _____ (whatever sight word you've selected). It is best if the 3-5 words you lay out are all highly dissimilar. In this way, the students can use phonological/phonemic awareness to help them pick the right word even if it is not one they recognize by sight. For example, if you lay out the words "in, stop, nap, fast, ball," the students can find the correct word just by checking the first sound. If the student picks up the right card, he gets to keep it.

___3 If you ask the student to pick out 'ball' and she isn't sure of the correct response, say, "Think of what sound 'ball' starts with. Then, pick the card that has a word that starts with that sound."

___4 For this game, you can repeat a lot of the same words every time. The students will become more and more familiar with the words, and have a higher chance of remembering them.

___5 Also, you could start a word bank for many of the words that you are practicing, especially if they are from a frequently read book. Paper clip the familiar word cards to the back of the book, or place them in an envelope, bag, folder, or pocket in the back of the book. Every time you read that book, review the word bank words prior to reading the book (as part of the book preview).

Teacher Notes and Questions:

Activity AK45: Sound Bingo Game

Materials: Sound Bingo cards

small colored discs, pennies, or tokens (to mark responses)

Time: approximately 10 minutes

Procedures:

This activity can be easily completed once students have learned a repertoire of at least 5-8 sounds.

___1 To create Sound Bingo cards, divide a large piece of computer paper or light colored construction paper into nine boxes, as you would for tic-tac-toe. Write a letter/sound the students know in each box. You will need at least 20 different sound bingo cards; alter the position of each letter/sound in the boxes to ensure that each card is unique.

___2 Distribute one card to each student, along with a few colored discs, pennies, tokens, etc.

___3 Dictate a letter name or sound. Encourage your students to look for the letter or the letter that makes the sound you chose.

___4 If they find it, they should cover it with one of the circular disks.

___5 Once one of the students gets three in a row up, down, or diagonally, they should call out "Bingo" (ending the game).

___6 You will need to circulate around the room, checking to make sure the students are hearing and identifying letters/sounds and placing the circular disks correctly (and calling out "Bingo" when appropriate).

Teacher Notes and Questions:

Activity PA31: Student Summary

Materials: whiteboard, blackboard, or chart paper
markers

Time: approximately 5 minutes

Procedures:

Student summaries are best used after shared reading activities.

___1 Ask one of the students to repeat what happened at the beginning, middle, and end of the story that was just read.

___2 Write the student's sentences/summary on the board, printing the words exactly as they are spoken. (Students connect to text which is written in their own words.)

___3 If necessary, prompt the student to help her remember all the events in the story.

___4 Provide positive reinforcement about the summary, and then say, "_____, I want to read what you said about the story." Repeat the student's words, pointing to each word as you read it.

___5 For additional practice, you may ask the student, or another student to read/repeat the words. Ask the student point to the words on the board as she reads.

___6 If this appears too difficult, you could invite a student to echo read one sentence at a time (i.e., you read one sentence aloud—pointing to each word as you read, and then a student echoes or repeats the sentence after you). You could also invite students to choral read (read along with you, another student or the whole class), and/or locate target letters/sounds, punctuation, etc.

Teacher Notes and Questions:

Appendix

- Creating a Print-Rich Environment
- Self-Assessment Rubrics
- Curriculum-Based Monitors
- List of Supplemental Materials
- Glossary of Educational Terms
- Index of Activities/Skills

Creating a Print-Rich Environment

Overview

A well-balanced preschool curriculum includes opportunities for explicit instruction which incorporates functional and meaningful print, such as attendance charts, printed schedules, and recipe posters. Best Practice and developmentally appropriate instruction are also supported by the integration of print in play-based and child-centered experiences, often known as learning centers. Learning is especially enhanced when efforts are made to update and coordinate print with student interest and thematic studies throughout the school year.

The Book Center

An organized and well-maintained Book Center invites children to explore the world through fact and fantasy. It provides support for multiple literacy skills, demonstrates that literacy is valued, and teaches children that reading is fun. Consider the perspectives and interests of young children as you create this center.

- Make sure there are plenty of books on a variety of topics and levels. Include multiple copies of some favorite titles, a variety of genres (e.g., wordless, non-fiction, how-to's, alphabet, poetry), books that reflect diversity, big books, children's magazines, and class-made books. Choose quality literature; avoid commercialization.
- Establish a particular area for selections related to current classroom themes or author studies, which you can change as needed.
- You may also want to include book-related materials, such as a listening center and/or puppets and props (flannel board) for story retelling.
- Keep the organization simple and accessible for young children by providing ample, but manageable quantities of books; it's best to rotate books in and out if you have too many for children to enjoy and care for easily. Periodic changes also stimulate interest.
- Shelf units which store books so that covers can be seen are best for young children. Plastic tubs and baskets work well to contain special collections.
- Don't overlook the value of the décor. Child-sized seats, bean-bags, large pillows, and soft rugs invite children to enjoy the Book Center as a comfortable, cozy place. Look for ways to display materials that will engage your students and encourage their participation.
- Most importantly, make sure you visit the Book Center on occasion. Model appropriate behavior and demonstrate your enthusiasm as you connect with students and literature.

The Writing Center

In establishing a preschool Writing Center, it is important to understand that all developmental stages of children's writing are valued and accepted. The goal is to provide opportunities for children to appreciate writing as a form of communication, and to explore and practice writing skills in an engaging, and meaningful way.

- Designate a small area with adequate table space for two-four children. (Due to space limitations, some teachers store writing supplies in small suitcases or briefcases, and set them up at a classroom table during center time.)
- Provide a variety of writing tools: pencils with and without erasers, colored pencils, water-based markers, dry-erase markers, crayons, chalk, ABC stamps with washable ink pads, "fancy" pencils with toppers, etc.
- Include plenty of writing surfaces: lined and un-lined paper, colored paper, computer paper, whiteboards, chalkboards, index cards, greeting cards, blank books (3-5 pages), note paper, classroom-decorated stationery, envelopes, sticky notes, clipboards, etc.
- Some teachers include individual student journals in Writing Centers for independent use or scaffolded instruction. Journals provide excellent opportunities for practice with alphabet, print, and phonological awareness skills.
- Tactile supports for making letters, such as sandpaper letters and plastic tracing templates are also helpful to young students learning about letter formation.
- Student interest and activity can be enhanced by providing mailboxes for messages and name/photo cards for each student. Stickers can be used as postage stamps on envelopes, or for simple decoration.
- Be sure to provide a few resources for reference. A child's picture dictionary, simple word books, and alphabet charts with sound and letter formation guidelines are very useful.
- Additional materials and equipment can be included for convenience: tape, stapler, hole-punch, scissors, glue sticks, pencil sharpener. Remember, part of the goal is to help children develop fine motor skills and muscle stamina to support future writing endeavors.
- Continually re-evaluate your Writing Center to develop interesting displays and activities to engage children. Provide magazine and/or class photos to serve as story starters or documentation of class projects. Display class-made charts, webs, and writing products on a frequent, rotating basis.
- Create a space for displaying children's work on nearby walls or bulletin boards. More importantly, make a conscious effort to regularly praise children's efforts, share their work with peers, and note specific strengths as they progress.
- Remember to visit the Writing Center when a message needs to be written or a sign created. As always, the children will follow your lead.

The Dramatic Play Center

The Dramatic Play Center invites young children to explore and learn about the world around them through pretend play. Powerful opportunities for developing cognitive skills occur as children make, negotiate, and execute plans that simulate real-life events. Children increase their understanding of literacy skills as they interact with authentic print, develop vocabulary, participate in conversations, and solve problems. Although children can enjoy pretend play in almost any classroom area, it is the Dramatic Play Center that invites children to follow a suggested direction for pretending, and become personally involved as socially interactive players. (Davidson, 1996)

- Involve the children at the outset when you are ready to develop a new theme. Following a field trip, an exciting Read Aloud, or a spontaneous event, invite them to share related background knowledge and record their comments in the form of word webs, lists, or K-W-L charts. Use these shared writing pieces to stimulate and help organize the new center.
- Creating and rotating theme-related materials can be time-consuming. Invite parents to assist you in gathering props, and/or make arrangements to share materials with other teachers in your school.
- Consider carefully the items you include in your "Prop Boxes." Make sure materials are safe, authentic, useful, and sufficient in number. Understand that children need to become familiar with props by exploring and manipulating them before they are ready to use them for pretend play. As children mature, their ability to use more abstract props increases (i.e., a block can represent a hammer.)
- **Include several theme-related books and a few writing materials (note pads, pencils, clipboard) in all play centers.** Add additional literacy props for specific themes; see following page.
- Carefully determine your learning objectives as you plan dramatic play opportunities. Consider the developmental needs of your students; i.e., can they sustain cooperative play or do they need more freedom to move between roles? Alternate the implementation of centers which require extensive teacher guidance with more independent activities, so you can balance your time in all areas of your classroom.
- Scaffold student learning opportunities by explicitly introducing props, appropriate use, and possible activities. Increase your support and modeling depending on the needs and abilities of individual students.
- Change materials and props depending on student interest. Some teachers enjoy changing themes weekly; others prefer allowing two weeks for students to experiment with role-playing. Still others encourage children to explore particular projects or storybook-related activities for 3-4 weeks.

