

Learning **K3** Destinations



Module 1
Teacher Edition

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Scope and Sequence

K3 Module 1

Week	Weekly Question	Phonological / Phonemic Awareness	Letter Recognition / Phonics / Handwriting	High Frequency Words	Decodables
1	How do children get to school?	Rhyming words	Letters Aa, Bb, Cc, Dd, and Ee	I, am	Story: I am! Reader: Who I am?
2	How do children work and play together?	Count syllables Sound discrimination Syllables and rhymes	Letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, and Nn	I, am	Story: Am I? Reader: Am I?
3	How do families have fun together?	Initial sounds Initial sound discrimination Review syllables	Letters Oo, Pp, Qq, Rr, and Ss	the, little	Story: Little Me! Reader: The Little Toys
4	How do families work and play together?	Initial sounds	Letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz	the, little	Story: Am I Little? Reader: At the Zoo
5	What are some machines and tools like?	Initial /m/ sound /m/ spelled Mm Initial and final /m/	Review letter names and letter recognition /m/ spelled Mm	a, to	Story: Little Mouse Reader: Animal Friends
6	How do machines help people work?	Initial /t/ Final /t/ Review /m/ spelled Mm	/t/ spelled Tt	a, to	Story: Tam Reader: Let's Go!

BQ How do we live, work, and play together?

Big Book	Comprehension	Writing	Conventions	Listening and Speaking	Vocabulary	Math	Science
<i>Hip, Hop, Hurry!</i>	Characters	Wonderful, Marvelous Me! Song	Say our names	Follow directions	Words for transportation	Cardinal numbers Ordinal numbers	Speed Motion
<i>Hip, Hop, Hurry!</i>	Setting Characters	Wonderful, Marvelous Me! Invitation Respond to literature: drama	Write our names Review Say our names	Respond to literature: drama	Movement words	Count to 11 and 12 Count to 13, 14, and 15	Motion Motion and speed
<i>Camera Obscured</i>	Sequence Setting	Wonderful, Marvelous Me! Poem Extend the concept	What we look like	rhyme and rhythm	Words for places	Review Cardinal numbers from 1 to 15 Count from 16 to 20	Identify living things How living things change
<i>Camera Obscured</i>	Classify and categorize Setting	Wonderful, Marvelous Me! Directions Respond to literature	What we can do Review What we look like	All about me	Words for shapes	Shapes	Animal habitats Animal characteristics
<i>Dig Dig Digging</i>	Characters Sequence	Wonderful, Marvelous Me! Captions Extend the concept	Nouns for people and animals	Announcements	Words for size and volume	Count from 1 to 20 Add 10	Sound energy
<i>Dig Dig Digging</i>	Classify and categorize Setting	Plan a story Draft a story Revise a story	Nouns for places and things Review Nouns for people and animals	Respond to literature: drama	Words for tools and machines	Tell time	Tools and machines Force

Overview

A Comprehensive Curriculum

Learning Destinations K is a comprehensive kindergarten program that will help you create an effective and developmentally appropriate classroom. A *Learning Destinations K* classroom is a lively place, full of books, songs, stories, and conversations. It is a classroom in which children experiment and explore. In a *Learning Destinations K* classroom, children engage in purposeful and playful learning experiences, and develop academically, socially, and emotionally.

Instruction in *Learning Destinations K* is systematic and addresses all preschool learning domains. *Learning Destinations K* also focuses on key learning goals within each domain and is designed to ensure that all kindergarten children have the opportunity to work towards attaining these goals.

Daily Instruction

Instruction in *Learning Destinations K3* has the following six stages:

1. Begin the Day

Let's get started! Good morning. Your day is about to begin!

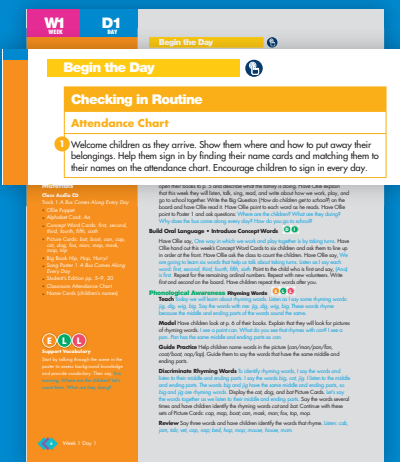
When children first get to school, they need to settle down and settle in. *Learning Destinations K3* can help you do that with Begin the Day. Begin the Day is a time to greet children and welcome them to the classroom community. It's a time to make them feel comfortable and secure by setting a warm and caring tone for the day. Every day in *Learning Destinations K3* begins with a greeting, a sign-in on the attendance chart, and a song.

Begin the Day: Checking In

Each day's lesson begins with an activity related to the attendance chart. The attendance chart helps children learn their classmates' names and get introduced into the classroom routine.

Song: Sing and Move

Children like to express themselves through singing and movement. *Learning Destinations K3* provides children with an opportunity to sing every day. Begin the Day always includes a song that relates to the Big Question or to the Phonics section. Children learn the song on Day 1 and then sing it for a week.



2. Get Ready to Read

Let's learn words, sounds, and letters!

It's time to Get Ready to Read—time to play with words, sounds, and letters!

Get Ready to Read provides explicit instruction and playful practice in values and self-reflection, oral vocabulary, phonological awareness, and alphabet knowledge.

Values and Self-Reflection: The Weekly Question

The week begins with Ollie, the *Learning Destinations K3* puppet, asking the Weekly Question. This question deals with topics linked to values and self-reflection that are relevant to kindergarten children and that are explored from diverse angles through a variety of age-appropriate activities. The Big Book stories provide a framework for the topics covered in the Weekly Question and are often an integral part of these activities.

Content Knowledge

Learning Destinations K3 exposes children to new vocabulary on a daily basis. It's during Content Knowledge stage that Concept Words are introduced, taught, and practiced. In the first week, all six Concept Words for the week are introduced. Then in each of the following weeks, two words are taught and then formally practiced through the songs, Big Books, and other activities.

Phonological/Phonemic Awareness

Phonological and phonemic awareness is the awareness of the sounds that make up spoken language. To learn to read, children must become aware of these sounds. Get Ready to Read provides a variety of teacher-led activities and games that allow children to focus on and manipulate sounds.

Letter Recognition

Letter recognition refers to the ability of naming and recognizing the letters of the alphabet and understanding that letters represent sounds. In *Learning Destinations K3*, alphabet knowledge begins with identifying uppercase and lowercase letters. Then children move on to recognizing and producing letter sounds. As with phonological awareness, this section provides teacher-led activities and games that focus on letter recognition to help children develop this crucial skill.



Center time

Pretend and Learn

Readiness Indicator 8 (Listening)
Learning Goals: Phonological Awareness
• Associate sounds with the words they make
Materials: Picture Cards and Big Book, Book, Book, Book, Book, Picture 5-8 (phonology), 1 Picture per child, larger paper, tongue depressors (1 per child)
Before Center Time
Introduce/Model: Attach the Picture Cards to the board. Elicit the corresponding animal sounds.
During Center Time
Scaffold Learning: Distribute Pictures and Finger points. Help children cut out the animals. As children use finger pointing, work around and elicit the sounds and the animal they make. Focus on correct 1:1 sound/animal association.
Apply - Read Aloud: Show children how to finger point to dry. Help children glue finger depressors to the back of their fingers to make people these animals go. Make an animal sound. Read the children hold up the corresponding papers. Then, voice each animal and have the children holding the corresponding papers pointing to their animal's sound.
Promote Social and Emotional Development: Have children follow classroom rules to work together in an orderly manner with occasional teacher reminders.

ABC Fun

Readiness Indicator 9 (Writing)
Learning Goals: Alphabet Knowledge
• Distinguish between a picture and a letter
• Identify letters
Materials: Picture Cards, Letter Cards, Big Book, The Little Red Hen, books for children to look through
Before Center Time
Introduce/Model: Attach Letter Cards and Picture Cards to the board. Point to the Picture Cards. Have one picture. Point to the Letter Cards. Have one letter. Hold up the Big Book. Invite children to come up one at a time and point to the picture. Then, invite other children to come up and point to letters.
During Center Time
Scaffold Learning: Show children books and how to turn the pages carefully. Have children look at the picture and point to the letter. Encourage them to say the letter.
Promote Social and Emotional Development: Invite independent activities. Have children search for and point to letters. Invite a child to stand up, show his or her book, and point to some letters in it.

3. Center Time

Let's play and explore!

Kindergarten children need time to play and experiment. They need time to make their own discoveries and learn independently. *Learning Destinations K3* addresses those needs in Center Time activities which provide children with guided exploration as well as hands-on experience.

Center Time will show you how to introduce fun and excitement in the classroom. At the same time, the activities scaffold children's play and learning, and promote the development of social and self-regulation skills

4. Read and Comprehend

Let's read!

Grab your book and call children over to sit around you. It's story time! Text-Based Comprehension is about using books to help children develop concepts, vocabulary, and listening comprehension skills. Text-Based Comprehension is also about instilling an appreciation of literature in young children.

Literature

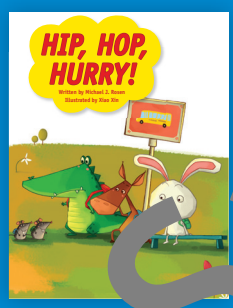
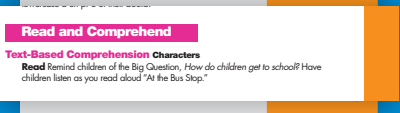
Every two weeks, Text-Based Comprehension features a different Big Book story that exposes children to different topics and genres. During this time, children learn the rich, interesting vocabulary that appears in the literature. They are taught new words indirectly, using tone of voice, facial expressions, gestures, brief explanations, and illustrations. Big Book stories also promote social interaction and values.

Instruction

Text-Based Comprehension instruction is presented and developed through guided reading routines that are delineated in the Teacher's Edition. The routines are designed to foster and deepen comprehension. Their purpose is also to help you plan what you want to comment on or ask children about as you read the Big Books. Text-Based Comprehension routines will allow you to develop children's conceptual, language, and comprehension skills as you read aloud.

5. Language Arts

Language Arts is divided into four sections: Writing, Listening and Speaking, Conventions, and Vocabulary. Writing helps kindergarten children develop basic writing skills. Some activities require writing, and some others tracing or dictating. Listening and Speaking help develop these two skills while relating them to text-based comprehension and other topics. Conventions focuses on language conventions related mainly to grammar. And finally Vocabulary focuses on certain words that are related to the Weekly Question.



6. Science and Math

Let's investigate!

Young children are curious about the world. It is a fascinating place that they want to explore and learn more about. The Science and Math sections give children an opportunity to investigate the world around them and the people and things in it.

Science

Science activities teach children basic science and provide them with increasingly independent practice. The activities are designed to help children observe, identify, categorize, and describe as they learn about science, physical science, life science, Earth science, and engineering and technology.

Math

Let's count!

Kindergarten children are surrounded by math. When they count how many children are in class, when they say how old they are, or when they use shapes to complete puzzles, they are engaging in math. The Math section allows children to become more aware of how important and relevant math is to their daily lives. Its purpose is to introduce and discuss mathematical concepts, skills, and vocabulary.

Math instruction in *Learning Destinations K3* covers the following strands:

- Geometry
- Numbers and Operations
- Data Analysis
- Patterns
- Measurement
- Time Telling

Wrap Up/Extend Your Day

Wrap Up/Extend Your Day

Each day's Wrap Up offers review or reinforcement of any of the day's sections.

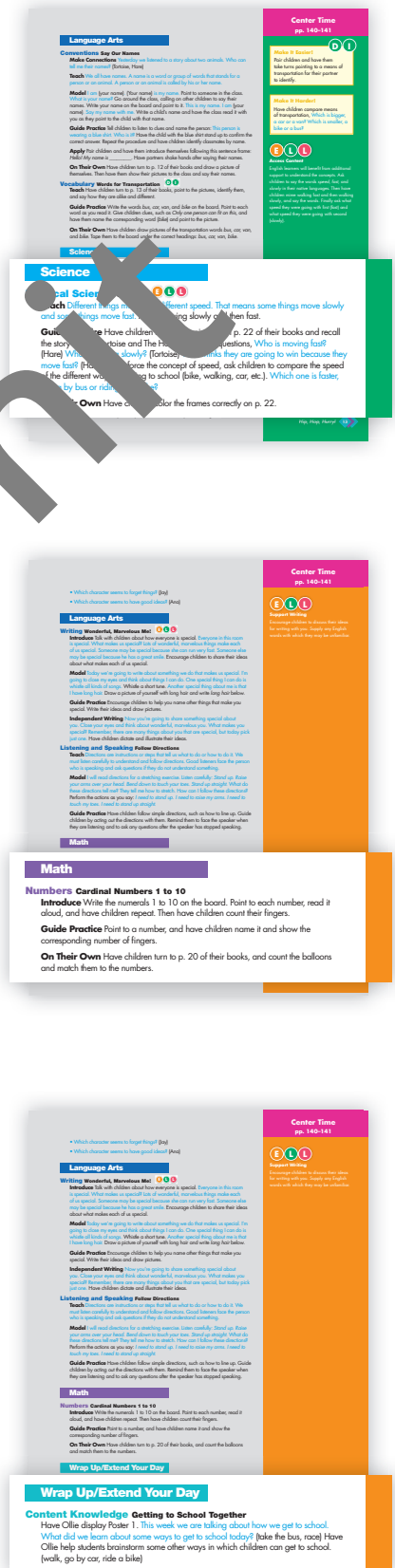
Weekly Assessments

Day 5 of each week includes an Assessment section whose purpose is to check children's comprehension of vocabulary and their knowledge of phonics and high-frequency words.