Theme and General Props	Literacy Props
Housekeeping: kitchen furniture, chairs and table, dishes, baby supplies, mailbox, dress-up clothing	Books to read to dolls or stuffed animals, Empty food containers, telephone book including student names and numbers, emergency number stickers for phone or phone book, cookbooks with pictures, calendar, food coupons, magazines and newspaper, grocery ads, play money, grocery list pads, magnetic letters for fridge, photo albums, clock
Doctor's Office: stethoscope, lab coat (or adult-sized white shirt), thermometer, tongue depressors, bandages, "examination" table, waiting room area, telephone, bathroom scale, cotton balls, x-rays	Eye chart, prescription pads, sign-in sheet, magazines and books for waiting room, healthcare brochures, appointment cards, file folders with health records, clipboards
Grocery Store: cash register, small baskets or cart, purses, wallets, brown bags, shelves with empty food containers, dress-up clothing	Signs for shelves, coupons, grocery ads, price tags, open and closed sign, checks and checkbooks, old credit cards, name badges, receipts
Restaurant: play food, apron, chef hat, dishes, utensils, vase with flowers, table(s), money, cash register, dress-up clothing	Menus, cookbooks, open and closed sign, "Specials" sign, order pads, placemats, name badges, receipts
Post Office: "counter" with service window, mail hat and jacket, mail bag, postage meter or balance scale, "stamp machine", mailbox, cardboard shoe storage box (for sorting mail)	Stationery and envelopes, stamps/stickers, address book, date stamp and washable ink pad, FedEx boxes, small boxes wrapped in brown paper, mailing pouches
Office: table, chairs, table lamp, "copy machine", computer	Keyboards, telephone message pads, binders with reports, business cards, calendar, date book
Veterinarian's Office: stuffed animals, stethoscope, thermometer, lab coat, waiting room area, examination table, telephone	Animal charts, posters, books, and magazines, appointment book, medical charts and file folders, clipboards
Fire Station: "fire trucks" (cardboard/make-shift), tools for truck maintenance, hoses, fire-fighter hats, boots, gloves, and coats, masks and air tanks, telephone, "extinguisher"	Maps, houses with numbers, message pads, report forms, Stop-Drop-Roll poster, how-to poster for putting on gear
Dinner Theater: stage/performance area, puppets or actors, scenery, makeshift costumes, chairs, ticket booth, play food, dishes, eating area	Menus, order pads, open and closed sign, programs, tickets, schedule of performances, marquee, autograph photos
Bunny Cakes (by Rosemary Wells): Kitchen table and oven, mixing bowl, spoon, apron, grocery store area with counter, cake ingredients, "candies", small bags, play money, cash register, bunny ears	Recipe, signs for grocery store and labels for shelves, labeled ingredients, several copies of Bunny Cakes

The Block Center

One of the most popular centers in your classroom will be the Block Center. Although the literacy opportunities may not be immediately apparent, there are many ways to naturally connect building experiences with reading and writing skills such as oral language, visual discrimination, sequencing, and print awareness. The Block Center provides a perfect venue for linking authentic literacy with creative, engaging experience.

- As with other learning centers, carefully consider your learning objectives and the abilities of your students as you select items to include in the Block Center. Of course, include plenty of blocks (varied shapes, sizes, and colors), but evaluate the available quantity so children are not overwhelmed by clutter and clean-up responsibilities.
- Children enjoy creating structures and scenarios that involve vehicles. Prevent conflict and/or direct play among the youngest children by rotating various collections (air, land, sea), and choosing between ride-on or handheld vehicles for designated periods.
- Add people and animals to enhance pretend play. Look for figures that are flexible (for sitting) and generally match the size of the vehicles.
- Add print to Block Center activities through the use of signs and labels. Model appropriate use of signs (e.g., environmental print) by asking questions as children play and by demonstrating their usefulness. Provide paper and pencils, (and tongue depressors and tape) so children can create and communicate with functional messages. Signs can be used to influence behavior as well as declare ownership.
- Include graph paper and clipboards so children can represent their structures on paper, and display "building plans" for others.
- The process of creating more complex buildings can be documented with photographs and captions in a simple book, allowing many students the opportunity to follow a visual and written plan.
- Digital cameras also allow you to capture a builder's pride. By adding captions to photographs, you can encourage even the most reluctant speakers with recognition and bragging rights.
- Provide a variety of maps to direct pretend play. Children can build cities, airports, subway systems, and plan family vacations.
- You might also include posters with large outlines of alphabet letters, encouraging children to build letters out of blocks.
- Invite an architect or builder to visit with your students. Encourage her to demonstrate how to label and use blueprints. Later, place blueprints in the Block Center for extended play.
- Incorporate books in varied ways. Permanently store a few titles in the Block Center which serve as reference materials. Children will examine books for ideas about sizes and shapes of buildings, as well as ways to construct houses.
- Books can also be used to stimulate play. Add props, signs, etc. to encourage children to recreate stories and extend the action of favorite characters (e.g., Mike Mulligan and His Steam Shovel.)

The Art Center

The opportunity to create with color, line, dimension, and texture is appealing to children of all ages. Our understanding of how to appropriately engage and guide children to develop skills in these areas has evolved in recent times. No longer are tracing and copying activities recognized as instructive. Rather, teachers are challenged to assess individual students to determine their strengths, needs, and interests, and then to provide materials and opportunities to encourage their participation and growth. Writing brings an added dimension of communication and understanding to visual images. Adding print to the process and products of the Art Center is a logical and natural connection.

- Remember that children need time to explore and manipulate materials when they are first introduced. Allow multiple opportunities with non-print materials (markers, crayons, colored pencils, paints, brushes, easels, various papers, scissors, tape, glue, fabric, clay and play dough, feathers, tissue paper, etc.) to build background knowledge, confidence, and familiarity. Value all creations!
- Include alphabet manipulatives for explicit literacy activities (sponge and/or cookie cutter letters for printing, play dough or pipe cleaners for letter formation, etc.)
- Encourage children to dictate captions and eventually create stories to accompany their pictures. Write their words soon after they complete their work, focusing their attention on your writing, (noting conventions of print, letter and sound knowledge, etc.) Share their work with other students formally, and as displays in the Art Center.
- Note the direction of pretend play throughout your classroom, and invite children to create props to accompany their stories. Cardboard tubes, small boxes, aluminum foil, etc. can be used creatively to extend stories.
- Similarly, invite children to enhance story dramatizations by creating scenery, signs, etc. in the Art Center.
- Engage students in studies of favorite illustrators; provide materials to mimic their styles (e.g., Eric Carle's illustrations can be imitated with tissue paper and watery glue.) Add copies of the artists' images or books to the center when appropriate.
- Provide several reference books, such as museum collections of famous paintings for children, artist references, theme-related craft books, etc.
- Train yourself to direct and help children to write their names on projects before they begin (if painting) or on labels which you can later apply to their work. It's convenient, but not instructive when the teacher always writes student names.

The Computer Center

Research findings support the positive effects of technology on children's learning and development, both cognitive and social (Clements, 1994; Haugland & Shade, 1994). Further support for computer use in early childhood classrooms is offered by The National Association for the Education of Young Children: "When used appropriately, technology can support and extend traditional [preschool] materials in valuable ways" (NAEYC, Position Statement, 1996.) So, it becomes the responsibility of educators to provide technological opportunities which are age, content, and culturally appropriate, and to manage the use of computers as part of a balanced program of meaningful hands-on experience.

- As with all learning center materials, carefully consider the interests and abilities of your students as you select computer activities for your classroom. Plan technology experiences to satisfy specific learning objectives rather than to simply keep children busy.
- Among most students, any overwhelming enthusiasm for using the computer will fade over time. Control its use and limit its availability if you find some students are not balancing their time at other learning centers.
- Encourage students to work in pairs to promote social interaction, cooperative learning, and problem-solving. Be sure both students have opportunities to participate physically and cognitively.
- Look for ways to incorporate the computer as a useful tool; reflecting the way computers are used in homes and adult work. Connect reading and writing to purposeful goals by sending messages, researching answers to questions, comparing data in chart format, etc.
- Consider the benefits of being able to print and/or e-mail "shared writing" documents for family feedback.
- Take advantage of word-processing technology to highlight appropriate conventions of print, phonological awareness and alphabet skills. By selecting a large font, you can maximize visibility while recording children's dictation. Direct students to focus on left-to-right directionality, spaces between words, sound-letter associations, speech-to-print matching, etc.
- Use a digital camera to record special occasions, field trips, and everyday events. Create simple slide shows, (and print corresponding pages to make class books), encouraging children to review class routines, develop sequencing skills and use new vocabulary in context.
- Select high quality software and online resources that encourage participation beyond skill review and low-level thinking. Look for interactive books and activities that complement themes, connect to stories being read in class, and provide opportunities for children to broaden their knowledge base. (*Children's Technology Review* provides well-documented recommendations for teachers and parents.)

The Science Center

Experts agree that young children learn science best by exploring and finding out about the world around them in an active, hands-on manner. Children need to make observations, comparisons, and investigations to consider questions and answers with a problem-solving approach (Lind, 1999.) A classroom Science Center provides children with opportunities for informal learning experiences that match individual levels of development, as well as areas of interest. It invites children to engage in a natural process of inquiry, and provides an appropriate balance to more formal large-group experiences. Science investigations encourage children to increase background knowledge and language skills, and thus, develop a strong base for future reading comprehension. As children learn to organize scientific concepts and report their findings to others, the opportunities to generate meaningful, authentic literacy connections are limitless.

- Provide Science Center materials that connect to curricular themes or student interests. Think about how things are made, how they can change, and how they can be compared, and then consider how to make related inquiries possible for children.
- For example, a thematic unit might suggest explorations related to water. Collect materials to support "float and sink" comparisons, water plants or animal studies, etc. A small classroom aquarium could provide many opportunities for observation and prediction. Record student comments and post them in the Science Center for follow-up practice with print.
- Always include several non-fiction texts with colorful photographs, diagrams, and illustrations, as well as related children's literature to support student explorations.
- Include observation tools, (tweezers, tongs, magnifying glasses), measuring tools (balance scale, Unifix cubes, number lines, rulers), sorting trays, and writing tools for documentation. Clipboards with blank tables, graphs, and labels help children organize data collection, as do blank "Science Journals."
- Remember to utilize the power of visual literacy. Display photographs, Venn diagrams, word webs, and K-W-L charts with illustrations to make the print meaningful to young children. A classroom digital camera is an excellent tool for documenting change over time, and/or steps in a process.
- Coordinate your Computer Center and Science Center objectives. A few terrific websites offering engaging information and videos for young children include: http://kids.nationalgeographic.com/ and http://www.nwf.org/kids/, (National Wildlife Federation.) Children especially enjoy the "critter cams."
- Use classroom cooking projects as opportunities to integrate oral language and science concepts (e.g., change, solids, liquids, observations, predictions, etc.) Chart recipes and student comments to serve as written records, and to stimulate contextual review of new vocabulary.
- Invite parents to send natural objects for exploration, (e.g., bird nests in plastic bags, sharks teeth, petrified wood, shells, crystals, unusual rocks, fossils, etc.) Personal experiences offer powerful avenues for increasing vocabulary and oral language skills.

The Manipulative Center

For years, experts in the world of early childhood education have documented the value of hands-on learning and exploration with concrete manipulative materials (Bredekamp, 1987.) Teachers know to provide alphabet letters, puzzles, buttons, scales, dominoes, pattern blocks, geoboards, attribute shapes, counting blocks, and games so children can experiment, manipulate, predict, and problem-solve. Many of these materials are inherently related to literacy skills. Others can be connected to literacy through increased awareness and minimal effort.

- Make sure all manipulatives and shelf locations are clearly labeled with pictures and names (in multiple languages, if appropriate.) Frequently reference the labels as you assist children with selecting and cleaning up specific materials.
- Provide multiple sets of manipulative alphabet letters: magnetic, sandpaper, foam, wooden puzzles, upper and lower case, letter tiles, etc. Encourage children to explore and experiment as they play: sort letters into groups (straight lines, curves, etc.), put letters in alphabetic order, match upper and lower case letters, find letters in names, find multiple examples of target letters and generate words that start with the same sound, combine letters to spell CVC words, trace letters with fingers to practice letter formation, sort letters with rhyming names (t, b, d, g, p, z, v), and so on.
- For children who are having difficulty remembering letter names, encourage repeated examination and manipulation of tactile letters to help direct focus on the distinct features of each. Provide fabric bags so individual letters can be hidden from sight, and "guessed" by touch.
- Provide sorting and matching games with simple picture cards to help children develop phonological skills (rhyming, alliteration, segmenting and blending.)
- Some children find game formats to be especially intriguing avenues for developing skills. Look for board games and card games that are developmentally appropriate. Model reading the instructions, and highlight references to specific story characters and themes.
- Include collections of photographs, and/or illustrations from stories. Encourage children to name the items pictured, sort them by category or beginning sound, or sequence them as they retell stories.
- Utilize math materials as stimuli for developing math language (more, less, large, small, order, shape, etc.) Pose open-ended questions and suggest problems; e.g., "How can we make a pattern?" or "How did you group these objects—what was your "Sorting Rule?" Make sure to encourage students to share ideas and discoveries with one another, using new vocabulary in context.
- Provide puzzles that include labels, names, letters, etc. Children develop the ability to discriminate visual detail as they examine and manipulate puzzle pieces; the names and labels also help them develop print awareness skills.
- Post student surveys, data charts, photos of investigations, etc. Add captions to increase literacy skills.
- Be sure to include counting books with colorful illustrations in your Math Center. Also provide writing tools and paper for recording discoveries and organizing data.

The Sensory Table

Teachers who establish a Sensory Table with intentional objectives are aware of the young scientists in their classrooms. Providing children with the opportunity to explore with tactile objects is critical for helping them develop and construct knowledge about cause and effect, weight, mass, and volume, and texture. By arranging a Sensory Table where several children can interact, teachers also add language acquisition to the learning objectives.

- If budget limitations prevent you from providing a standing table, fill a large plastic tub with sensory items. Place the tub on a large blanket, allowing several children to share, and facilitating easy clean-up.
- Consider the developmental strengths and needs of your students, as well as thematic units as you vary the collections in the Sensory Table; the possibilities for tactile items are endless. Some suggestions include: sand, water (with or without antibacterial soap), snow, rice (colored or wild-grain), seeds, packing peanuts, scrap paper, cotton balls, corn, popcorn, leaves, pom poms, pasta, beans, shells, feathers, buttons.
- Make sure there are sufficient shovels, scoops, funnels, bowls, tongs, cups, strainers, sieves, etc. to accommodate the number of participants; two students works well. Rotate items as needed and label nearby storage with pictures and words.
- Also consider adding a few tactile alphabet letters, magnifying lenses, mini-cars, craft "jewels" (buried treasure), muffin tins, artificial flowers, toy boats, spray bottles, etc. depending on your theme, or to extend a popular Read Aloud.
- Extend a "family" or "homes" unit by placing plastic dishes and/or baby dolls in soapy water. Add sponges, drying towels, etc. Record student comments and/or ask them to name similar items that are used in their own homes.
- Guide children as they learn to share the experience with playmates. Discuss and record "reminders" for safe and fair play. Post the list (with illustrations) near the center for student and teacher reference.
- Ask children to describe how items feel. Record their responses as captions for digital photos, or simply list the descriptive words and display near the center.
- Some teachers dedicate a sensory table to scissor practice. By filling the table with scrap paper (or even straws), and attaching scissors with long lengths of yarn, children can practice cutting without worrying about lines or shapes. By providing alphabet strips, student names, or even short sentences, children can practice cutting the space between words, target letters, letters in names, etc.
- Encourage children to practice writing their names, target letters, word wall words, etc. in the sand, rice, etc.
- Store clipboards and writing tools nearby so children can record data, (e.g., a programmed page comparing volume for different containers.)
- Provide a nearby basket or container of "tactile" books with pages containing various materials for comparing textures (fur, sandpaper, feathers, etc.)
- As you change the items in the table, make sure to provide new labels, as well.

Self-Assessment Rubric for Interactive Reading

Teacher:

Date:

Directions: Check the column which most accurately describes your teaching at this time.

Book Selection: My goal is to select at least one book daily which offers a sophisticated narrative (i.e., characters, setting, problem, plot) and is theme-related.			
I invite my students to select stories at random.	I select books to coordinate with our theme.	I select theme-related narratives, and sometimes read them in advance.	I consistently select and read in advance sophisticated narratives which are theme-related.
Preparation: My goal is to consistently prepare vocabulary support.			
I do not identify key words in advance of reading.	I identify a few key words in advance of reading and make mental notes to explain them when I read.	I identify most key words in advance of reading, consider appropriate support, and record a few ideas in writing.	In advance, I identify key words, and record "triggers" for appropriate explanations and contextual relationships.
Time-Management: My goal is to organize my instructional day to include at least 1 interactive read-aloud with fiction and one with non-fiction. My week will include at least 2 small group lessons devoted to interactive reading.			
I read one story aloud on most days.	I provide interactive reading every day.	I provide interactive reading to a large group twice daily.	I provide large group interactive reading twice daily and include two or more small group interactive reading lessons weekly.
Group Management: My goal is to guide student behavior and understanding so that reading and book discussions are meaningful and enjoyable.			
I seat children in a semi-circle for reading. I do not respond to student comments or questions while reading.	I try to respond to student comments, but find I am drawn away from the story, and the students become disinterested.	I seat children so all can see the book easily and so potential disruptions are minimized. I respond to questions effectively to maintain the story flow.	I respond to children individually, clarifying confusion, bridging previous understanding, maintaining engagement. I focus on higher level thinking and convey joy in reading.

Technique: My goal is to introduce each book in an engaging and instructive manner.			
I have trouble reading fluently; some words are hard to pronounce and my pace and tone are not engaging. I show the book to the students.	I read each book in advance to prevent pronunciation and phrasing difficulties. I use voice dynamics to engage students. I read the title and show the cover picture to the students.	I read each book in advance so I can combine the use of my voice, facial expressions, and pacing to engage students. I read the title, identify author and illustrator, and comment briefly about the cover picture.	I read in advance to prepare for expressive and well-paced reading with students. I read the title, underlining each word with a finger, encouraging students to join in. I identify author and illustrator, and use the cover picture to stimulate student predictions and inferences.
Vocabulary Support: My goal is to provide accurate, well-defined support without disrupting the flow of the story.			
I do not pause to clarify vocabulary as I read.	I support the understanding of a few words with picture references and short, defining phrases.	I read with expression and explain key words. I sometimes get bogged down in responding to children and maintaining the flow of reading.	I use my voice, facial expressions, gestures, pictures, and clear, appropriate explanations to accurately explain key words. I address children's comments/questions while maintaining the flow of the story.
First Read: My goal is to introduce the book, insert vocabulary support, and extend comprehension with comments and questions during and after reading.			
I read the title, name author and illustrator to introduce the book. I support vocabulary with questioning. I don't have time for follow-up questions.	When introducing the story, I focus more on print than meaning. I support vocabulary by focusing on literal details. I ask low-level (recall) questions for follow-up.	When introducing the story, I focus on meaning. I highlight a few key words with clear, precise explanations while continuing to guide discussion toward the text. I ask follow-up comprehension questions.	I introduce the book, the cover features, the main character(s) and central problem. I support 5-10 vocabulary words and identify main character motivation. I connect my comments to children's prior knowledge. I ask follow-up analytical ("why") questions and scaffold responses with modeling when appropriate.