From Research to Practice

An effective kindergarten program should be based on extensive and current research. To that end, *Learning Destinations K3* is based on thorough knowledge of the research on early cognitive, social and emotional development.

Look for the Make It Easier! and Make It Harder! boxes throughout your *Learning Destinations K3 Teacher's Edition*. These boxes provide point-of-use differentiated instructions and are designed to support your teaching practice.



Getting to Know Students and Their Families

Connecting with Families

Kindergarten is a time of new beginnings. Children meet new people outside their families and are exposed to a world of learning they have not experienced before. Research tells us that children learn best when home and school work together. As you're getting to know the children in your class, parents and caregivers can provide valuable insights into a child's likes and dislikes, learning style, interests, and special abilities. Foster a connection with a child's home and family, and you'll create a bond that will work in the best interest of the child. *Learning Destinations K3* offers you several resources to help you connect with children's families.

Family Times Newsletters

Learning Destinations K3 provides a weekly *Family Times Newsletter* that you can send home to each child's family members. Use the *Newsletters* to inform parents about classroom events and to suggest ways to bring classroom lessons into the home. The *Newsletters* also include a section called *Cuddle Up with a Book*, with recommendations for award-winning, age-appropriate children's literature for parents to read aloud to their children. The *Newsletters* can be found on the Teacher Resources DVD-ROM and on the Website.

Decodable Readers and Decodable Stories

Learning Destinations K3 also includes Decodable Readers and Decodable Stories, which children can pick out from their Student's Edition and take home to share with their parents. These short books foster the usage of high-frequency words in context, as well as sound and letter identification.

Setting Up Your Classroom

Organizing Your Classroom

When children come to school, you want them to feel safe and secure. You want them to know where everything is. Therefore, the first step to an effective classroom is organizing your space.

Whole-Group Area

The whole-group area is where you will gather children for each day's Begin the Day, and then for some day's Get Ready to Read or Read and Comprehend. It should be large enough for all children to sit comfortably.

Center Areas

Center areas are parts of the classroom used during Center Time activities. If possible, set up a separate Center area for each of the following activity types: Letter Recognition, Phonics, Phonemic Awareness, Conventions, Listening and Speaking, Comprehension, Vocabulary, High-Frequency Words, Science, and Math. Center areas can be created using shelves, walls, rugs, and tables. Each area should be large enough to accommodate several children and the necessary materials.

Creating a Print-Rich Environment

Creating a print-rich environment helps children learn that print has meaning. The following are a few ways in which you can create a print-rich classroom:

- Label items such as the clock, the daily schedule, Centers, center materials, tables, chairs, and computers.
- Label cubbyholes with each child's name and photograph. This will help children learn to recognize their own names as well as their classmates' names.
- Add an alphabet strip along the wall at children's eye level. Children can refer to this strip as they work in Centers.
- Create a Word Wall by displaying the *Learning Destinations* K3 high-frequency words across the wall at children's eye level. Continue to add words to the wall throughout the year.

Setting Up Your Centers

Center Time

Center Time is a time for children to participate in exploration and play. You can pick a daily Center activity or combine a few to best fit your practice and assessment needs. There are several available activities each week, and they are closely related to each week's objectives.

Stock your centers with Picture Cards, Alphabet Cards, and art supplies, such as smocks, non-toxic paint, paper, safety scissors, glue, brushes, and crayons. You will also need writing materials like paper and pencils. You may also like to include math manipulatives related to the concepts covered in the math section. The Science center is a place where children become little scientists. Stock this area with magnifying glasses, measuring cups, and other materials related to the themes you are studying.

Establishing Routines

Types of Routines

Young children need an environment that offers structure and predictability. One way to create structure in your K3 classroom is to use routines.

Instructional Routines

Learning Destinations K3 includes instructional routines that are designed to help you deliver instruction in a consistent way. Instructional routines are provided at their point of use in your *Learning Destinations K3 Teacher's Edition*.

Management Routines

Learning Destinations K3 encourages teachers to implement management routines in order to create an efficient and effective classroom environment. You'll find the following ready-to-print routines featuring Ollie and his friends on the *Learning Destinations K3 Teacher Resources DVD-ROM* on the Web site: Begin the Day (see below), Follow the Rules, Clean Up, Wash Your Hands, End the Day.

Routines may vary depending on the number of children in a class, the schedule, the classroom structure, and the preferences of the teacher and school management.

Checking In Routine: Begin the Day

The daily task of taking attendance is a perfect opportunity for children to learn their own names and the names of their classmates. Each morning in the *Learning Destinations K3* classroom, children check in on the attendance chart.

Create an attendance chart by displaying children's name cards on the wall or in a pocket chart. Keep another set of name cards in an envelope or basket near the chart. Have each child match his or her name card from the envelope with the name card on the chart.

Introducing Routines

It's important for children to know what's expected of them in the classroom. Therefore, it's a good idea to spend time at the beginning of the year teaching children which instructional and management routines you will use.

Making Every Minute Count

Making Every Word Count

Teaching Vocabulary

Research tells us that children learn vocabulary directly and indirectly. In *Learning Destinations K3*, you have the opportunity to expose children to at least 45 new words a week. *Learning Destinations K3* targets the following types of key vocabulary because these are the words children will need as they progress in school:

Alphabet Card Words

Alphabet Card Words are basic words that are used to make children aware of English pronunciation; for example, *apple* (Aa Card). Alphabet Card Words are usually introduced in sections like Phonological/Phonemic Awareness, Handwriting and Letter Recognition, but they are really used throughout the modules.

Picture Card Words

Picture Card Words are basic words that relate to broader categories or concepts: colors, shapes, sizes, emotions, parts of the body, etc. Picture Card Words are introduced through diverse child-friendly activities and reinforced through the songs and chants in the Song Posters.

Concept Words

Concept Words are interesting or useful words from the Song Books. They relate to the module concept and can be used to discuss the Weekly Question. Teach these words indirectly, using gestures, illustrations, or brief explanations to clarify meanings as you read. Then teach Concept Words directly, using the child-friendly definitions and examples included in the Teacher's Edition.

High-Frequency Words

High-frequency words are words that appear most often in printed material. Children identify and read these words in the Decodable Stories and Decodable Readers.

My Words

Relevant vocabulary for each unit is summarized in My Words pages at the end of the Student's Edition.

Scope and Sequence K3 Module 1

1	City	Phonological/Phonemic Awareness	Letter Recognition	High Frequency Words	Decodable
1	How do children get to school?	Phonics	Phonics	High Frequency Words	Decodable
2	How do children get to school?	Phonics	Phonics	High Frequency Words	Decodable
3	How do children get to school?	Phonics	Phonics	High Frequency Words	Decodable
4	How do children get to school?	Phonics	Phonics	High Frequency Words	Decodable



My Words

Week	High-Frequency Words	Vocabulary Words	Decodable Story and Decodable Reader Words	Big Book Words
4	the, this	Sharon, circle, diamond, rectangle, square, star, triangle	bird, sit, three, tiger, turtle, umbrella, sun, water, watermelon, yet, yellow	Common Observed word, blue, well, rock, shark, taste
5	to, it	Sat and volume huge, loud, soft, try	minion, circle, monkey, mouse, north, mouse, truck, walk	Flip-Flop: grabbing, landing, kicking, jumping, spinning, swimming
6	to, it, like, I	Book and machines, bicycle, can, open, happens, table, use, wheel	home, table, teddy, bear, tiger, food, stomach, turtle	Flip-Flop: room, the engine, garbage truck, helicopter, van

Differentiating Instruction

Meeting Needs

Young children come to school with varying skills, experiences, learning styles, and special abilities. As you get to know the children in your class, you will recognize who needs more support and who needs a greater challenge. To that end, *Learning Destinations K3* provides point-of-use differentiated instruction notes that will help you adjust expectations, scaffolding, and materials to make activities accessible to all children.



Make It Easier!

Point to each character in the story and identify them as a class. [This is Hare. This is Tortoise.](#)



Make It Harder!

Have children describe a familiar fairy tale. Have them identify the characters in the story. Ask them to describe the characters and say what they do.



Support Phonological Awareness

Some children may have difficulty identifying and pronouncing some English sounds. Isolate the sounds in the rhyming word parts and have them listen to and say the sounds. Have the class name several items in the picture before asking them to identify rhyming words on their own.

Make It Easier!

These notes are designed to differentiate instruction for younger children and children with emerging skills. These may help you to:

- make activities somewhat easier
- provide extra scaffolding
- utilize visual supports
- help children proceed at their own pace
- help children focus their attention

Make It Harder!

These notes are designed to help you differentiate instruction for children who need more challenging learning experiences. These notes will help you to:

- make activities somewhat more difficult
- extend activities
- encourage interest-based investigation

ELL

These notes offer activities and tips for the English Language Learning classroom.

Components

Teacher Planning and Assessment

Teacher's Edition

An everything-you-need-at-a-glance planning guide!

- 30 instructional weeks, 5 modules
- 30 Learning Centers
- On-the-spot differentiated instruction

Interactive Classroom Materials

Song Posters

- 40 full-color posters featuring songs
- Develop oral language, phonological awareness, and alphabet knowledge

Picture Cards

- 100+ full-color photos

Alphabet Cards

- Develop children's alphabet knowledge
- Feature pictures to support vocabulary

Concept Word Cards

- Develop children's understanding of the module concept, the Big Book stories, and the Weekly Questions
- Feature pictures to support vocabulary

Big Book Stories

- 3 Big Books per module

Digital Resources

Class Audio CD



- Recordings of program's songs and Big Book stories
- Instrumental tracks for songs

Songs Audio CD



- Recordings of songs to be used by children at home

Teacher Resources



- Teaching and home-school resources at your fingertips, ready to print
- Management Routines, Assessment System, Activity Aids, Learning and Number Cards, Family Time, Newsletters, Interactive Flip Book

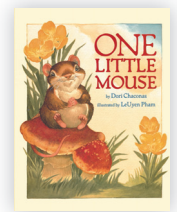
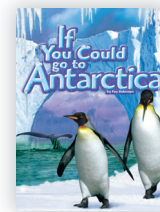
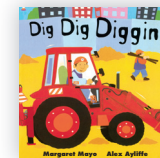
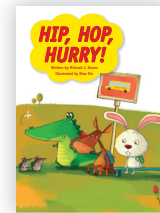
Interactive Flip Book



- Digital version of each Big Book, with read-aloud audio

Additional Resources

Classroom Puppets



Components to Enrich Children's Experiences

Big Books

The large format and the simple, predictable text of *Learning Destinations K3* Big Books aid teachers in calling out specific text features, words, letters, and sounds. This modeling is crucial to children's development of concepts of print and alphabet knowledge. Through multiple readings during Text-Based Comprehension, children develop oral language and vocabulary, as well as conceptual and comprehension skills. Each Big Book is read aloud on the Class Audio CD on the Web site. Digital versions of Big Books are available as Interactive Flip Books for independent use at home.

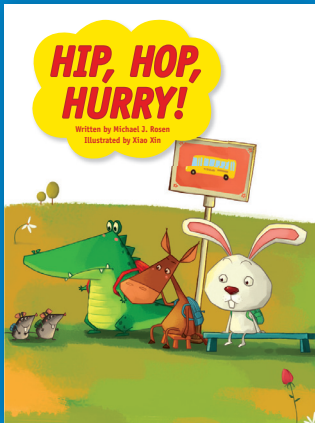
Teaching with Technology

Welcome to the digital world, where technology is essential to teaching and learning. To that end, technology in *Learning Destinations K3* is used to extend and enhance children's skills and their understanding of the concepts you teach each day.

Learning Destinations K3 includes the following digital resources:

- Interactive Flip Books allow children to follow the print version of the stories featured in the Big Books as they hear the text being read aloud.
- Student Audio CDs on the Web site enables children to listen to the songs and chants of *Learning Destinations* in *K3* at home.

Look for *Learning Destinations K3* technology references in the Plan Your Week's pages in your Teacher's Edition.



Assessing Children's Progress

Assessment

Research has identified the multiple skills necessary for children's later success in reading and mathematics. Because it is difficult to determine children's progress toward mastery of these skills through observation alone, *Learning Destinations K3* provides assessments for monitoring progress. These resources will help you assess children's skills at five points during the year and identify benchmarks children have met or have yet to reach.

Tracking Progress Across Time

The *Learning Destinations K3* assessment system includes four Progress Monitoring Assessments that are administered at regular intervals throughout the year. These assessments give you the information you need to determine whether children are on track to meet end-of-year outcomes in phonological awareness, alphabet knowledge, math, and vocabulary. You can document children's progress on the Progress Monitoring Recording Forms (Teacher Resources DVD-ROM on the Web site).