Second Read: My goal is to introduce the book, insert vocabulary support, and extend comprehension with comments and questions during and after reading.			
I dedicate read-aloud time to new stories. I do not read stories more than once.	I re-introduce the book highlighting the same cover features mentioned in the First Read. I support vocabulary in a random fashion, and ask spontaneous questions for follow-up.	I question students to recall the cover features. I support vocabulary with general explanations but have difficulty responding to partially correct student comments while maintaining the momentum of the story. I'm beginning to consider character motivation and "why" when planning follow-up questions.	I invite students to describe main characters and some actions. I support targeted vocabulary with precise definitions, and scaffold student understanding while maintaining the flow of the story. I support and challenge children's thinking related to how characters think and feel. I ask "why" and "what if" follow-up questions.
Third Read: My goal is to guide students in reconstructing the story and responding to analytic questions.			
I dedicate read-aloud time to new stories. I do not read stories more than once.	I question students to recall the title. I repeat general explanations for vocabulary support. I base student assessment on response to low-level questions.	I invite students to recall the title, the main characters, and the problem in the story. I support vocabulary by repeating precise definitions as they relate to specific pictures in the story. I invite students to retell story events and describe character motivation in their own words.	I invite students to identify the title, main characters, problem and solution. I encourage students to describe story events, and extend comments or ask for clarification when appropriate. I invite children to recall upcoming story events before providing picture clues, and encourage their use of new vocabulary in context. I ask "why" and "what if" follow-up questions.
Follow-up: My goal is to guide students in joyful story retelling and dramatic play.			
I establish my centers at the beginning of the school year. I add a few changes with each theme/unit.	I look for good stories with characters and events that are meaningful to students. I encourage students to re-enact story events when playing in centers.	I coordinate story selection with themes/units and choose those with engaging plots and characters. I provide props for story dramatization in centers.	I closely study each book; selecting interesting narratives with high potential for learning and enjoyment. I read with expression and convey joy in reading. I invite students to brainstorm props to gather, and ways to make stories come alive in play.

Self-Assessment Rubric for Oral Language Instruction

Teacher:

Date:

Directions: Check the column which most accurately describes your teaching at this time.

Interactive Reading: My goal is to plan and implement strategies (book selection, vocabulary support, time and group management, fluid reading technique, comprehension extension, and story restructuring) with proficiency.			
I am familiar with the goals of the Interactive Reading process.	I incorporate some Interactive Reading strategies when possible.	I consistently plan for and practice Interactive Reading with my students	I have mastered Interactive Reading techniques and incorporate them regularly in both large and small group lessons.
Complex Verbal Reasoning: My goal is to facilitate the development of increasingly complex language and reasoning skills through hands-on explorations followed by discussion and idea-sharing.			
I pose open-ended questions (e.g., "How do you know?" or "What do you think will happen?") throughout the day to encourage higher level thinking and language skills.	I consistently plan science demonstrations and hands-on experiments to teach the scientific method: make predictions, follow ordered steps for exploration, interpret results.	When implementing exploration activities, I utilize specific language development strategies (questioning, problem-solving, describing, charting, decontextualizing) to promote logical thinking and verbal skills.	I coordinate exploration activities and language strategies with current themes; maximizing opportunities for students to understand and use targeted vocabulary, complex sentences, and discussion skills.
Decontextualized Language: My goal is to plan and implement activities which promote student use of language related to events beyond "here and now."			
I have established an engaging dramatic play center with props, costumes, signs, and activities to stimulate language use. I read a variety of fiction and nonfiction books to build a broad knowledge foundation for my students.	I interact with children while they are engaged in dramatic play. I praise and comment on language use, and facilitate dialog among peers. I provide simple explanations to highlight personal connections with stories.	I frequently change the props and activities in the dramatic play center to maintain student interest and connect with thematic studies. I assume a pretend role in order to model language, dialog, and vocabulary usage. I invite students to comment on personal connections with stories.	I invite students to generate lists and help secure new items for dramatic play, coordinating with current themes and stories. I participate in dramatic play; modeling and encouraging children to use new vocabulary, talk about related events, role-play, and extend conversations.

Personal Narrative Skills: My goal is to promote the development of personal narrative skills to include descriptions of events in sequence, with indications of beginning, middle, and end			
I interact with my students throughout the day and introduce narrative skills (storytelling) through modeling.	I incorporate basic story elements (beginning, middle, end) and sequencing terms (first, next, last) as I tell simple personal narratives (4-5 sentences) to students.	I demonstrate interest in student narratives, provide an atmosphere of trust, make eye contact, and scaffold children's attempts to retell stories.	I regularly provide opportunities for students to practice and develop narrative skills. I encourage progress by restating utterances, expanding ideas, labeling gestures, asking questions, commenting, and using prompts for more information.
Peer Interaction: My goal is to increase opportunities for students to talk, interact, share information, develop language, and build strong social communication skills.			
I encourage students to use words to express emotions, needs, desires, etc.	I engage children in conversations during mealtimes and play in order to model and reinforce language and social skills.	I monitor individual progress with social interaction and apply direct intervention to individuals needing additional support.	I utilize a variety of strategies to expand social interactions with peers: modeling, attentive scaffolding, noting, praising, prompting, scripting, questioning.
Vocabulary Support: My goal is to teach new vocabulary words and concepts in meaningful contexts.			
I introduce vocabulary as a natural outgrowth of conversations with my students.	I select and target specific words, and seek opportunities to introduce and use them with students on a regular basis.	I utilize a variety of techniques to introduce new words (simple definitions, examples, comparisons, labels, categories/relationships, demonstrations), and time my instruction to connect with student engagement.	I select a core set of words (related to my instructional theme, stories, field trips, etc.) to introduce during meaningful group activities, and to reinforce in a variety of individual conversations throughout the day.
Second Language Acquisition: My goal is to help children understand and communicate in English.			
I intentionally plan activities and utilize strategies to facilitate learning English.	I incorporate specific strategies (gestures, reduced speaking rate, rephrasing, repetition, simplification) to promote student understanding.	I encourage and support children's attempts to use English by providing positive feedback, engaging opportunities, expansions, and language choices to reinforce understanding of grammar and syntax.	I target specific school routines, activities, songs, and stories to introduce and reinforce new vocabulary and usage.

Self-Assessment Rubric for Phonological Awareness

Teacher: Date: Directions: Check the column which most accurately describes your teaching at this time.			
Skill Progression: My goal is to understand the progression of phonological awareness skills and to conscientiously plan and implement activities to encourage student growth in a systematic fashion based on research findings.			
I am familiar with the terms, concepts, and goals of instruction related to phonological awareness skills.	I plan and implement some phonological awareness activities on a weekly basis.	I consistently plan and implement phonological awareness activities on a daily basis and in a sequential manner.	I document student progress with phonological awareness skills and adjust my large and small group instruction based on student data and needs.
Listening Skills: My goal is to plan and implement explicit instruction supporting the development of listening skills.			
I encourage good listening skills for all students throughout the day.	I encourage listening skills through occasional games and activities during transition periods.	I consistently plan and implement specific activities to promote listening skills including: sound alertness, location, discrimination, perception, memory, sequence, and classification.	I document student progress with listening skills and adjust my large and small group instruction based on student data and needs. I use questioning strategies to promote listening comprehension skills.
Rhyming: My goal is to plan and implement explicit instruction supporting the development of rhyming skills.			
I sing songs and use fingerplays with my students to encourage the development of rhyming skills.	I regularly select read-aloud stories which promote rhyme awareness.	I consistently plan and implement specific activities to promote rhyming skills including: identification, elimination, sorting, production, and invention.	I document student progress with rhyming skills and adjust my large and small group instruction based on student data and needs. I coordinate rhyming activities with instructional themes.

Alliteration: My goal is to plan and implement explicit instruction supporting the development of alliteration skills.			
I use songs, fingerplays, and tongue twisters with my students to encourage the development of alliteration skills.	I utilize student names to personalize and develop alliteration instruction.	I consistently plan and implement specific activities to promote alliteration skills including: matching, identification, elimination, sorting, and production.	I document student progress with alliteration skills and adjust my large and small group instruction based on student data and needs. I coordinate alliteration activities with instructional themes.
Blending: My goal is to plan and implement explicit instruction supporting the development of blending skills.			
As I read aloud, I point to words in print to support conceptual understanding of blending words into sentences.	I utilize numerous transition opportunities to promote compound word and syllable blending throughout the day.	I consistently plan and implement specific activities to promote blending skills including: concept of word, compound words, multi-syllable words, and onsets+rimes.	I document student progress with blending skills and adjust my large and small group instruction based on student data and needs. I coordinate blending activities with instructional themes.
Segmenting: My goal is to plan and implement explicit instruction supporting the development of segmenting skills.			
As I read aloud, I point to words in print to support conceptual understanding of segmenting sentences into words.	I utilize numerous transition opportunities to promote compound word and syllable segmenting throughout the day.	I consistently plan and implement specific activities to promote segmenting skills including: concept of word, compound words, multi-syllable words, onsets+rimes, and individual sounds.	I document student progress with segmenting skills and adjust my large and small group instruction based on student data and needs. I coordinate segmenting activities with instructional themes.
Beginning Phonemic Awareness: My goal is to plan and implement explicit instruction supporting appropriate development of phonemic awareness skills.			
I use large classroom print (charts, signs, labels, semantic maps, morning messages) to teach concepts of beginning, middle, and end in word analysis.	I promote phonemic awareness through explicit blending and segmenting activities.	I systematically plan and implement activities to promote phonemic awareness including: sound identification, blending, segmenting, and manipulation.	I document student progress with phonemic awareness skills and adjust my large and small group instruction based on student data and needs. I coordinate these activities with instructional themes.

Self-Assessment Rubric for Alphabet Knowledge

Teacher:

Date:

Directions: Check the column which most accurately describes your teaching at this time.

Explicit and Intentional Instruction: My goal is to promote the development of alphabet knowledge by systematically planning and implementing explicit research-based instructional activities.			
I provide appropriate alphabet instruction on a regular basis.	I use research findings to target and sequence instruction related to specific alphabet letters. I use student names (as meaningful connections) to increase engagement.	I plan and implement alphabet activities which promote letter matching, recognition, identification, writing, sound associations, and rapid naming.	I document student progress with alphabet skills and adjust large and small group instruction based on student data and needs.
Letter Matching and Recognition: My goal is to plan and implement explicit instruction supporting letter matching and recognition skills.			
I include the alphabet (with sound-associated pictures) in multiple classroom displays.	I use a variety of auditory and visual stimuli, ABC read-alouds, tactile materials, and physical activities to highlight letter shapes, orientation, and visual characteristics.	I regularly plan and implement explicit hands-on activities which promote letter matching, sorting, and recognition.	I document student progress with letter matching and recognition skills, and adjust large and small group instruction based on student data and needs.
Letter Identification: My goal is to plan and implement explicit instruction supporting the development of letter identification.			
I encourage the use of student names and mnemonic devices to connect letter identification with meaning and promote memorization.	I plan and implement letter identification activities in a systematic manner, introducing letters based on research guidelines related to frequency of use and/or ease of discrimination.	I plan and implement letter identification activities which invite students to use and identify letters in functional print.	I document student progress with letter identification skills and adjust my large and small group instruction based on student data and needs.

Letter Writing: My goal is to plan and implement developmentally appropriate instructional activities which promote letter writing skills.			
I provide a variety of multi-sensory materials to promote the development of fine motor and letter writing skills through exploration.	I regularly plan and implement activities which allow students to practice writing letters in their names.	I systematically and regularly model, teach, and scaffold letter formation skills to support the production of functional classroom print.	I document student progress with writing skills and adjust my large and small group instruction based on student data and needs.
Letter/Sound Association: My goal is to plan and implement explicit instruction supporting the development of letter/sound association skills.			
I encourage the use of student names and mnemonic devices to connect letter/sound associations with meaning and promote memorization.	I plan and implement letter/sound association activities in a systematic manner, introducing sounds based on research guidelines related to ease of production and letter association.	I plan and implement activities which invite students to use letter/sound associations to create and decode functional classroom print.	I document student progress with letter/sound association skills and adjust my large and small group instruction based on student data and needs.
Rapid Letter Naming: My goal is to plan and implement explicit instruction supporting the development of rapid letter naming skill.			
I provide multiple opportunities for students to become aware of and practice letter names.	I regularly plan explicit instruction to promote student progress with letter naming, including focus on letters in student names, letters in functional print, letters in stories, and systematic instruction for individual target letters.	I regularly assess individual student ability with rapid letter naming and plan specific intervention/instruction to promote progress.	I regularly implement instructional activities which encourage letter naming skill. I regularly assess individual student ability, and identify instructional goals based on assessment data. I communicate with families to support opportunities for appropriate support at home and in the community.

Self-Assessment Rubric for Print Awareness

Teacher:

Date:

Directions: Check the column which most accurately describes your teaching at this time.

Embedded and Explicit Instruction: My goal is to plan and implement developmentally appropriate activities that promote print awareness skills.			
I am aware of the components of print awareness and the significance of these skills for reading success.	I incorporate print awareness instruction in daily read-aloud activities.	I regularly plan and implement explicit instruction to promote print awareness including: book features, directionality, print conventions, concepts of word and letter, punctuation, and matching speech to print.	I document student progress with print awareness skills and adjust large and small group instruction based on student data and needs.
Reading Stories: My goal is to engage students through activities which address meaningful print features and conventions in read-aloud settings.			
I consistently model pointing as a means to understanding print directionality when I read aloud.	I consistently plan and implement specific read-aloud activities to promote print awareness including: book features, directionality, print conventions, concepts of word and letter, punctuation, and matching speech to print.	I invite students to observe, analyze, and compare features of print in fiction and non-fiction texts. I scaffold instruction to engage students in practicing print awareness skills.	I document student progress with print awareness skills and adjust my read-aloud instruction based on student data and needs.
Maximizing Instructional Effectiveness: My goal is to teach meaningful conventions and functions of print as evident in a variety of sources within and beyond the classroom environment.			
I engage students in print awareness instruction using environmental print (commercial logos, package labels, signs, etc.)	I utilize charts, morning message, displays, labels, and classroom signs as sources for print awareness instruction.	I provide opportunities for students to practice print awareness skills using varied sources and theme-related content.	I regularly assess and document student progress with print awareness; I adjust instruction based on assessment data. I communicate with families to support student progress with appropriate activities.

Self-Assessment Rubric for Writing

Teacher: Date: Directions: Check the column which most accurately describes your teaching at this time.			
Writing Components: My goal is to plan and implement explicit, appropriate instruction which promotes the understanding and practice of writing as a process and a craft.			
I plan and implement a variety of activities to promote the understanding of writing as purposeful communication.	I regularly select read-aloud texts to promote awareness of composition techniques (repetition, humor, vocabulary, story elements).	I regularly plan and implement interactive writing instruction to promote progress toward shared and independent writing.	I carefully balance writing instruction to promote understanding of both composition and transcription. I coordinate writing activities with current themes, literature, and classroom experiences.
Writing Opportunities: My goal is to provide engaging, developmentally appropriate materials and activities to promote the development of fine motor skills, functional writing, and composition skills.			
I provide varied writing tools and paper in a Writing Center for student use during choice time.	I regularly introduce and model the use of tactile materials (playdough, sandpaper letters, letter formation guides, writing tools, paper, chalkboards, whiteboards, blank books) to engage students in writing practice.	I regularly model, scaffold, and promote creative (book making) and purposeful writing (attendance, signs, labels) in classroom activities and centers.	I implement composition, interactive, and journal writing activities on a regular and frequent basis in order to thoroughly observe, document, and promote student progress with writing skills.
Interactive Writing: My goal is to plan and implement explicit instruction to engage students in the writing process and increase student independence with writing skills.			
I frequently model purposeful writing, consistently highlighting correct letter formation, conventions of print, letter/sound associations, punctuation, and meaning.	I engage students in interactive writing activities, eliciting responses to guide composition, determine spelling, and utilize conventions of print.	I "share" the pen with students when constructing written text, scaffolding instruction and frequently rereading text to meet individual student needs.	I frequently implement shared writing activities which connect with themes, literature, and classroom experiences to promote student comprehension and writing skills.

Student Book Making: My goal is to encourage students to make picture books on a regular basis in order to promote understanding of composition and the writing process.			
I select read-aloud texts to illustrate a variety of purposes and styles in picture books. I introduce authors and illustrators as real people.	I describe and name types of compositions (lists, narratives, information) in book discussions, and encourage students to create similar books.	I manage classroom time to allow for interactions with individual students as they pursue compositional writing. I carefully observe, document, and gently support progress toward transcription.	I regularly and frequently provide "sharing time" for student authors, noting and naming features, skill development, and connections to classroom books, events, and experiences.
Journal Writing: My goal is to implement journal writing on a regular and frequent basis in order to promote understanding of the writing process and increase writing skills.			
I regularly promote an attitude of confidence among my students as authors, encouraging them to independently plan for writing by selecting topics and genres.	I regularly model and engage students in journal activities to: (1) promote representational drawing skills; and (2)connect meaningful speech and print to pictures (oral text, labels, captions, etc.)	I regularly implement explicit group and individual instruction to promote increased skill with conventions of print and letter/sound associations in journal writing. I consistently engage students in scaffolded rereading of written text.	I document progress with writing skills based on frequent individual student writing conferences and journal entries. I promote understanding and confidence through "author sharing" activities.