Ready for Elementary School! End-of-Year Assessment

The *Learning Destinations K3* assessment system also includes an End-of-Year Assessment. The results of this assessment help you identify benchmarks that children have met.

Observing Behaviors

Assessments are effective for assessing discrete skills, but children must develop other competencies that can be hard to assess. Such important competencies include the ability to comprehend stories, use language to learn, communicate experiences, and regulate emotions. Competencies such as these are critically important to academic success and teachers have vital knowledge about them from their daily interactions with children. *Learning Destinations K3* enables teachers to record these insights systematically on the Observation Checklist. Teachers complete these checklists five times during the year. These checklists provide a means for teachers to track children's progress and a lens to help them survey the full range of competencies that children develop in preschool. Final ratings can be combined with the Assessment data to provide a detailed profile of each child.

The completed Progress Monitoring Recording Forms and Observation Checklists become part of individual profiles that travel with children to elementary school.

Plan Your Week



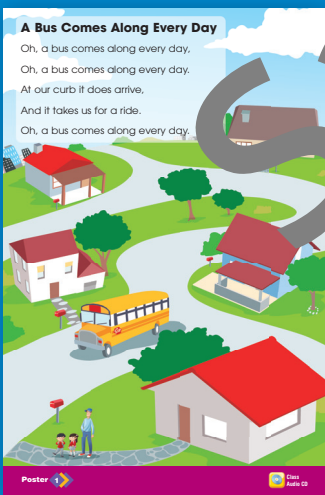
Class Audio CD

Interactive Flip Book

Teacher's Resources
CD-ROM/Digital Path
Assets DVD-ROM



Big Book *Hip, Hop, Hurry!*



Poster 1 *A Bus Comes Along Every Day*

Module Concept All Together Now

Day 1 pp. 6–9	Day 2 pp. 10–13
Begin the Day	
Checking in Routine Attendance Chart Sing and Move <i>A Bus Comes Along Every Day</i>	Sing and Move <i>A Bus Comes Along Every Day</i>
Get Ready to Read	
Content Knowledge WQ How do children get to school? Concept words 1–6 Phonological Awareness Rhyming Words Identify rhyming words Letter Recognition Aa Letters Aa Handwriting Aa A and a	Content Knowledge WQ How do children get to school? Concept words 1 and 2 Phonological Awareness Rhyming Words Identify rhyming words Letter Recognition Bb Letters Bb Handwriting Bb B and b High-Frequency Words I, am Lead words I and am Decodable Story 1 I Am!
Read and Comprehend	
Text-Based Comprehension Characters Read Alouds “At the Bus Stop,” “The Tortoise and the Hare”	
Language Arts	
Writing Wonderful, Marvelous Me! Everyone is special	Conventions Say Our Names Introduce oneself
Listening and Speaking Follow Directions Identify and follow directions	Vocabulary Words for Transportation Words for transportation
Math	
Numbers Cardinal Numbers 1 to 10 Count cardinal Numbers 1 to 10	
Science	
	Science Speed Slowly and fast
Wrap Up/Extend Your Day	
Content Knowledge Getting to School Together	Text-Based Comprehension Characters Vocabulary Apply and Extend
Center Time	
See pages 136–137 and choose the Center activities that best fit your classroom needs.	

WQ

How do children get to school?

Day 3 pp. 14–17

Day 4 pp. 18–21

Day 5 pp. 22–25

Begin the Day

Sing and Move

A Bus Comes Along Every Day

Sing and Move

A Bus Comes Along Every Day

Sing and Move

A Bus Comes Along Every Day

Get Ready to Read

Content Knowledge

WQ How do children get to school?

Concept words 1–4

Phonological Awareness Rhyming Words

Identify rhyming words

Letter Recognition Cc

Letters Cc

Content Knowledge

WQ How do children get to school?

Concept words 5 and 6

Phonological Awareness Rhyming Words

Identify rhyming words

Letter Recognition Dd

Letters Dd

High-Frequency Words I, am

Read words I and am

Decodable Reader 1 Who Am I?

Content Knowledge

WQ How do children get to school?

Concept words 1–6

Phonological Awareness Rhyming Words

Identify rhyming words

Letter Recognition Ee

Letters Ee

Assessment: Monitor Progress

Letter Recognition

Read and Comprehend

Text-Based Comprehension

First Read

Hip, Hop, Hurry!

Retell Think, Talk, Write

Text-Based Comprehension

Second Read

Hip, Hop, Hurry!

Develop Vocabulary

Assessment: Monitor Progress

Characters

Language Arts

Writing Song

Sing a song

Listening and Speaking Follow Directions

Identify and follow directions

Conventions Say Our Names

Say their names

Vocabulary Words for Transportation

Words for transportation

Writing Extend the Concept

Ways to get to school

Math

Numbers Ordinal Numbers 1st to 6th

Identify ordinal numbers 1st to 6th

Science

Science Motion

Slowly and fast

Wrap Up/Extend Your Day

Listening and Speaking

Follow Directions

Letter Recognition Letter Tic-Tac-Toe

Conventions Write Our Names

Physical Science Motion

Wrap Up Your Week

Content Knowledge

Ordinal Number Lineup

Text-Based Comprehension

Make a Word Web

Center Time

See pp. 136–137 and choose the Center activities that best fit your classroom needs.

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Rhyming Words

Letter Recognition

- Letters *Aa*

Handwriting

- *A* and *a*

Text-Based Comprehension

- Characters

Writing

- Wonderful, Marvelous Mel!

Listening and Speaking

- Follow Directions

Math

- Cardinal Numbers

Materials

Class Audio CD



Track 1 *A Bus Comes Along Every Day*

- Ollie Puppet
- Alphabet Card: *Aa*
- Concept Word Cards 1–6: *first, second, third, fourth, fifth, sixth*
- Picture Cards: *bat, boat, can, cap, cat, dog, fox, man, map, mask, mop, top*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 1 *A Bus Comes Along Every Day*
- Student's Edition pp. 5–9, 20
- Classroom Attendance Chart
- Name Cards (children's names)



Support Vocabulary

Start by talking through the scene in the poster to assess background knowledge and provide vocabulary. Then say, *It is morning. Where are the children? Let's count them. What are they doing?*

Begin the Day

Checking in Routine

Attendance Chart

- 1 Welcome children as they arrive. Show them where and how to put away their belongings. Help them sign in by finding their name cards and matching them to their names on the attendance chart. Encourage children to sign in every day.

Sing and Move *A Bus Comes Along Every Day*

Have Ollie display Song Poster 1. Have Ollie point to and repeat the words of the first line chorally to help children start learning the song. Have Ollie play the audio and help children follow the lyrics.

Get Ready to Read

Content Knowledge *Getting to School Together* **E L**

Talk Introduce the Ollie Puppet. *This is Ollie. Say Hello to Ollie. Ollie is going to tell us about our book.* To explore the module content of *Altogether Now*, have children open their books to p. 5 and describe what the family is doing. Have Ollie explain that this week they will listen, talk, sing, read, and write about how we work, play, and go to school together. Write the Weekly Question (*How do children get to school?*) on the board and have Ollie read it. Have Ollie point to each word as he reads. Have Ollie point to Poster 1 and ask questions: *Where are the children? What are they doing? Why does the bus come along every day? How do you go to school?*

Build Oral Language *Introduce Concept Words* **D I**

Have Ollie say, *One way in which we work and play together is by taking turns.* Have Ollie hand out this week's Concept Word Cards to six children and ask them to line up in order at the front. Have Ollie ask the class to count the children. Have Ollie say, *We are going to learn six words that help us talk about taking turns. Listen as I say each word: first, second, third, fourth, fifth, sixth.* Point to the child who is first and say, *(Ana) is first.* Repeat for the remaining ordinal numbers. Repeat with new volunteers. Write *first* and *second* on the board. Have children repeat the words after you.

Phonological Awareness *Rhyming Words* **E L L**

Teach Today we will learn about rhyming words. Listen as I say some rhyming words: *jig, dig, wig, big.* Say the words with me: *jig, dig, wig, big.* These words rhyme because the middle and ending parts of the words sound the same.

Model Have children look at p. 6 of their books. Explain that they will look for pictures of rhyming words. *I see a paint can. What do you see that rhymes with can? I see a pan. Pan has the same middle and ending parts as can.*

Guide Practice Help children name words in the picture (*can/man/pan/fan, coat/boat, nap/lap*). Guide them to say the words that have the same middle and ending parts.

Discriminate Rhyming Words To identify rhyming words, I say the words and listen to their middle and ending parts. I say the words *big, cat, jig.* I listen to the middle and ending parts. The words *big* and *jig* have the same middle and ending parts, so *big* and *jig* are rhyming words. Display Picture Cards *cat, dog, and bat.* Let's say the words together as we listen to their middle and ending parts. Say the words several times and have children identify the rhyming words *cat* and *bat.* Continue with these sets of Picture Cards: *cap, map, boat; can, mask, man; fox, top, mop.*

Review Say three words and have children identify the words that rhyme. Listen: *cab, jam, tab; vet, cap, nap; bed, hop, mop; mouse, house, mom.*

Letter Recognition Aa

Introduce Hold up the Aa Alphabet Card. Point to the uppercase and lowercase letters. *This is uppercase letter A. What is this letter? This is lowercase letter a.* Remind children that letter a is the first letter of the alphabet.

Model Write *A Bus Comes Along Every Day* on the board. Point to the first A. *This is uppercase A.* Point to *Along*. *This word begins with uppercase letter A.* Point to the a in *Day*. *This word has a lowercase letter a in it. These words are the title of the song.*

Guide Practice Have children turn to p. 7. Point to the top row. *These pink letters are uppercase A and lowercase a.* Display Song Poster 1. Point to an uppercase A and a lowercase a on the poster. Then have children come up and point to each uppercase A and lowercase a on the poster.

On Their Own Have children look around the classroom for examples of uppercase A and lowercase a. As each letter is found, have the class say the name of the letter.

Apply • Blend Sounds Say the word *at*. Have children say the word with you. Now say /b/ and ask children what the word would be if you put /b/ and /at/ together. Blend the sounds with children to make the word *bat*. Repeat the blending several times so that children understand how to blend the sounds together.

Model *When I say the word bat, it begins with /b/. If I want to make a new word that begins with /h/, I say /h/ and /at/ to make the word hat.* Have children blend the sounds with you and repeat several times.

Guide Practice *Let's make some more words. When I say a new sound, I add a sound to /at/ to make a word.* Use the following sounds: /m/, /k/, /p/, /r/, /s/. Have children blend the sounds and say the new words.

Handwriting Aa

Introduce/Model Write A on the board. *This is uppercase A. We use uppercase letters at the beginning of sentences and for the first letter in a person's name.* Write *Ann* on the board. *This is the name Ann. I use an uppercase letter at the beginning of a name. Ann begins with uppercase A. Watch as I trace the uppercase A with my finger.*

Guide Practice Use your finger to make an uppercase A in the air. Now write it on your hand.

Introduce/Model Repeat the procedure for lowercase a with the word *ant*.

Guide Practice Then have children write a row of uppercase A and a row of lowercase a on p. 8 of their books.

Read and Comprehend**Text-Based Comprehension Characters**

Read Remind children of the Weekly Question, *How do children get to school?* Have children listen as you read aloud "At the Bus Stop."

Make It Easier!

Review numbers 1–6. Write the numbers on the board and have children say them. Then count six objects as a class.

Make It Harder!

Have children write the numbers or the corresponding words in their notebooks.

Support Phonological Awareness

Some children may have difficulty identifying and pronouncing some English sounds. Isolate the sounds in the rhyming word parts and help them listen to and say the sounds. Have the class name several items in the picture before asking them to identify rhyming words on their own.

**Make It Easier!**

Point to each character in the story and identify them as a class. **This is Hare. This is Tortoise.**

Make It Harder!

Have children describe a familiar fairy tale. Have them identify the characters in the story. Ask them to describe the characters and say what they do.

Read Aloud**At the Bus Stop**

Jay and his sister Ana are waiting for the school bus. Usually Ana holds Jay's hand, but today her hands are full.

"I forgot my backpack!" said Jay. He ran home to get his backpack.

The next day Jay and Ana are waiting for the bus again.

"I forgot my lunch!" said Jay. He ran home to get his lunch.

When Jay got back, Ana said, "Here's an idea. Each morning I'll help you remember what you need. You can help me too. When my hands are full, you can carry my lunch."

"Okay," Jay said.

After that, Jay never forgot anything, and Ana always had a free hand for Jay to hold.

Model a Close Read Model how to identify the characters in a story as a tool to build comprehension. **When I read a story, I ask myself who the story is about. At the start of this story, I learn that there are two children named Jay and Ana. I learn that Ana usually holds Jay's hand while they wait for the bus. What else will I learn?**

Teach Characters A story is usually about someone or something. It can be a person or an animal. The people or animals in a story are called *characters*. Good readers pay attention to who or what the story is about to help them better understand the story and what happens in the story.

Have children turn to pages of their books. Read "The Tortoise and the Hare."

Read Aloud**The Tortoise and the Hare**

One upon a time, there was a hare who thought he could run faster than anyone else. He bragged to everyone that he was the fastest. He teased Tortoise, saying that Tortoise was very slow. He even laughed at Tortoise.

One day, they were on their way to school, and Hare teased Tortoise again. He ran circles around him. Then he said, "Tortoise, you're so slow, by the time you get to school, it'll be time to go home again!"

Tortoise stretched his long neck and smiled. "Let's race," he said.

"Ha ha! A race," said Hare. "That's funny! Sure, let's see who gets to school first!"

On a count of three, they started the race. Hare, being so fast, whizzed ahead. "I'm so fast," he thought, "I have time to play!" He played hopscotch for a bit, and then he munched on a carrot. After a while, he got tired. "I have so much time to beat Tortoise, I can take a nap." He cuddled up against a tree and went to sleep.

In the meantime, Tortoise continued on his way to school. He moved slowly, but he never stopped. He took one step and then a second and then a third and so on.

A little while later, Hare woke up. "I'd better get going," he said and dashed off to school. When he arrived, he was running faster than he'd ever run before, so fast, you could barely see him. And there, on the school steps, was Tortoise, patiently waiting.

Direct children to the Characters box. Guide children as they talk about the picture.

- **Who are the characters in this story?** (Tortoise and Hare)
- **What are the characters doing?** (They are having a race to school.)

Guide Practice Now I'll reread the first story. Have children name and describe the characters.

- Which character seems to forget things? (Jay)
- Which character seems to have good ideas? (Ana)

Language Arts

Writing Wonderful, Marvelous Me!



Introduce Talk with children about how everyone is special. *Everyone in this room is special. What makes us special? Lots of wonderful, marvelous things make each of us special. Someone may be special because she can run very fast. Someone else may be special because he has a great smile.* Encourage children to share their ideas about what makes each of us special.

Model Today we're going to write about something we do that makes us special. I'm going to close my eyes and think about things I can do. One special thing I can do is whistle all kinds of songs. Whistle a short tune. Another special thing about me is that I have long hair. Draw a picture of yourself with long hair and write *long hair* below.

Guide Practice Encourage children to help you name other things that make you special. Write their ideas and draw pictures.

Independent Writing Now you're going to share something special about you. Close your eyes and think about wonderful, marvelous you. What makes you special? Remember, there are many things about you that are special, but you pick just one. Have children dictate and illustrate their ideas.

Listening and Speaking Follow Directions

Teach Directions are instructions or steps that tell us what to do and how to do it. We must listen carefully to understand and follow directions. Good listeners face the person who is speaking and ask questions if they do not understand something.

Model I will read directions for a stretching exercise. Listen carefully. *Stand up. Raise your arms over your head. Bend down to touch your toes. Stand up straight.* What do these directions tell me? They tell me how to stretch. How can I follow these directions? Perform the actions as you say: *I need to stand up. I need to raise my arms. I need to touch my toes. I need to stand up straight.*

Guide Practice Have children follow simple directions such as how to line up. Guide children by acting out the directions with them. Remind them to face the speaker when they are listening and to ask any questions after the speaker has stopped speaking.

Math

Numbers Cardinal Numbers 1 to 10

Introduce Write the numbers 1 to 10 on the board. Point to each number, read it aloud, and have children repeat. Then have children count their fingers.

Guide Practice Point to a number, and have children name it and show the corresponding number of fingers.

On Their Own Have children turn to p. 20 of their books, and count the balloons and match them to the numbers.

Wrap Up/Extend Your Day

Content Knowledge Getting to School Together

Have Ollie display Poster 1. *This week we are talking about how we get to school. What did we learn about some ways to get to school today? (take the bus, race)* Have Ollie help students brainstorm some other ways in which children can get to school. (walk, go by car, ride a bike)



Support Writing

Encourage children to discuss their ideas for writing with you. Supply any English words with which they may be unfamiliar.

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Rhyming Words

Letter Recognition

- Letters *Bb*

Handwriting

- *B* and *b*

High-Frequency Words

- *I, am*

Conventions

- Say Our Names

Vocabulary

- Words for Transportation

Science

- Physical Science: Speed

Materials

Class Audio CD



Track 1 *A Bus Comes Along Every Day*

- Ollie Puppet
- Alphabet Card: *Bb*
- Concept Word Cards 1 and 2: *first, second*
- Picture Cards: *ant, bat, bear, bed, box, cap, cat, dog, fox, hen, jet, map, pen, web*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 1 *A Bus Comes Along Every Day*
- Student's Edition pp. 6–8, 10–13, 22, 117
- Classroom Attendance Chart
- Name Cards (children's names)

Begin the Day

Sing and Move *A Bus Comes Along Every Day*

Have Ollie display Song Poster 1. Have Ollie point to and chant the first and second lines with children. Then repeat the words of the third line chorally. Have Ollie play the audio and help children follow the lyrics.

Get Ready to Read

Content Knowledge Getting to School Together

Talk Write *How do children get to school?* on the board and point to the words as you have Ollie read them aloud. Have Ollie help children answer for *Some children get to school by bus.* Have children repeat. To reinforce the question, display Song Poster 1 and have Ollie ask how the children get to school. Say *They get to school by bus.* Have children repeat.

Build Oral Language • Learn Concept Words

Have Ollie remind children of Concept Words from through story. The words *first* and *second* are in this summary of "The Tortoise and the Hare": *One day, a tortoise and a hare decide to race to school. Hare thinks he is going to get there first. He thinks he is going to win. He thinks the Tortoise will get there second.* Have Ollie repeat the summary and tell children to clap when they hear the words *first* and *second*.

Routine

Vocabulary

- 1 Introduce the Word** Have Ollie introduce the word. *The child who gets on the bus before all other children is the first child. The word first tells us that something happens or someone does something before all others. What is our new word that tells us about the child who gets on the bus before all others? Say it with me: first.*
- 2 Demonstrate** Have Ollie provide examples to show meaning. *When several children are standing in line, the child at the beginning of the line is the first child.*
- 3 Introduce the Word** Have Ollie introduce the word. *The child who gets on the bus after the first child is the second child. The word second tells us that something happens or someone does something right after the first. What is our new word that tells us about the child who gets on the bus after the first child? Say it with me: second.*
- 4 Demonstrate** Have Ollie say, *If Ella stands behind the first person in line, she is second.*
- 5 Apply** Have Ollie tell children to line up in groups facing the front of the classroom. Have the first and second children describe their position (*first, second*) and then move to the back of the line. Continue so every child has a chance to be first or second in line.
- 6 Display the Words** Have Ollie point to and name the beginning letters in *first* and tell children to repeat the letter names. Then have Ollie ask them if they see the letter *s* in *first*.
- 7 Use Concept Words** To reinforce the Concept Words, have children complete each sentence with the appropriate word.
I am at the beginning of the line. I am _____. (first)
I am behind the first person in line. I am _____. (second)



Letter Names

Ask children to find examples of *Aa* and *Bb* in printed classroom materials. Have children trace the letters with their fingers. Read aloud the words they find, providing definitions when necessary.

Phonological Awareness Rhyming Words

Teach Display the *cap*, *dog*, and *map* Picture Cards. Have children say the words. Repeat, emphasizing the middle and ending parts. Which words rhyme? Let's say the rhyming words: *cap*, *map*. Continue with these Picture Cards: *bed*, *cat*, *bat*; *pen*, *jet*, *hen*; *box*, *web*, *fox*.

Model Display *Hip*, *Hop*, *Hurry!* Remember, rhyming words are words that have the same middle and ending sounds. Read p. 9. Do you hear words that rhyme? *Ride* and *side* have the same middle and ending parts. *Ride* and *side* rhyme. Continue with *fast* and *last* on page 10.

Guide Practice Have children look at the picture on p. 6 of their book. Remember that we saw a can in this picture. *Can* rhymes with *pan*. What other things did we find that rhyme with *can* and *pan*? Can we find other things that have the same middle and ending sounds? Discuss with children the words that rhyme with *mop*, *coat*, and *nap*.

On Their Own Draw and label a picture of a cat on the board. Read the label aloud and have children repeat it. Then ask them to draw a picture of something that rhymes with *cat*. Have them share their drawings. Continue with *bug*, *pen*, and *log*.

Sound Substitution Say *an*. Have children make a new rhyming word by adding /p/ to *-an*. Say it with me: *an*, *pan*. Let's make a new word with /t/ and *-an*. Say /t/ /an/. What is the word? (*tan*) Continue with *can*, *fan*, *man*, *ran*, and *van*.

Letter Recognition Bb

Introduce Display the *Bb* Alphabet Card. Point to the picture of the baby. This is a baby. The word *baby* begins with the letter *b*. Point to the letters on the card. This is uppercase *B*, and this is lowercase *b*.

Model Write several uppercase and lowercase *Aa* and *Bb* letters on the board. Randomly call on children to come to the board and cross out a specific letter. Put an X on an uppercase *A*. Continue until all letters have been crossed out.

Guide Practice Have children turn to p. 7. Point to the top row. These pink letters are uppercase *A* and lowercase *a*. Repeat with the purple letters *Bb*. Point to the lowercase *a*. Is this uppercase *A* or lowercase *a*? Point to the uppercase *A*. What is this letter? Repeat with *Bb*. Have children say the names as you point to them.

Apply • Blend Sounds Say the name *Barbara*. Have children say the name with you. Listen as I say the name: *Bar-bar-a*. Now say the parts with me: *Bar-bar-a*. Blend the sounds with children to make the name *Barbara*. Repeat several times so that children understand how to blend the sounds together.

Model When I say the sounds in a name. Then I blend the sounds together to make the name *Betty*. Have children blend with you and repeat several times.

Guide Practice Let's say some more names. When I say the sounds in the name, repeat the sounds with me. Then we can blend the sounds to make a name. Use the following names: *Billy*, *Bob-by*, *Bud*.

On Their Own Have students turn to p. 10 of their books for more practice.

Handwriting Bb

Introduce Write *Bb* on the board and point to *B*. This is uppercase *B*. We use uppercase letters at the beginning of sentences and at the beginning of people's names.

Model Uppercase B Write *Ben* on the board. This is the name *Ben*. I use an uppercase letter at the beginning of a name. *Ben* begins with uppercase *B*.

Guide Practice Use your finger to make an uppercase *B* in the air. Now write it on your hand.

Model Lowercase b Write *bug* on the board. This is the word *bug*. I use a lowercase letter at the beginning of *bug*. See how I write the lowercase *b*. Write another *b* on the board. Have children write *b* in the air and then on their hands.

D I

Make It Easier!

Before children read *I Am!*, review the high-frequency words on the Word Wall. Have them point to the word you say.

Make It Harder!

Write the words *I* and *am* on the board. Ask children to point to the word you say while several children write the word on the board.

On Their Own Have children turn to p. 8 of their books for more practice.

High-Frequency Words *I, am* D I**Routine****Nondecodable Words**

- 1 Say and Spell** Some words we have to learn by remembering the letters rather than saying the sounds. We will say and spell the words to help learn them. Write *I* on the board. This is the word *I*. It has one letter. The letter in the word is uppercase *I*. Have children say and spell the word with you.
- 2 Demonstrate Meaning** *I* can use the word *I* in lots of sentences. Here is one sentence: *I like the color red.* Now you use the word *I* in a sentence. Repeat the procedure with the word *am*. Add *I* and *am* to the Word Wall.

Decodable Story 1 *I Am!*

Review Review the high-frequency words by having children read each word as you point to it on the Word Wall: *I, am*.

Teach Rebus Words Hold up the *ant* Picture Card. Write the word *ant* on the board. Tell children to look at the picture and say the word with you. Look for the word *ant* in our story today. You will see the word with a picture above it to help you read the word. Continue the routine with Picture Cards for *dog* and *cat*. Use a similar routine for *bear*.

Read Tear out Decodable Story *I Am!* after p. 10 and distribute the self-cover books to each child. Today we will read a story about some animals. First let's look at our story. This is the right way to hold the book. Model how to hold the book. Point to the letter A in *Am*. We know it is the right way up because the letter A looks right. Turn the book upside down. This is the wrong way to hold a book; the letter A looks funny. We cannot read letters and words if they are upside down! Turn the book the right way up. Pick up your copy of the book and hold it the right way up. Check to see that you are holding it the right way by making sure the letter A is the right way up.

Point to the title. What is the title of our book? The title is *I Am!* These are our high-frequency words! Help children read the story, holding the book the right way up and turning the pages correctly. Use the routine to read Decodable Story 1.

Routine**Decodable Books**

- 1 Read Silently** Have children whisper-read the story page by page as you listen in.
- 2 Model Fluent Reading** Have children point to each word as you read a page. Then help children reread the page without you.
- 3 Read Chorally** Have children point to each word as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- 4 Read Individually** Have children take turns reading a page aloud.
- 5 Reread and Monitor Progress** As you listen to individual children reread the text, monitor progress and provide support.
- 6 Reread with a Partner** Have partners reread the story page by page. Monitor and provide support as needed.

Language Arts

Conventions Say Our Names

Make Connections Yesterday we listened to a story about two animals. Who can tell me their names? (Tortoise, Hare)

Teach We all have names. A name is a word or group of words that stands for a person or an animal. A person or an animal is called by his or her name.