Monitor in a Minute Oral Language

Student Name _____

Teacher Question	Student Response Notes	Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points
A. Touch your finger to your nose		2								
B. Tell me about this picture		5								
C. What is happening in these pictures? What do you think will happen next?		7								
D. Tell me what you did during choice time today.		5								
E. Classroom Observation: Peer and Adult Interaction		6								

Scoring: A. Two points possible (names finger, nose)
B. Five points possible (names/labels characters, actions, setting, poses dialog, uses complete sentences)
C. Five points possible (describes pictures, sequences actions, makes logical prediction, uses complete sentences)
D. Five points possible (describes people, activity, location, uses complete sentences, uses descriptive vocabulary)
E. Six points possible (listens to stories, sings songs, asks questions, talks with peers, uses new vocabulary, connects books to life experiences)

Monitor in a Minute Phonological Awareness

Student Name _____

Teacher Question	Student Response Notes	Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points
A. Listen to these sounds I can make (clap hands, stomp feet, hum). Now you do it. Which sound did I make first; last?		3								
B. Can you help me sing Twinkle Twinkle Little Star? You sing the words I leave out (are, sky, star.)		3								
C. Do these rhyme: cat/shoe; red/bed; up/cup; green/top?		4								
D. What rhymes with: fat, pie, bee?		3								
E. Which word starts like: "song" (sink, hat, chair), "boat" (pen, dig, bat), "ten" (up, top, kick)?		3								
F. What sounds do these letters make: M, F, B?		3								
G. Can you put these sounds together to make words: snow-man; sweat-er?		2								
H. Can you put these sounds together: m-a-t?		4								

Scoring: A. Three points possible (copies sounds, names or repeats first sound, names or repeats last sound)
B. Three points possible (adds missing rhymes for: "are," "sky," "star.")
C. Four points possible (identifies rhymes: red/bed and up/cup and non-rhymes: cat/shoe and green/top)
D. Three points possible (produces rhymes for fat, pie, bee)
E. Three points possible (identifies sink, bat, and top)
F. Three points possible (identifies phonemes: /m/, /f/, /b/)
G. Two points possible (blends to produce "snowman" and "sweater")
H. Four points possible (/m/, /a/, /t/ and blended "mat")

Monitor in a Minute Alphabet Knowledge

Student Name _____

Teacher Question	Student Response Notes	Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points
A. Can you sing the ABC song and point to the letters?		1 point for each match								
B. Can you tell me the letters in your name? (use name in capitals for reference)		1 point for each letter								
C. Can you name these capital letters?		1 point for each letter								
D. Can you name these lower case letters?		1 point for each letter								

Scoring: A. 26 points possible
B. Total varies depending on student name
C. 26 points possible
D. 26 points possible

Monitor in a Minute Print Awareness

Student Name _____

Teacher Question	Student Response Notes	Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points
A. Show me how to hold this book. Where is the: front, title, first page, picture?		5								
B. Show me where we begin to read the words on this page; point to the words that come next. What happens when we reach the end of a line?		3								
C. Show me a letter; word; space.		3								
D. Pretend you are the teacher. Can you show me how you use your finger to read? Please "read" three pages.		4								
E. What do these signs say?		3								
F. Classroom Observation: Name Recognition		2								

Scoring: A. Five points possible (holds book correctly, identifies front, title, page, picture)
B. Three points possible (locates beginning of print, moves left-right and top-down/return sweep)
C. Three points possible (recognizes letter, word, space)
D. Four points possible (demonstrates left-right and top-down on three pages, turns page when complete)
E. Three points possible (identifies McDonald's, Cheerios, stop sign)
F. Two points possible (recognizes name among 3 distractors for 1 point; among 10 distractors for 2 points)

Monitor in a Minute Writing

Student Name _____

Teacher Question	Student Response Notes	Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points	Date/Points
A. Draw me a picture of you.		1 point for each representative feature								
B. Can you write a story about your picture?		5								
C. Can you write your name?		5								
D. Can you write any letters that aren't in your name?		1 point for each letter								
E. Can you write any words?		3 points for each word								
F. Classroom Observation: Writing Samples and/or Journals		5								

Scoring: A. Total will vary: single points for each representative feature (head, eyes, nose, mouth, hair, ears, body, legs, arms, hands, feet)
B. Five points possible (separates writing from drawing, demonstrates left-right sequence, uses letter-like symbols, writes letters, uses sound connections)
C. Five points possible (shows left-right sequence, writes all letters, includes no reversals, sequences letters correctly, correctly uses upper/lower case)
D. Total will vary: 1 point for each correct letter
E. Total will vary: 3 points for each correct word
F. Five points possible (shows interest/attempt to write, adds labels to drawings, copies classroom print, connects some letter/sounds, includes spaces)

List of Supplemental Materials

* Items included with the Instructional Supplements

Materials	Oral Language	Phonological Awareness	Alphabet Knowledge	Print Awareness	Writing
Adhesive labels				X	X
Alphabet cards		X	X		
Alphabet chart*			X		
Alphabet poster			X	X	X
Alphabet stamps/ink pads			X		X
Animal pictures*		X	X	X	
Assorted noisemakers		X			
Assorted objects and props	X	X	X		
Beanbag		X			
Beginning sound picture cards*		X	X		
Blindfold		X			
Books (see activities for specific titles)	X	X	X	X	X
Butcher paper	X		X	X	
Chart paper/Markers	X	X	X	X	X
Clipboard		X			
Clothespins			X	X	
Compound word picture cards*		X			
Construction paper		X	X	X	X
Cookie cutters			X		X
Cotton gloves	X				
Crayons, markers, pencils		X	X	X	X
Digital camera	X			X	X

Materials	Oral Language	Phonological Awareness	Alphabet Knowledge	Print Awareness	Writing
Empty plastic bottles			X		
Envelopes					X
Feltboard	X	X	X		
Giftwrap			X		
Glue		X	X	X	X
Hand puppet	X	X			
Index cards		X	X	X	X
Legos			X		X
Letter beads			X		
Lotto board/counters		X	X		
Magazines	X	X	X		
Magna-doodle			X		X
Magnetic letters		X		X	X
Magnifying glass	X		X		
Mystery box or fabric or paper bag		X	X		
Objects beginning with the same sounds		X	X		
Paper for class books		X	X		X
Pictures of noisemakers		X			
Pipe cleaners			X	X	X
Plastic shower curtain/tablecloth		X	X		
Play dough			X		X
Pocket chart	X	X	X	X	
Pointer or yardstick	X		X	X	
Rain stick	X	X			
Rhyming objects		X			

Materials	Oral Language	Phonological Awareness	Alphabet Knowledge	Print Awareness	Writing
Rhyming picture cards*		X			
Rhyming pictures		X			
Rhyming word family picture cards*		X			
Rice, sand, salt					X
Sandpaper			X		X
Sentence strips/Markers		X	X	X	X
Shaving cream			X		X
Sidewalk chalk			X		X
Slinky		X			
Small blocks			X		X
Snap together cubes		X	X		
Sorting tray or mat		X	X		
Spinners		X	X		
Story retelling props	X				
Story sequence Pictures	X			X	X
Sticky notes	X		X	X	X
Tape recorder	X	X	X	X	
TicTacToe boards/X,O markers	X				
Upper and lowercase puzzles*			X		
Velcro		X	X	X	
Whiteboard/Dry Erase Markers	X	X	X	X	X
Yarn or string		X	X		X
Zookeeper net/hat		X			

Glossary of Educational Terms

Alliteration: A sentence or phrase in which many of the words share a common initial sound; the repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Alphabet knowledge: The ability to recognize and identify the names and shapes of the letters of the alphabet.

Alphabetic code or principle: The concept that written language is a code in which letters represent the sounds in spoken words; letters and letter combinations represent individual phonemes in written words, letters represent sound, and printed letters can be turned into speech.

Articulation: Moving and adjusting speech organs to shape the sounds of speech.

Assessment data: A broad term used to describe the information about student performance in a particular area; (e.g., scores, skill lists, anecdotal and/or narrative comments, etc.)

Auditory skills: The ability to detect similarities and differences in sound quality, location, rhythm and/or sequence; this may be gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of letters "m" and "n."

Authentic print: Print which is meaningful and functional (e.g., directions, recipes, signs, attendance charts, etc.)

Author's chair: A designated seat for student authors where they display and describe journal entries, stories, drawings, etc. to other students in class.

Beginning sounds: The initial sound represented by a phoneme in a word; often refers to initial consonant sounds; (e.g. /b/ in "ball").

Best practices: Generally referring to strategies of instruction which are based on scientific research and are effective in terms of increasing student performance.

Blending: combining sounds rapidly, to accurately represent spoken words; (e.g., the sounds /d/ /o/ /g/ can be blended to produce the word dog).

Bodily-kinesthetic intelligence: Derived from Howard Gardner's theories about multiple intelligence (1983); has to do with learning through movement and doing; features "muscle memory," rather than words (verbal memory) or images (visual memory).

Book reviews: Generally refers to student reactions to stories; can be offered in pictures, discussion, or written format.

Centers: Defined areas in classrooms which encourage students to explore or complete activities individually or in small groups.

Child-centered activities: Activities selected by students reflecting their interests and learning styles; the teacher acts as a facilitator.

Choral reading: Reading aloud and in unison by a group of students; often follows or is accompanied by teacher modeling/reading; supports reading success by building fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature.

Class books: Teacher and student-made books highlighting classroom events, experiences, people, favorite authors, patterned stories, etc.; usually made from construction paper with photographs or student-drawn illustrations.