Model I am (your name). (Your name) is my name. Point to someone in the class. What is your name? Go around the class, calling on other children to say their names. Write your name on the board and point to it. This is my name. I am (your name). Say my name with me. Write a child's name and have the class read it with you as they point to the child with that name.

Guide Practice Tell children to listen to clues and name the person: This person is wearing a blue shirt. Who is it? Have the child with the blue shirt stand up to confirm the correct answer. Repeat the procedure and have children identify classmates by name.

Apply Pair children and have them introduce themselves following this sentence frame: Hello! My name is _____. Have partners shake hands after saying their names.

On Their Own Have children turn to p. 12 of their books and draw a picture of themselves. Then have them show their pictures to the class and say their names.

Vocabulary Words for Transportation **D I**

Teach Have children turn to p. 13 of their books, point to the pictures, identify them, and say how they are alike and different.

Guide Practice Write the words *bus*, *car*, *van*, and *bike* on the board. Point to each word as you read it. Give children clues, such as *Only one person can fit on this*, and have them name the corresponding word (*bike*) and point to the picture.

On Their Own Have children draw pictures of the transportation words *bus*, *car*, *van*, and *bike*. Tape them to the board under the corresponding words: *bus*, *car*, *van*, *bike*.

Science

Physical Science Speed **E L L**

Teach Different things move with different speeds, that means some things move slowly and some things move fast. Mime moving slowly and then fast.

Guide Practice Have children look at the pictures on p. 22 of their books and recall the story of "The Tortoise and The Hare." Ask them questions, *Who is moving fast?* (Hare) *Who is moving slowly?* (Tortoise) *Who thinks they are going to win because they move fast?* (Hare) To reinforce the concept of speed, ask children to compare the speed of the different ways of getting to school (bike, walking, car, etc.). *Which one is faster, going by _____ than your bike?*

On Their Own Have children color the frames correctly on p. 22.

Wrap Up/Extend Your Day

Text-Based Comprehension Characters

Have Ollie ask, *Who are some characters we've talked about this week?* (Tortoise, Hare; Ana, Jay) Have Ollie help children describe what the characters are like. (Hare is fast. He brags about his speed. Tortoise is slow and patient. Ana is helpful. Jay is forgetful.)

Vocabulary Apply and Extend

Have Ollie say, *Today we talked about the words car, bus, van, bike. How are these words alike?* Have Ollie brainstorm other transportation words with children. (scooter, plane, truck, train) *We also talked about different ways children get to school.* Have Ollie ask children if they use any of these forms of transportation to get to school.

D I

Make It Easier!

Pair children and have them take turns pointing to a means of transportation for their partner to identify.

Make It Harder!

Have children compare means of transportation, *Which is bigger, a car or a van? Which is smaller, a bike or a car?*

L L L

Access Content

English learners will benefit from additional support to understand the concepts. Ask children to say the words *speed*, *fast*, and *slowly* in their native languages. Then have children mime walking fast and then walking slowly, and say the words. Finally ask what speed they were going with first (fast) and what speed they were going with second (slowly).

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Rhyming Words

Letter Recognition

- Letters Cc

Text-Based Comprehension

- *Hip, Hop, Hurry!*

Writing

- Song

Listening and Speaking

- Follow Directions

Math

- Ordinal Numbers

Materials



Class Audio CD

Track 1 *A Bus Comes Along Every Day*

- Ollie Puppet
- Alphabet Cards: *Bb, Cc*
- Concept Word Cards 1–4: *first, second, third, fourth*
- Picture Cards: *bat, bed, box, cap, cat, fox, hen, map, pen*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 1 *A Bus Comes Along Every Day*
- Student's Edition pp. 14–17, 21
- Classroom Attendance Chart
- Name Cards (children's names)
- Index cards with outlines of children's names for tracing

Begin the Day

Sing and Move *A Bus Comes Along Every Day*

Have Ollie display Song Poster 1. Have Ollie help children chant the first three lines of the song. Then repeat the fourth line chorally. Have Ollie play the audio and help children follow the lyrics on the poster.

Get Ready to Read

Content Knowledge Getting to School Together

Talk Write *How do children get to school?* on the board and have Ollie point to each word as he reads the question. Have Ollie ask questions to the children about how to get to school. Have Ollie remind them to answer in complete sentences.

Build Oral Language • Learn Concept Words

Routine

Vocabulary

- 1 Review and Reinforce** Have Ollie display the first two Concept Word Cards to review *first* and *second*. Have Ollie ask, *Who came in first in the race in "The Tortoise and the Hare"?* (Tortoise) *Who came in second?* (Hare) *How did Tortoise move?* (slowly. He took one step, and then a second...)
- 2 Introduce the Words** Have Ollie display the next two Concept Word Cards. *Which medal shows third place?* (number 3, bronze) *Say it with me: third. The ballerina who is after the third girl is fourth. Say it with me: fourth.*
- 3 Demonstrate** Have Ollie provide examples to show meaning. *When you are in line and have two people in front of you, you are third. The person after three people is fourth.* Have Ollie ask four children to line up one behind the other and say, *Who is third? Who is fourth?* Repeat the routine as many times as necessary.
- 4 Apply** Have children arrange books, pencils, or crayons in a line and identify the objects that are third and fourth using complete sentences. Have Ollie help them as needed.
- 5 Display the Words** Have Ollie point to and name the beginning letters in *third* and *fourth*. Have children repeat. Then have children identify the letter *t* in *fourth*.
- 6 Use Concept Words** To reinforce the Concept Words, have children complete the sentences:
The person after the second person is _____. (third)
The person after the third person is _____. (fourth)

Phonological Awareness Rhyming Words **D I**

Review Remember, rhyming words are words that have the same middle and ending sounds. Say three words and have children identify the two that rhyme. Use the following sets: *dog, log, hat; goat, boat, mouse; hen, big, ten; train, truck, rain; cake, vase, bake; cat, dog, rat.*

Model Display the *cap, bed, and map* Picture Cards. Listen as I say the words on these Picture Cards: *cap, bed, map*. Say the words with me as we separate the middle and ending sounds: /k/–ap, /b/–ed, /m/–ap. The words *cap* and *map* end with –ap. *Cap* and *map* are rhyming words because they have the same middle and ending sounds. Say the rhyming words with me.

On Their Own Place the following Picture Cards in a row: *box, hen, cat, pen, bat, fox*. Look for two words that rhyme. Draw a picture for each of the two rhyming words in your notebooks. Then have children show their drawings to the class.

Identify the Number of Words Listen to this sentence: *The cat with the hat had a bat*. Have children repeat the sentence with you and clap as they say each word. Repeat the sentence and have children count the words. Continue with these sentences: *The man in the van has a fan. The dog by the log saw a frog.*

Substitute Initial Sounds Remind children that rhyming words have the same middle and ending parts. *If we change the beginning sound, we make a new word. Our new word will rhyme with the old word because they will have the same middle and ending parts. I am going to say a word. Listen carefully for the middle and ending part: top. What are the middle and ending parts of top? (-op) Now change the beginning sound in top to /m/. What is our new word? (mop) Does mop rhyme with top? Why?* Have children supply their own beginning sounds to make new words from *top, bun, ten, and sit*.

Letter Recognition Cc

Introduce/Model Display the Cc Alphabet Card. Point to the uppercase C. *The name of this letter is uppercase C. What is the name of this letter?* Point to the lowercase c. *The name of this letter is lowercase c.* Point out to children that uppercase C and lowercase c look alike except for their sizes.

Guide Practice Write *b* on the board. Have a child trace the letter and say its name. Continue with several uppercase *B*'s and lowercase *b*'s. Repeat the procedure with *Aa*. Display the *Bb* Alphabet Card. Point to the uppercase letter. *What is the name of this letter?* Point to the lowercase letter. *What is the name of this letter?* Continue the routine with *Aa* and *Cc*.

Review Letter Recognition Write the following on the board: *b, Aa, c, B, B, c, a, C, A, b*. Name a letter and have a child circle an example of it from the row on the board. Continue until all the letters have been circled. Repeat the activity until every child has taken a turn identifying a letter on the board.

On Their Own Have children turn to p. 14 for additional practice.

Read and Comprehend

Text-Based Comprehension in *Hip, Hop, Hurry!* (First Read) E L L

Introduce Main Selection Display the cover of *Hip, Hop, Hurry!* Remind children to begin reading at the top of the page and to move from left to right to the bottom.

Genre An animal fantasy is a story about animal characters that talk and act like people. Kids will read about these young animals and their school bus.

Preview and Predict Display *Hip, Hop, Hurry!* *What do you see on the cover? I see a rabbit sitting on a bench at a bus stop. The title is Hip, Hop, Hurry! What does that tell us? What do you think the book will be about?* Walk children through the pictures in the book. Have them tell you what they see in each picture.

Set Purpose Remind children of the Weekly Question, *How do children get to school? Let's see how children get to school in our Big Book.*

Model Have children listen as you read *Hip, Hop, Hurry!* with expression to build interest in the text.

D I

Make It Easier!

Say a word followed by an initial sound, such as *wig, /f/*. Have children practice forming rhyming words by replacing the beginning sound of each word with a new beginning sound.

Make It Harder!

Help children make a rhyming picture dictionary. Have them draw a picture that shows rhyming words, such as a cat wearing a hat. Write the words on their pictures and assemble and display the group book.

E L L

Access Content

Walk children through the pictures in *Hip, Hop, Hurry!*, pointing out characters. Have children name each character in their native languages.

**Make It Easier!**

Point to some characters in the book, say their names, and have children repeat.

Make It Harder!

Help children describe a familiar fairy tale, identify the characters in the story, and describe them.

Routine**Read for Understanding**

Deepen understanding by reading the selection multiple times.

- 1 **First Read** Read the entire selection aloud to attract children's interest in the text.
- 2 **Second Read** Use the Develop Vocabulary notes on Day 5.
- 3 **Third Read** Use the Develop Comprehension notes in Week 2.

Retell Think, Talk, Write D I

Retell Have children turn to p. 15 of their books. Go through the calling boxes to help children retell or act out *Hip, Hop, Hurry!* Then have children draw a picture to illustrate their favorite part and dictate a word or sentence to go with it.

Discuss Concept We're learning about how children get to school. Think about the animals in our story and how they get to school.

- Which animals are going to school? (Rabbit, Mule, Crocodile, Mice, Hamster)
- In what order do the animals get on the bus? (Rabbit, Mule, Crocodile, Mice, Hamster)
- How are these animals like us? (They all go to school, etc.)

Confirm Predictions Ask children to recall their predictions.

- What did you think the story would be about?
- Was your prediction correct?

Reread the story and help children talk about it.

1. Text to See How do you get to school? Do you ride a school bus like these animals do? Which animal is similar to you?

2. Character Who is a character from *Hip, Hop, Hurry!*? (Rabbit) What does Rabbit look like? (Rabbit is white and has long ears.) How does he move? (He hops fast.) What does he do when he's the last one off the bus? (He hurries to the door so he can be first.)

3. Story What is Rabbit waiting for at the school bus stop? (the bus)

4. Discuss and Write with Your Teacher • Text Evidence Let's look back at our story and write about it. The characters in our story ride a bus to school. Let's think of more ways to get to school. Turn to p. 22 and read the text aloud. How did these animals get to school? (carpool) Discuss other ways with children and record their ideas on the board.

Language Arts**Writing Song**

Teach A song is a short piece of music, or a tune, with words for singing. People sometimes sing songs to show they are happy. Do you know any songs about being happy? I know one. Hum the tune of "If You're Happy and You Know It." Do not sing the words. What part are we missing? That's right, we are missing the words to the song! We need to have words to sing a song.

Model I remember the first words to this song because they are the same as the title of the song. Listen carefully: *If you're happy and you know it...* That is the first part of our song. We can use our imaginations to write the rest. This song is about telling how we show that we are happy. When I am happy, I clap my hands. I am



Make It Easier!

Use the Concept Word Cards to review ordinal numbers.

Make It Harder!

Make lines of six students. Point to each child in line and say the corresponding cardinal number. Then point and have children supply the ordinal numbers. (Aimee is first.)



Visual Support

Provide opportunities for children to place sets of objects in a row and to count them using the ordinal numbers *first, second, third, fourth, fifth, and sixth* in their native languages.

going to draw a picture of clapping to remember what to sing. Draw a picture of yourself clapping on the board. *Now I can sing more words to the song.* Sing the new verse of the song.

Guide Practice Have children suggest things they do when they are happy. List the activities on the board and practice singing about these activities.

Independent Writing Have children turn to p. 16 of their books. Have them draw a picture of something they do when they are happy. Then sing the song using the children's activities.

Listening and Speaking Follow Directions

Teach *When we do things at school, we often have to follow directions. Directions tell us what to do or how to do something. We need to listen carefully to directions so we can understand them and follow them correctly.* Have students turn to p. 17 of their books and look at the pictures.

Model *If I am told to turn around, this is what I do.* Show children how you turn around. *The directions told me to turn around, so that's what I did.* Turn around again. *Did I follow the directions? Now you do it with me.* Remind children that good listeners face the speaker and ask questions if they need help understanding something.

Guide Practice Have children go to p. 17 of their books. Have them point to the first picture and say what the girl is doing. (jumping) Invite them to stand up, show the action, and jump. Continue with the rest of the actions.

On Their Own Have pairs take turns giving directions for their partner to follow.

Math

Numbers Learn Ordinal Numbers



Teach Have children turn to p. 21 of their books and look at the pictures. Explain that cardinal numbers tell the count and ordinal numbers tell the order of something. *Number 1 says there is 1 thing. Number 2 says there are 2 things. The word first says that something is the first in order. The word second says that something is the second in order.*

Guide Practice Invite six children to line up at the front of the classroom. Explain, *We will use cardinal numbers to show how many.* Have the class count the children at the front from 1 to 6. *Now we will use ordinal numbers to tell the order. Who is first? (Aimee) Who is third? (John)*

On Their Own On page 21 of their books, have children match the pictures to the ordinal numbers.

Wrap Up/Extend Your Day

Listening and Speaking Follow Directions

Have Ollie say, *Listen carefully to my directions and do what I say.* Have Ollie give children a simple set of directions quietly so they have to listen carefully. *(Put your pencil on your desk. Stand up. Shake hands with your neighbor. First put your left hand on your right shoulder. Second put your right hand on your left shoulder.)*

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Rhyming Words

Letter Recognition

- Letters *Dd*

High-Frequency Words

- *I, am*

Conventions

- Say Our Names

Vocabulary

- Words for Transportation

Science

- Physical Science: Motion

Materials

Class Audio CD



Track 1 *A Bus Comes Along Every Day*

- Ollie Puppet
- Alphabet Card: *Dd*
- Concept Word Cards 5 and 6: *fifth, sixth*
- Picture Cards: *alligator, ant, can, cat, dog, duck, fan, frog, kitten, man, pan, van*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 1 *A Bus Comes Along Every Day*
- Student's Edition pp. 7, 11, 13, 14, 19, 23
- Classroom Attendance Chart
- Name Cards (children's names)
- Pictures of things that can and cannot move on their own, poster paper and glue
- Pictures of a car, a van, a bus, and a bike
- Index cards with the words *car, van, bus, bike*

Begin the Day

Sing and Move *A Bus Comes Along Every Day*

Have Ollie display Song Poster 1. Have Ollie provide additional choral repetition of words as needed and then chant the song line by line. Have Ollie play the audio and help children sing along.

Get Ready to Read

Content Knowledge Getting to School Together

Expand the Concept Write the Weekly Question on the board, *How do children get to school?* and have Ollie point to each word as he reads it aloud. Help children answer by having Ollie remind them of the transportation words. Have Ollie ask children how they get to school every day.

Build Oral Language • Learn Concept Words

Routine

Vocabulary

- 1 Introduce the Word** Have Ollie introduce the word. *The child who gets on the bus after the fourth child is the fifth child. Who is our new Concept Word to talk about a child who gets on the bus after the fourth child? Say it with me: fifth.*
- 2 Demonstrate** Have Ollie say, *If there is a group of people waiting to buy lunch and you are right behind the fourth person, you are fifth in line.*
- 3 Introduce the Word** Have Ollie introduce the word. *The child who gets on the bus after the fifth child is the sixth child. What is our new Concept Word to talk about a child who gets on the bus after the fifth child? Say it with me: sixth.*
- 4 Demonstrate** Have Ollie say, *Pretend you are in a line of people waiting to see a movie. If you are right behind the fifth person, you are sixth in line.*
- 5 Apply** Have children arrange books, pencils, or crayons in a line and identify the object that are fifth and sixth with Ollie's help.
- 6 Display the Words** Have Ollie point to and name the beginning letters in *fifth* and *sixth*. Have children repeat the letters. Then Have Ollie ask them what they notice about the last two letters in both words.
- 7 Use Concept Words** To reinforce the Concept Words, have children complete the sentences with the correct words.
The person after the fourth person is _____ . (fifth)
The person after the fifth person is _____ . (sixth)

Phonological Awareness Rhyming Words **D I**

Practice Read p. 9 from *Hip, Hop, Hurry!* Remind children that rhyming words are words with middle and ending parts that sound the same. Ask children to identify the rhyming words in the sentence (*ride, side*). Continue with *fast* and *last* on p. 10.

Say the words *ride* and *side* with children. *Remember, rhyming words have the same middle and ending parts. Let's make a new rhyming word. I can change /r/ in *ride* to /h/: /h/ /ide/, *hide*. *Hide* rhymes with *ride*. They both have the same middle and ending sounds.* Continue with *wide* and *lied*.

Guide Practice Display the *dog* Picture Card. *This is a dog. What are the middle and ending parts in the word dog? The middle and ending parts in dog are /og/. Can you think of other words that have the same middle and ending parts as dog? List children's suggestions on the board.*

On Their Own Read each word on the list with the following sentence frame: _____ rhymes with *dog*. Have children choose a rhyming word from the list and illustrate it.

Letter Recognition Dd

Introduce/Model Display the *Dd* Alphabet Card. Point to the uppercase letter. *The name of this letter is uppercase D. What is the name of this letter?* Continue the routine with lowercase *d*.

Guide Practice Display Song Poster 1. *Do you remember the song we learned about a bus? Let's look at the poster and find words that have d in them.* Have children point to words with a lowercase *d*. Have children say the words with you for each letter *d* they find. List the words with *d* on the board and have children take turns circling the letter.

On Their Own Have children turn to p. 14 of their books and complete the exercise for *Dd*.

Review Letter Recognition Write lowercase *a* on the board. Have children write the letter with their fingers on their hands and say its name. Continue with uppercase *A*. Continue the review routine with *Bb* and *Cc*.

High-Frequency Words *I, am*

Read Words Have children turn to p. 7 of their books. Read the high-frequency words *I* and *am* together. Then have children point to each word and read it themselves.

Read Sentences Read the sentences on the page together with children to show them the high-frequency words in context. Have pairs take turns reading each of the sentences aloud.

On Their Own Have children turn to p. 117 of their books, cut out the Cutouts, and then turn to p. 11. Have them glue the Cutouts in the corresponding places. Then help children read the words and complete the sentences.

Decodable Reader 1 *Who Am I?*

Teach Rebus Words Write the name *Ann* on the board. *This is the name Ann.* Have children say the name with you. *Look for a word in our story today. You will see the word with a small picture of a girl above it. The girl is named Ann. The small picture helps you read the word Ann.* Continue with the other rebus words: *Ben, Cam, Dot, Ed, Emma, Dad.*

Concepts of Print Have children turn to Decodable Reader 1, *Who Am I?* after p. 16 of their books. Tear them out and distribute the self-cover books to each child. *Today we will read a story about some children. Point to the front cover. This is the front cover of our book. Front means the side that faces us.* Open the book. *These are the pages in our story. We turn the pages from right to left.* Demonstrate how to turn the pages. *Now you turn the pages from right to left.* Observe and make sure all children are turning the pages correctly. *This is the back cover. It is the part of the book we look at last.* Point to the title of the story. *What is the title of our book? The title of the story is Who Am I?* Use the routine for reading decodable books to read the story.

D I

Make It Easier!

Display the following Picture Cards: *can, fan, man, pan, van*. Hold up the cards and say each word. *These words rhyme. Say them with me.*

Make It Harder!

Display the following Picture Cards: *can, fan, man, pan, van*. Have children identify the middle and ending parts of these words. Then have them come up with their own rhyming words.

E L L

Visual Support

Books in some children's native languages may be read from right to left and back to front. Reiterate the locations of front and back covers by showing children other English-language books. Turn the pages and point to individual words as you read sentences from left to right.

D I

Make It Easier!

Display the pictures of a bus, a car, a van, and a bike. Write the words on index cards. Ask children to match the pictures with the cards.

Make It Harder!

Have children identify the transportation words in these sentences, *The train left the station at 3:00. People waved goodbye from the deck of the ship. The fastest way to go to Australia is by plane.*

E L L

Introduce Classroom Vocabulary

Throughout the year, have children help you label the parts of the classroom and the objects in the classroom. Say the name of each item as you label it and use the word in a sentence that explains its meaning. This can help children become more familiar with everyday English used in a school setting.

Routine**Decodable Books**

- 1 Read Silently** Have children whisper-read the story page by page as you listen in.
- 2 Model Fluent Reading** Have children point to each word as you read a page. Then help children reread the page without you.
- 3 Read Chorally** Have children point to each word as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- 4 Read Individually** Have children take turns reading a page aloud.
- 5 Reread and Monitor Progress** As you listen to individual children reread the text, monitor progress and provide support.
- 6 Reread with a Partner** Have partners reread the story page by page. Monitor and provide support as needed.

Language Arts**Conventions Say Our Names**

Teach Remind children of what they learned about names. Say several names. *Listen as I say the names again. Let's point to the people whose names I say.* Repeat with several other names.

Guide Practice Write names across the board. Point to and read the first name, and have a volunteer find the child with that name. Have the child stand under his or her name. Continue until the six children are standing in a row. Repeat with other names, letting children find the child for each name.

On Their Own Have children turn to p. 19 of their books and point to and name each character from *Hip, Hop, Hurry!* Then have them name and draw another character from the story.

Vocabulary Words for Transportation D I E L L

Teach Write the words *bus, car, van, and bike* on the board. Point to each word as you read it. *These words show ways in which we can go to places.* Have children turn to p. 13 of their books. Point to the picture of the school bus. *Is this a bus or a car?* (bus) Continue with the other pictures. *Which of these do you use to get to school?* Guide children in discussing which of these ways or others they use to get to school.

On Their Own Pair children and have them take turns describing the bus, car, van, and bike on p. 13. Then have them discuss other kinds of transportation they know.

Science

Physical Science Motion

Teach We talked about how some things move fast and some things move slowly. There are many different ways in which things can move. Today we're going to look at some animals and how they move.

Guide Practice Write *Rabbit* and *Hamster* on the board. Children say how each of these animals moves and write it beside the character's name. (hop or skip, run)

On Their Own Have children turn to p. 23 of their books. Help them identify the animals in each picture and how the different animals move. Have them circle the animals that can crawl in the first row and the animals that can hop in the second row. Then invite children to discuss other ways in which people and animals can move. (Birds fly. People can walk or run or ride a bike.)

Wrap Up/Extend Your Day

Letter Recognition Letter Tic-Tac-Toe

Draw a Tic-Tac-Toe grid on the board and have children copy it onto a piece of white paper. Then have Ollie name an upper- or lowercase letter from *Aa* through *Zz*. Have Ollie tell children to write the letter in any box they choose. Continue until the nine spaces are filled. Have Ollie tell children to look at their grids to see if they have a vertical, horizontal, or diagonal row with the uppercase and lowercase forms of the same letter.

Conventions Write Our Names

Have Ollie tell each child to trace his or her name on an index card. Have him collect the cards and place them in a stack at the front of the classroom. Begin the game by having Ollie take a card and give clues about the child in the class. Guess the name, *It's a boy's name. He is wearing a green shirt.* The child whose name was on the card takes the next turn. Provide support as needed.

Physical Science Motion **E L L**

Have Ollie discuss with children how animals move in different ways. *Can a crocodile fly? Can a butterfly hop?* Have Ollie tell children to name animals in the story and animals they know, and group them according to whether they crawl, hop, or fly. If there is time, divide students in 3 groups and make collages of animals that can crawl, hop, and fly.



Visual Support

Show students the following Picture Cards: *cat, dog, duck, ant, kitten, alligator, frog.* Then call on volunteers to pick a card and mime the animal's movement for the rest of the class to say if it is moving fast or slowly.

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Rhyming Words

Letter Recognition

- Letters *Ee*

Text-Based Comprehension

- Develop Vocabulary

Writing

- Extend the Concept

Assessment

- Letter Recognition
- Characters

Materials

Class Audio CD



Track 1 *A Bus Comes Along Every Day*

- Ollie Puppet
- Alphabet Cards: *Aa, Bb, Cc, Dd, Ee*
- Concept Word Cards 1–6: *first, second, third, fourth, fifth, sixth*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 1 *A Bus Comes Along Every Day*
- Student's Edition pp. 14, 15, 18
- Classroom Attendance Chart
- Name Cards (children's names)
- Real objects; paper with *I can _____* written on it (1 per child)
- Assessment 1 (1 photocopy per child)

Make It Easier!

Display Song Poster 1 and invite the class to review identifying uppercase and lowercase letters *Aa* through *Dd*. Then review the procedure for *Ee*.

Make It Harder!

Display the *Bb* Alphabet Card. Ask children to name the letters and identify the picture. Point to the letters and say the word *baby*. **Do the words *baby* and *book* begin with the same sound? Say the words with me: *baby, book*.** Continue with the following words: *bed, ask, box, boat, cape, desk, bag, elf*.

Begin the Day

Sing and Move *A Bus Comes Along Every Day*

Have Ollie display Song Poster 1. Chant the lyrics with children line by line, play the audio, and help children sing along.

Get Ready to Read

Content Knowledge Getting to School Together

Review the Concept Have Ollie discuss with children what they have added to their knowledge about the concept *All Together Now*. Have Ollie encourage them to use the Concept Words. If necessary, have Ollie prompt students to discuss how we take turns or the order in which the animals in *Hip, Hop, Hurry!* get on the bus.