Classification: Process of sorting items or pictures into groups or categories, such as animals, clothing, food, furniture, tools, etc. (see Concept Sorting)

Coaching: A professional development process of supporting teachers through modeling, training, observing, and offering ongoing feedback over a sustained period of time.

Cognitive development: The development of knowledge and skills that allows children to understand and think about the world around them, including the development of reasoning skills.

Composition skills: Knowledge about the process of composition; includes understanding about texts, process, and decisions made by authors.

Compound words: A combination of two or more words that function as a single unit of meaning; e.g., "side" and "walk" can be combined to make "sidewalk."

Comprehension: Refers to a set of skills associated with understanding what is read; often includes understanding story vocabulary, background knowledge, character motivation, cause-and-effect, main idea, and connections between texts and personal experiences.

Concept of Word (COW): An understanding that spoken words match to printed words in the reading of a text; includes understanding where a word begins and ends, that spaces separate words, and that words are made up of letters.

Concept sorting: A process for increasing understanding of new vocabulary by sorting pictures to indicate categories or contexts. (see Classification)

Cooperative learning: A teaching model involving students working together as partners or in small groups on clearly defined tasks.

CROWD: An acronym intended to help teachers remember the following types of interactive prompts/questions used during dialogic reading: **C**ompletion, **R**ecall, **O**pen-ended, **W**h- (where, when what, who), **D**istancing.

Cultural diversity: The coexistence of different ethnic, gender, racial, and socioeconomic groups; classroom studies, themes, materials, and activities should be selected to reflect cultural diversity.

Curriculum: A set of teaching and learning objectives and materials; usually defined by a specific scope and sequence of instructional goals.

Curriculum Based Monitor (CBM): An informal, quick assessment tool designed to check student progress with specific targeted skills related to curricular studies.

Decoding: The ability to translate a word from print to speech by using letter/sound correspondence to "sound it out."

Developmentally Appropriate Practice (DAP): The implementation of instructional strategies which consider a child's social/emotional, physical, and cognitive development.

Differentiated instruction: Instruction designed to match the learning styles and cognitive needs of individuals or groups of students.

Directionality: An early reading skill which refers to the way print is tracked from left-to-right, and top-to-bottom on a page; also includes the concept of "return sweep" which refers to returning to the left side of a page after reaching the end of a line on the right side.

Divergent questions: Also known as open-ended questions; usually require students to use higher level thinking skills such as analysis, synthesis, or evaluation to generate varied (as opposed to single/correct) responses.

Dramatic play: Young children assume through pretend and play the roles, conversations, and behaviors of others; play generally involves a variety of props and suggested scenarios to stimulate imaginative interactions.

Dramatization: Generally refers to children re-enacting story events.

Embedded instruction: Instructional procedures that are implemented in the context of ongoing (naturally-occurring) activities, routines, and transitions in the classroom; e.g., the teacher highlights targeted letter/sounds in a read-aloud activity.

Emergent literacy: Refers to what children know about reading and writing before they can actually read and write; includes oral language, phonological awareness, letter knowledge, and print awareness skills.

English Language Learner (ELL): Children for whom English is a new language.

Environmental print: Print that is a part of everyday life, such as signs, billboards, labels, lists, messages, and business logos.

Evidence-based practice: Instructional decisions that are made after reviewing information from data instead of relying on rules, single observations, or custom.

Explicit instruction: A teaching approach that involves direct explanation using language that is concise, specific, and related to the objective; the actions of the teacher are clear, unambiguous, direct, and make clear what the students are to do and learn.

Expressive vocabulary: Vocabulary used in speaking.

Fine motor skills: skills that involve a refined use of the small muscles controlling the hand, fingers, and thumb; development of these skills produces greater success with tasks such as writing, drawing, and buttoning.

Flexible grouping: Informally grouping and regrouping students in a variety of ways throughout the school day; often based on specific goals, activities, and needs; groups can be teacher- or student-led and can include whole class, small group, partners, or individual students.

Fluency: The ability to read a text accurately, quickly, and with proper expression and comprehension.

Formative assessment: Assessment which is embedded in instruction, often through questioning and observation of interactions; designed to provide immediate non-threatening feedback to students and teachers in order to adjust instruction; intended to monitor and improve learning as opposed to produce grades.

Functional illiteracy: Limited ability to read and write; unable to read or write well enough to complete everyday tasks in society.

Graphic organizers: Diagrams which summarize and illustrate concepts and interrelationships among concepts in a text; often known as maps, webs, graphs, charts, frames, or clusters.

Graphing: The process of creating a chart or diagram depicting the relationship between two or more variables; often used to help young students engage in comparing quantities.

Gross motor skills: Refers to large muscle and whole body movement and control; e.g., walking, running, climbing, etc.

Guided discovery: An instructional method involving students in hands-on learning experiences guided by thought provoking questions from the teacher.

Guided reading: A teaching strategy to support beginning readers through small group guidance; teachers select leveled texts and assist students with pre-reading, discussion of vocabulary, and predicting.

High-frequency words: Words that appear most often in printed materials; often abstract in concept; recognition by sight is critical to reading success; e.g., “the,” “like,” “to.”

Inclusion: A model for educating children with special needs in regular education classrooms (to the maximum extent appropriate); support services may be brought to included students who are required to benefit from being in the class, but are not required to keep up with other students.

Individuals with Disabilities Education Act (IDEA): The law that guarantees all children with disabilities access to a free and appropriate public education; enacted in 1990 and reauthorized in 1997.

Inference: Often defined in terms of reading comprehension; may occur in the form of conclusions, predictions, or new ideas drawn from the information in a text and a reader's background knowledge.

Informational text: Connects readers to real world (non-fiction) information; is characterized by organizational features which (1) differ from literary text (e.g., topic with supporting details, headings, captions, bold type, diagrams, photographs) and which (2) support reading to acquire information; current research stresses critical nature of success with related reading strategies.

Intentional instruction: Instruction delivered for a particular purpose to result in a designated outcome; especially relevant for many current student populations which require both language and content acquisition.

Interactive reading: A strategy for reading aloud where children are actively involved in asking and answering questions and making predictions, rather than passively listening; specific techniques are used before, during, and after reading to support and extend comprehension.

Interactive writing: An instructional technique which focuses on conventions of print and letter/sound connections; the teacher guides students to plan and construct text, and eventually "share the pen."

International Reading Association (IRA): A professional organization that provides descriptions of effective reading practices around the world.

Interpersonal intelligence: One of the multiple intelligence types originally identified by Howard Gardner (1983); specific strengths include understanding and interacting with other people; i.e., assessing the emotions, motivations, desires and intentions of others.

Intrapersonal intelligence: One of the multiple intelligence types originally identified by Howard Gardner (1983); specific strengths include being aware of one's own emotional states, feelings and motivations.

Invented spelling: Attempts by beginning writers to spell words when the standard spellings are unknown; involves using emergent knowledge of sounds or visual patterns.

Journal writing: Writing about personal experiences and thoughts on a frequent and regular basis; often implemented as one component of a writing workshop and/or multi-dimensional literacy instruction.

KWL charts (**K**now, **W**ant to learn, **L**earn): Instructional technique credited to Ogle (1986); teachers invite students to identify what they **K**now, **W**ant to learn, and (after studying) **L**earn; information is charted using a graphic organizer.

Left-to-right directionality: Refers to the process of tracking print from the left to right side of a page; fundamental to developing print awareness.

Letter identification: The ability to name individual letters.

Letter recognition: The ability to locate individual letters in response to a specific request.

Listening skills: Generally refers to the skills required for hearing and interpreting spoken information; specific emergent skills include alertness, sound location, discrimination, perception, memory, sequencing, and classification.

Literacy-rich environment: A setting that invites students to participate in language and literacy activities related to all areas of study; emphasizes the function of oral and written language; features include instructional focus on literacy experiences, displays of theme-related print and functional labels, signs, and directions.

Literacy skills: Skills involved in speaking, listening, reading, and writing.

Logical-mathematical intelligence: One of the multiple intelligence types originally identified by Piaget (1954, 1977) and later by Howard Gardner (1983); strengths include ability with reasoning, calculating, recognizing patterns and logically analyzing problems.

Manipulatives: Generally refers to small objects which can be handled by young children to support their understanding of abstract concepts; examples include magnetic letters, blocks, and puzzles.

Mapping: A strategy for graphically representing concepts and their relationships; also known as Semantic Mapping.

Modeling: Demonstrating a process or skill.

Montessori approach: A child-centered educational method based on the theories originated by Italian educator Maria Montessori (1870–1952); characterized by child-directed activity.

Morning message: A popular instructional strategy for addressing multiple literacy objectives; students are invited to help the teacher read and interpret a brief written message on a daily basis.

Musical intelligence: One of the multiple intelligence types originally identified by Howard Gardner (1983); specific characteristics include sensitivity to sounds, rhythms, music, and tones.

National Association for the Education of Young Children (NAEYC): Professional organization supporting the goals of quality early childhood education.

National Reading Panel Report: A national panel formed in 1997 at the request of Congress with the stated aim of assessing the effectiveness of different approaches used to teach children to read; findings (published in 2000) indicated the ability to read requires proficiency in: phonemic awareness, phonics (sound-symbol correspondence), fluency, vocabulary, and text comprehension.