Build Oral Language • Review Concept Words

Have six children form a line. Have children use a Concept Word to answer these questions. Have Ollie ask the questions:

- Who is the first child in line?
- Who is the third child in line?
- Which word tells us about the child before the third child? (second)
- Who is the fourth child in line?
- Which word can be used to identify the last child in line? (sixth)
- Which word tells us about the child in front of the last child? (fifth)

Phonological Awareness Rhyming Words

Review Remember, rhyming words are words with the same middle and ending sounds. Listen: *The man with a fan ran to the van. What are the rhyming words?* After children say *man, fan, ran,* and *van,* ask them why the words rhyme. (They have the same middle and ending sounds.) Continue with these sentences: *Bill and Jill will go up the hill. Ted sat on the red sled with Ted.*

Use these pairs of words: *hat/cat, bad/tip*. Have children distinguish the rhyming pair from the non-rhyming pair. Continue with these word pairs: *bell/cab, back/tack; pass/grass, sad/top. What rhymes with map?* Help children think of words that rhyme with *map*, such as *tap, cap, clap,* and *rap*.

Letter Recognition *Ee*

Introduce/Model Point to the escalator on the *Ee* Alphabet Card. **This is an escalator. The word *escalator* begins with the letter *e*.** Point to and name the letters on the card.

Guide Practice Write *A Bus Comes Along Every Day* on the board. Point to *Every*. **This word begins with uppercase letter *E*.** Point to the lowercase *e* in *Every*. **This word has a lowercase letter *e* in it.** Display the poster and have children find more examples of lowercase *e*. Then sing the song.

On Their Own Have children find examples of uppercase *E* and lowercase *e* in the classroom. As each letter is found, have the group say the letter name. Then have children turn to p. 14 of their books for additional practice with *Ee*.



Assessment

Monitor Progress

Letter Recognition Display the following Alphabet Cards: *Aa, Bb, Cc, Dd, Ee*. Hold up the *Bb* card. **What are the names of these letters?** (*Bb*) Continue the routine with the remaining letters. Display Song Poster 1 and have students identify uppercase and lowercase *Aa* through *Ee* on the poster.

Read and Comprehend



Make It Easier!
Before rereading the story, review the characters and the setting with children.

Make It Harder!
Make a graphic organizer for the characters and have children add what they know about them.

Develop Vocabulary

school bus stop	all right	the right
twins	suddenly	aisle
driver	single file	circle



Extend Vocabulary
When discussing the Field Mice, explain that *mice* means more than one mouse: one mouse + one mouse = two mice. Explain that for many English words, *-s* is added to refer to more than one person, place, animal, or thing. Use *rabbits, mules, gators, and hamsters* as examples.

Text-Based Comprehension *Hip, Hop, Hurry!* (Second Read) **DI**

Characters Display *Hip, Hop, Hurry!* The characters are the people or animals that the story is about. Let's review the characters in this story.

- Who is the first animal at the bus stop? (Rabbit)
- What can you say about Rabbit? (He hurried so he could be the first one on the bus.)
- Who is the second character to come to the bus stop? (Mule)
- What can you say about Mule? (He carries a stool. He puts it beside Rabbit and sits on it. Now he will be first.)

More Practice Have children turn to p. 18 and identify which character is not in the story.

Retell the Selection Have children turn to p. 15 of their book and use the retelling boxes to retell the story. Direct children to the first retelling box. **This is the first animal at the school bus stop. What is this animal waiting for? List the other animals that come to the school bus stop.** Continue reviewing the retelling boxes and having children retell the story.

Develop Vocabulary **ELL**

Display *Hip, Hop, Hurry!* and page through the book pointing to the illustrations and asking children questions.

Recall Point to the bench on p. 3. **This is the Big Bench. This is the school bus stop.** Point to Rabbit. **What animal is this?** (a rabbit) **What is Rabbit waiting for at the school bus stop?** (the bus) **What is the second animal to come to the school bus stop?** (Mule) **What is Mule carrying?** (a stool) **What is the next animal to get to the school bus stop?** (Gator) **What does Gator do?** (Stomps to the right.) **What animals come next to the school bus stop?** (the Field Mice/twins) **How can you tell they are twins?** (They look the same.)

Wh- Questions **Who is the last animal to get to the school bus stop?** (Hamster) **What do the characters tell Hamster to do on p. 10?** (Run fast!) **Who is talking on pp. 12–13?** (the bus driver) **What are the animals doing?** (getting on the bus)

Sequence **Which animal is in the first seat on the bus?** (Rabbit) **Which animal is in the last seat?** (Hamster) **Why is this funny?** (Help children realize the animals are in reverse order now: The first one is now last, and the last one is now first.)

Completion **Who is speaking on pp. 16 and 17?** (the bus driver)

Recall **Who is the last animal to get off the bus?** (Rabbit) **How does Rabbit look?** (mad)

Wh- Questions **What is Rabbit doing on p. 20?** (thinking) **How can you tell that Rabbit is thinking?** (Rabbit is scratching his chin, and there is a picture of a light bulb. This usually means someone has an idea.)

Recall **What animals are lined up at school? Name them in order, from first to last.** (Chimp, Shrimp, Shepherd, Leopard, Hoot Owl, Rabbit) **Which one is biggest? Which one is smallest?** (Chimp, Hoot Owl)

Wh- Questions What animals have joined the group on pp. 24 and 25? (Gator, Hamster, the Mice, and Mule)

Completion Who has stopped the animal children from arguing? (the teacher) Let's read the page together to find out what she says.

Wh- Questions Who is speaking on p. 28? (the teacher) What animals are talking on the next page? (Gator and Mule) What are they talking about? (the new rule)

Completion What animals do you see standing together on p. 30? (Shrimp, Shepherd, Leopard, Rabbit, Gator, Mule, Field Mice, Hamster, Hoot Owl, and Chimp) Which of these animals were on the bus? (Rabbit, Gator, Mule, Field Mice, Hamster)

Recall What question does Rabbit ask? ("Who'll be the first one of us to get back on the bus?") Why do the animals have to get back on the bus? (so they can go home)

Assessment

Monitor Progress

Review Characters Remind children that a story is usually about someone or something. It can be a person or an animal. The people or animals in a story are called characters. Good readers pay attention to the characters to help them understand the story.

Read Tell children you are going to read a poem about Mary and her lamb. As they listen, ask them to identify the characters. After I read the poem, I am going to ask you to identify and describe the characters. Read:

Mary had a little lamb
 Its fleece was white as snow.
 And everywhere that Mary went
 The lamb was sure to go.
 He followed her to school one day,
 Which was against the rules.
 It made the children laugh and play
 To see a lamb at school.
 And so the teacher turned it out,
 But still it lingered near.
 He waited patiently about
 Till Mary did appear.

Check Characters Ask children to identify and describe the characters:

- Who are the characters in the poem? (Mary, the lamb, the teacher, the other children)
- What does the lamb look like? (It has white fleece or wool.)
- What does it mean when the poem says the lamb is patient? (The lamb will wait for Mary as long as necessary.)
- Why does the teacher "turn out" the lamb? (Lambs are not allowed at school.)

Assess Characters Hand out Assessment 1 and have children color the pictures that show the characters from "Mary Had a Little Lamb."

Language Arts

Writing Extend the Concept E L L

Discuss We are reading a story about how some animals get to school. Most of the animals we read about ride a school bus. Some people have other ways of getting to school. I drive my car to school each morning. How do you get to school? Have children discuss ways to get to school. Expand the discussion by describing other ways in which children get to school in different parts of the country, such as taking a train, a city bus, or skateboarding.

Guide Practice Use children's contributions to the discussion to write sentences using the following sentence frame: *We can _____ to school.* (bike, walk, carpool)

Independent Writing Copy the following sentence frame on a sheet of paper for each child: *I can _____ to* (rebus: schoolhouse). Explain that the drawing of a schoolhouse stands for a rebus word: school. **Pictures can help us understand writing.** Have children complete the sentence frame by drawing their own rebus word for how they get to school. Then have children share their sentences.

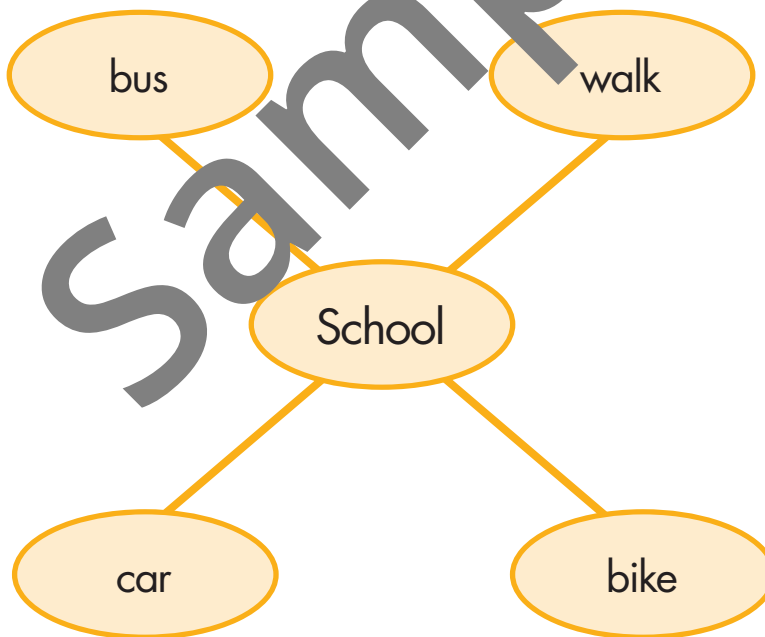
Wrap Up Your Week

Content Knowledge Ordinal Number Lineup

Have Ollie distribute the Concept Word Cards to six children. **When I say "Number Lineup!" line up in order at the front of the classroom.** Have Ollie help the class correct the order as needed. Then have children say the Concept Words in order. Repeat until all children have had a chance to line up.

Text-Based Comprehension Make a Word Web

This week we talked about ways to get to school. Have Ollie make a word web like the one below. Have Ollie write *School* in the center. **What are some ways to get to school?** Write children's ideas in the other ovals. Then have each child draw a picture showing different ways in which students get to school. Attach the pictures to a wall and have children arrange them based on how the people in the drawings get to school.



Support Writing

Before they begin, encourage children to share their ideas for writing in Spanish and to talk about how they can express their ideas in English.

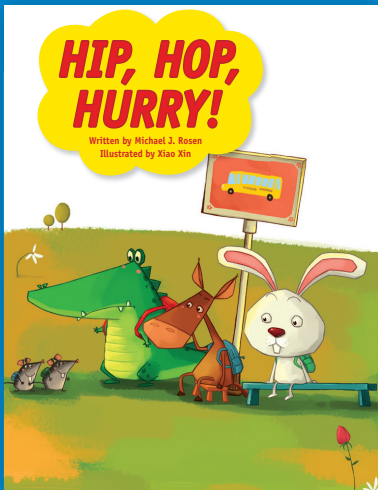
Plan Your Week



Class Audio CD

Interactive Flip Book

Teacher's Resources
CD-ROM/Digital Path
Assets DVD-ROM



Big Book *Hip, Hop, Hurry!*



Poster 2 *Playground Fun*

All Together Now

Day 1 pp. 28–31

Day 2 pp. 32–35

Begin the Day

Checking in Routine Attendance Chart
Sing and Move *Playground Fun*

Sing and Move *Playground Fun*

Get Ready to Read

Content Knowledge

WQ How do children work and play together?
Concept words 7–12

Phonological Awareness Count Syllables
Count and blend syllables

Letter Recognition *Ff* and *Gg*
Letters *Ff* and *Gg*

Handwriting *Ff* and *Gg*
Ff and *Gg*

Content Knowledge

WQ How do children work and play together?
Concept words 7 and 12

Phonological Awareness Count Syllables
Count syllables

Letter Recognition *Hh* and *li*
Letters *Hh* and *li*

Handwriting *Hh* and *li*
Hh and *li*

High-Frequency Words *I*, *am*
High-frequency words *I* and *am*

Decodable Story 2 *Am I?*

Read and Comprehend

Text-Based Comprehension
Setting
Read Aloud “The Camping Trip”

Language Arts

Writing **Wonderful, Marvelous Me!**
Talk about feelings.

Listening and Speaking
Respond to Literature: Drama
Act out a story

Conventions **Write Our Names**

Write our first name

Vocabulary **Movement Words**
Movement words

Math

Math Numbers 11 and 12
Count to 11 and 12

Science

Science Motion

Kinds of movement

Wrap Up/Extend Your Day

Concept Knowledge
How We Play Together
Conventions
Whose Name Begins with A?

Phonological Awareness Count Syllables
Text-Based Comprehension Setting

Center Time

See pages 138–139 and choose the Center activities that best fit your classroom needs.

WQ

How do children work and play together?

Day 3 pp. 36–39

Day 4 pp. 40–43

Day 5 pp. 44–47

Begin the Day

Sing and Move *Playground Fun*

Sing and Move *Playground Fun*

Sing and Move *Playground Fun*

Get Ready to Read

Content Knowledge

WQ How do children work and play together?