Naturalistic intelligence: One of the multiple intelligence types identified by Howard Gardner; specific characteristics include sensitivity to nature and things that grow.

No Child Left Behind Act (NCLB): The recent reauthorization of the Elementary and Secondary Education act of 1965. NCLB reflects President George W. Bush's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research.

One-to-one correspondence: Generally refers to the even matching of elements from one set with elements from a second set, (e.g., each blue counting block matches with one and only one red counting block); can also refer to matching each spoken word with each printed word on a page.

Onset + rime: An onset is the initial consonant(s) sound of a syllable, (e.g., "b" is the onset of big; "fl" is the onset of flag); the rime is the part of a syllable that contains the vowel and all that follows it, (e.g., the rime of big is "ig"; the rime of flag is "ag.") Onset + Rime Blending is the ability to take an onset and rime of a word and put them together. Onset + Rime Segmentation is the ability to separate a word into the onset and rime.

Open-ended questions: Questions intended to elicit multiple responses as opposed to a single/correct response (e.g., "Why do you think ....?" instead of "What color is Peter's chair?")

Oral language skills: Generally refers to skills used in listening and speaking; includes phonology, morphology, syntax, semantics, and pragmatics, (i.e., knowledge of word sounds, word structure, grammar, word meaning, and word use.)

Orthographic awareness: Understanding that the sounds in a language are represented by written or printed symbols.

PEER: Acronym used to identify questioning procedures to enhance student responses and overall comprehension during Dialogic Reading; refers to **P**rompt, **E**valuate, **E**xpand, **R**epeat.

Performance assessment: An assessment/test which requires a student to demonstrate a particular skill and/or knowledge.

Phoneme: The smallest unit of sound within our language system; combines with other phonemes to make words.

Phonemic awareness: The ability to consider, or manipulate individual phonemes (sounds) in words and understand that sounds combine in words; refers to the highest level of phonological awareness (awareness of individual phonemes in words.)

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological awareness: An "umbrella" term referring to awareness of sounds in words, syllables, and onset-rime segments, as well as awareness of individual phonemes; includes rhyming, alliteration, and phonemic awareness.

Pictograph: A picture or symbol used to communicate meaning; e.g., universal "no smoking" pictograph includes a cigarette surrounded by a red circle and covered by a slash mark.

Picture reading: The process of telling a story by describing and interpreting the events portrayed by the pictures on each page.

Portfolio: Generally refers to a collection of work that reflects student progress over a period of time, (e.g., assessment data, work samples, etc.)

Predicting: To formulate an idea about something in advance of its occurrence; in terms of reading instruction, prediction is used as a strategy to enhance comprehension.

Print awareness: Basic knowledge about print, how it is organized on a page, and how it is used; (e.g., print conveys meaning, print is read left to right, words are separated by spaces, and reading and writing are ways to get ideas and information.)

Print-rich environment: A setting in which a learner is surrounded by and has access to many different types of print (e.g., literary materials, informational texts, authentic materials, and environmental print).

Prompting: The process of assisting or challenging students by suggesting a response; a significant component in the processes of interactive and dialogic reading.

Read-aloud: A generic term referring to the effective and popular practice of reading stories out loud; confirmed extensively in research as critical to success in reading development; often includes specific strategies which promote oral language, alphabet knowledge, print awareness, and phonemic awareness.

Receptive language: The ability to understand and gain meaning from what has been heard.

Rereading: The process of reading text a second (or multiple) time(s) to confirm understanding.

Retelling: The process of recalling the sequence of events, characters, and other story elements required to demonstrate complete understanding of text with others.

Reflection: Careful consideration or analysis; often critical to professional development.

Reversal: In early childhood development, this generally refers to early efforts to write letters and numbers which produce characters that are visually backward; often examined as a symptom of dyslexia (a complex neurological reading disorder) when persistent in students beyond six years old.

Rhyming: The ability to find words that share a common ending feature or sound combination; (e.g., "cat" and "hat.")

Role-playing: The process of changing of one's behavior to assume a role, or act out an adopted role.

Rubric: A guide used to assess performance in a reliable, fair, and valid manner that is generally composed of a scale for rating performances on various dimensions, and standards of excellence for specified performance levels.

Scaffolded instruction: Instruction in which the adult builds upon the child's knowledge and provides support that allows the child to perform more complex tasks.

Scaffolding: Supporting a child by demonstration or cues and then gradually withdrawing support as the child becomes increasingly independent.

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge about reading and the process of learning to read.

Segmenting: Separating individual words (in sentences) or phonemes of words into discrete units.

Self-directed learning: A learning process where the learner controls decisions about goals and effort; student activity choices reflect personal interests rather than published curriculum or teacher-directed topics.

Semantic map: A graphic representation of a concept—its components and their relationships.

Sequencing: The process of analyzing specific events in a story and identifying their positions as first, second, third, etc.; critical to story comprehension.

Shared reading: An instructive strategy to scaffold beginning reading skills; usually involves an adult inviting children to join in the choral reading (or in supplying predictable phrases) of a familiar book, song, or poem.

Shared writing: An instructive strategy to scaffold beginning writing skills; usually involves an adult inviting children to contribute ideas to text composition; (e.g., sentences to become part of a thank-you letter to hosts of a recent class trip); may also include students "sharing the pen" to contribute letters or words to printed text.

Sight words: Words also known as high-frequency words; recognition "on sight" is often critical to beginning reading success; tend to refer to abstract concepts and often do not follow basic rules of phonics; (e.g., "the," "with," "and.")

Small group instruction: Organized classroom activity allowing one adult to work with approximately 3-6 students; focusing instruction on specific/common needs of the children in the group.

Sorting: The process of arranging items according to category or specific characteristics; e.g., sorting upper case letters into one group and lower case letters into another; invites children to become cognitively engaged as they develop familiarity with new concepts.

Sound discrimination: The ability to differentiate sounds in the environment, as well as sounds in words.

Sound stretching: The process of slowing down the pronunciation of specific words and sounds in words to scaffold the development of phonemic awareness and the alphabetic principle; (e.g., "How do we spell 'bag?' B-aaaaa-g.")

Stepping up: Generally refers to the instructive strategy of inviting one or more student(s) to demonstrate a response to a specific prompt; the group setting allows all students to process the prompt and evaluate the response.

Story map: A graphic representation of the basic elements in a story; e.g., plot, characters, problem, resolution.

Surveys: a sampling, or partial collection, of facts, or opinions; often depicted in early childhood classrooms as simple graphs; used to communicate mathematical concepts and expose students to meaningful print.

Syllables: A segment of a word that contains one vowel sound; the vowel may or may not be preceded and/or followed by a consonant.

Systematic instructional planning: Planning which is carefully thought out, strategic, and designed before activities and lessons are implemented; balances objectives from multiple disciplines, learning styles, and developmental needs of students; builds on previously taught information.

Thematic integration: A process of organizing instructional goals based on the integration of particular themes across all disciplines; e.g., a theme of "families" can be extended to include mathematical concepts (counting members) as well as literacy objectives (family stories); helpful in connecting instructional goals with student experiences.

Think-aloud: An instructional technique used in reading aloud; teachers reveal their thinking processes by verbalizing connections, questions, inferences, and predictions.

Transitional readers: Generally refers to beginning readers who have mastered basic decoding skills, but require additional instruction to develop independence with more complex text.

Transitions: Short periods of time during the teaching day when students are moving from one activity to another; often requires some students to wait for others (e.g., putting on coats to play outdoors.)

Tongue twister: A phrase that is designed to be difficult to articulate properly; often involves a combination of alliteration and rhyme (with two or three sequences of sounds); e.g., "She sells sea shells by the sea shore."

Total Physical Response (TPR): An instructional method developed by James J. Asher, to aid in learning second languages; relies on the assumption that that the learning process depends on a

long period of listening and developing comprehension prior to production, and invites students to respond to commands that require physical movement.

Venn diagram: A graphic organizer that uses circles to represent sets and their relationships.

Visual literacy: The ability to interpret, and derive meaning from information presented in the form of an image; based on the idea that pictures can be "read."

Visual memory: The ability to recall an image after it has been removed from sight; critical to developing alphabetic knowledge.

Visual-Spatial intelligence: One of the multiple intelligences identified by Howard Gardner; generally includes the ability to visualize and mentally manipulate objects (characterized by skill with solving puzzles, strong visual memory and strong sense of direction.)

Word wall: A classroom display on which high frequency words are displayed in alphabetical order; in early childhood classrooms word walls often include names of students or words related to current instructional themes, and all print is accompanied by pictures to add meaning for young children.

Whiteboard: Also known as a markerboard, dry-erase board, dry-wipe board or a pen-board; refers to a glossy surface, most commonly colored white, where non-permanent markings can be made; useful for group instruction and early writing practice.

Whole-group instruction: Refers to the process of teaching all students in a class at one time; allows for efficient introduction of new content, modeling, sharing strategies, and building a sense of community through class experiences.

Writing workshop: Generally refers to a period of instruction which supports success with writing; activities include mini-lessons modeling writing strategies, sustained individual writing, editing, and conferencing with the teacher about progress.

Zone of Proximal Development (ZPD): Refers to the difference between what a learner can do without help and what he or she can do with help; a concept developed by the Lev Vygotsky (1896 – 1934); supportive research indicates that the most efficient teaching is accomplished while a student is in his/her intellectual ZPD.

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