Concept words 7–10

Phonological Awareness

Sound Discrimination

Sound discrimination

Letter Recognition *Jj* and *Kk*

Letters *Jj* and *Kk*

Content Knowledge

WQ How do children work and play together?

Concept words 11 and 12

Phonological Awareness Count Syllables

Count syllables

Letter Recognition *Ll* and *Mm*

Letters *Ll* and *Mm*

High-Frequency Words *I, am*

Read words *I* and *am*

Decodable Reader 2 *Am I?*

Content Knowledge

WQ How do children work and play together?

Concept words 7–10

Phonological Awareness

Count Syllables and Rhyming Words

Count syllables and rhyming words

Letter Recognition *Nn*

Letters *Nn*

Assessment: Monitor Progress

Letter recognition
Letter and word reading

Read and Comprehend

Text-Based Comprehension

Third Read

Hip, Hop, Hurry!

Develop Comprehension

Retell Think, Talk, Write

Text-Based Comprehension

Hip, Hop, Hurry!

Assessment: Monitor Progress

Setting

Language Arts

Writing Invitation

Write an invitation

Listening and Speaking

Respond to Literature: Drama

Name my favorite character

Conventions Review Say Our Names

Identify names

Write Our Names

Write our names

Vocabulary Movement Words

Movement words

Writing Respond to Literature: Drama

Act out a part of a story

Math

Math Numbers 13, 14, and 15

Count to 13, 14, and 15

Science

Science Motion and Speed

Wrap Up/Extend Your Day

Phonological Awareness Count Syllables

High-Frequency Words Describe Yourself

Letter Recognition Make Word Art

Conventions Follow Directions

Wrap Up/Extend Your Day

Phonological Awareness Rhyming Words

Vocabulary Movement Words

Text-Based Comprehension Illustrate Setting

Center Time

See pages 138–139 and choose the Center activities that best fit your classroom needs.

Learning Goals

Content Knowledge

- Oral Vocabulary

Phonological Awareness

- Count Syllables

Letter Recognition

- Letters *Ff* and *Gg*

Handwriting

- *Ff* and *Gg*

Text-Based Comprehension

- Setting

Writing

- Wonderful, Marvelous Me!

Listening and Speaking

- Respond to Literature: Drama

Math

- Review Numbers 11 and 12

Materials

Class Audio CD

Track 2 *Playground Fun*

- Ollie Puppet
- Alphabet Cards: Aa to Gg
- Concept Word Cards 7–12: *hop, skip, run, ride, flip-flop, stop*
- Big Book *Hip, Hop, Hurray!*
- Song Poster 2 *Playground Fun*
- Student's Edition pp. 24–27, 36, 38
- Classroom Attendance Chart
- Name Cards (children's names)



Access Language

Ask children to share the Concept Words in their native languages.

Begin the Day

Checking In Routine

Attendance Chart

- 1 Welcome children as they arrive. Show them where and how to put away their belongings. Help them sign in by finding their name cards and matching them to their names on the attendance chart. Encourage children to sign in every day.

Sing and Move *Playground Fun*

Have Ollie display Song Poster 2. Follow the procedure from *Wheel on It* to help children learn *Playground Fun* over the course of the week. Then have Ollie play the audio and help children follow the lyrics.

Get Ready to Read

Content Knowledge Working and Playing Together

Talk To explore the module concept of *Working and Playing Together*, have Ollie tell children that this week they will listen, talk, sing, read, and write about how children work and play together. Have Ollie write the Weekly Question on the board, *How do children work and play together?* Point to each word as he reads. *One thing we do when we work and play together is move in different ways. This week we are going to learn six words that help us talk about movement. Listen as I say each word: skip, hop, run, ride, flip-flop, stop.* Have children say each word as Ollie points to the corresponding Concept Word Card.

Build Oral Language Introduce Concept Words

Display Song Poster 2. Read the title and have children describe the picture. *Listen for the Concept Words: skip, hop, run, ride, flip-flop, stop.* Encourage them to put up their hands when they hear any Concept Words.

Phonological Awareness Count Syllables

Introduce Words have parts called *syllables*. Say *fun* and clap once. *Fun* has one syllable. Say *play-ground* and clap for each syllable. *Playground* has two syllables. Listen again. Say *play-ground* again and clap for each syllable. *How many syllables are in playground? Clap with me.* Repeat *play-ground* several times. Have children clap the number of syllables with you. Repeat for *school, recess, and sometimes*.

Model Have children look at the picture on p. 24 of their books. Tell children they will point things in the picture, name them, and clap the number of syllables in each word. *I see a window.* Say *win-dow* and clap twice. *Window* has two syllables. *Clap with me.*

Guide Practice As children name different elements of the picture, guide them in saying the word and clapping for each syllable. *What are some words that have one part or syllable? (chair, desk, book) What are some words that have two syllables? (table, oven, backpack)*

Blend Syllables Say the word *classroom*. *Classroom* has two syllables: *class-room*. I am going to blend the syllables to make the word *classroom*: *class-room, classroom*. Repeat with *blackboard*. This time I will say the word parts, or syllables, first. I want you to help me blend the syllables to say the word: *lit-tle*. Now blend the syllables with me to say the word: *little*. Repeat with *kitchen, monkey, and turtle*.

When you say a word, you can listen for the number of parts or syllables. You can count the syllables by clapping once for each syllable. I will say a word and clap once for each syllable. Say the word *cat* and clap once. *How many times did I clap? (once) How many syllables does the word cat have? (one) When I said cat, I clapped once, so cat has one syllable.* Repeat with the words *pencil, book, and panda*.

Letter Recognition Ff and Gg 

Introduce Display the *Ff* Alphabet Card. The name of this letter is uppercase *F*. What is the name of this letter? Continue with lowercase *f*. Repeat with the *Gg* Alphabet Card. Who can find the letters *Ff* in the classroom? Who can find the letters *Gg*?

Model Write *Playground Fun* on the board. Who can find an uppercase *F*? Yes, uppercase *F* is in the second word. Write *Good Golly Miss Molly* on the board. Who can find an uppercase *G*?

Guide Practice Display Song Poster 2, play the CD, and help children follow the lyrics on the poster. Then have children come up and point to uppercase *F*, and lowercase *f* and *g* in the song lyrics. Encourage them to say the letter they identify.

On Their Own Have children open their books to p. 25 and say letters *Cc* through *Gg* pointing to the correct boxes as they say the letters. Then display a page of a book of your choice and have children look for words with uppercase and lowercase *Ff* and *Gg*. Write the words on the board. Have children say each word with you.

Review To review letter names, use the *Aa* to *Gg* Alphabet Cards. Have children use their finger to write each letter on their hand as they say its name.

Blend Syllables Say the word *remember*. Now listen as I say the word: *re-mem-ber*. Say the parts of the word, or syllables, with me: *re-mem-ber*. Blend the syllables with children to make the word *remember*. Repeat the blending several times so that children understand how to combine the syllables together.

Model When I say *color*, I say the syllables in the word. Then I blend the syllables together to make the word *color*. Have children repeat after you and say the syllables and the complete word several times.

Guide Practice Let's make some more words. When I say the syllables in a word, repeat them with me. Then we will blend the syllables to make the word. I say *cactus*, *dolphin*, *escalator*, *fountain*, *goose*. Have children blend the syllables and say the complete words.

Handwriting Ff and Gg

Introduce Write *Ff* on the board and point to *F*. This is uppercase *F*. We use uppercase letters at the beginning of sentences and names. Write *Gg* on the board and repeat the procedure.

Model Uppercase F and G Write *F* on the board. Point to the uppercase *F*. This is uppercase *F*. Watch as I trace the uppercase *F* with my finger. Repeat the routine for *G* with Greg.

Guide Practice Have children write an uppercase *F* in the air. Use your finger to make an uppercase *F* in the air. Now write it on your hand. Repeat the routine for *G*.

Model Lowercase f and g Write *fan* on the board. Point to *f*. This is lowercase *f*. Watch as I trace the lowercase *f* with my finger. Write another lowercase *f* on the board. Again, have children write *f* in the air and on their hands. Repeat the procedure for *g* with *girl*.

Guide Practice Have children turn to p. 26 of their books and write rows of *Ff* and *Gg*.

D I**Make It Easier!**

Reteach syllable counting. Explain how words have parts called syllables and clap the number of syllables in each word: *cat*, *kitten*, *dog*, *puppy*.

Make It Harder!

Throughout the day, stop and have children count the number of syllables in words being used in other content areas or activities.

E L L**Support Letter Recognition**

Have children use the Alphabet Cards to review the names of the new letters *Ff* and *Gg*.

**Make It Easier!**

Remind children that any place they go to can be a setting. *This classroom is a setting. How would you describe this setting?*

Make It Harder!

Have children describe a familiar fairy tale. Have them identify the setting and ask them to describe it.

Read and Comprehend**Text-Based Comprehension Setting** **D I**

Read Remind children of the module concept, *All Together Now*. Have children listen as you read “The Camping Trip” aloud.

Read Aloud**The Camping Trip**

The Garcias are camping. They pick a campsite in the mountains. They can hike on trails through the cool, green forests. They can fish and swim in the clear, blue lake. First they have to set up their camp.

Carla is trying to put up the tent, but it keeps falling down. Juan helps her. He fixes the tent poles.

Mr. Garcia is trying to start a fire. Olivia helps him. She gets him wood.

Mrs. Garcia is trying to cook dinner, but she needs water. Tomas helps her. He goes to get the water.

Soon the tent is up, the fire is blazing, and dinner is cooking. This camping trip will be great!

Model a Close Read Model how to identify the setting in a story as a tool to build comprehension. *Where and when does this story take place? The story talks about a campsite in the mountains. The Garcias are getting ready to make dinner, so it must be late afternoon. The story takes place in the mountains in the late afternoon.*

Teach Setting *When we read a story, we pay attention to where and when the story happens. Where and when the story takes place is called the setting. Good readers identify when and where a story takes place because it helps them understand the story.*

Guide Practice Have children turn to p. 27 of their books and have them look at the picture. Direct them to the Setting box. Guide children as they tell you about the picture.

- *Where does the story take place? (It takes place outside.)*
- *When does the story take place? (The story takes place during the daytime.)*
- *How do you know it is daytime? (The sun is shining.)*

More Practice Have children turn to p. 36 and match the stories to their settings.

Language Arts**Writing Wonderful, Marvelous Me!**

Introduce Talk with children about feelings. *We can have so many different feelings. We feel happy when we sing our favorite song. We feel sad when our dog runs away. We feel shy when we meet someone new.*

Write the following list of adjectives referring to feelings on the board and review it with children: *sad, happy, scared, mad, proud, surprised, shy, silly, curious, nervous, confident, lonely*. Clarify meaning as needed.

All of our feelings are important. Why is it important to share our feelings with others? Encourage children to share their thoughts and ideas.

Model We're going to share how we feel today. I'm going to close my eyes and try to remember my feelings. I woke up this morning and thought about all of the things you and I will do today. I thought about all of the fun we have learning new things, and I couldn't wait to get to school this morning so we could start our day together. Today I am excited because we will spend the day learning new things.

Independent Writing Now you're going to share how you feel today. Close your eyes and think about your wonderful, marvelous feelings. How do you feel? Why do you feel that way? Have children write or tell you their ideas and then illustrate them.

Listening and Speaking Respond to Literature: Drama

Teach After we read a story, it's fun to think about the parts of the story we enjoyed. We can act out things that happen in the story that we think are funny or exciting.

Model In "The Camping Trip," the Garcia family goes camping. Let's pretend we are the Garcias setting up their campsite. Have two children pretend to be the parents and four children pretend to be Carla, Juan, Olivia, and Tomas.

Guide Practice Have Carla pretend to put up the tent, Juan help her, Mr. Garcia try to start a fire, Olivia get wood to help him, Mrs. Garcia begin to make dinner, and Tomas get water for her. Have them say what the characters do and how they feel. Tell children to speak one at a time. Then choose another group of children to act out the story.

Math

Numbers Count to 11 and 12

Guide Practice Help children name all the characters from *Hip, Hop, Hurry!* and write the names on the board. Have children say how many characters there are. (There should be 13, including the teacher and the bus driver.)

On Their Own Have children turn to p. 38 of their book. Invite them to color the spots on the ladybug and count them. Repeat the procedure with the butterfly.

Wrap Up/Extend Your Day

Concept Knowledge How We Play Together

Have Ollie display Poster 2 and remind students about the stories they've been reading so far. In this module, we are talking about ways people live, work, and play together. What did we learn about some ways children work and play together? (play on the playground, go camping, race, ride the bus to school)

Conventions Whose Name Begins with A?

Have Ollie write an uppercase A on the board. Whose name begins with this letter? Have Ollie invite the children whose names begin with the letter A to write their names on the board. Repeat with other letters.



Listening and Speaking

Learners of English may need extra support in listening and speaking exercises.

Prepare a sentence for each character for students to repeat chorally and then continue with the exercise.

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Count Syllables

Letter Recognition

- Letters *Hh* and *li*

Handwriting

- *Hh* and *li*

High-Frequency Words

- *I, am*

Conventions

- Write Our Names

Vocabulary

- Movement Words

Science

- Physical Science: Motion

Materials

Class Audio CD



Track 2 *Playground Fun*

- Ollie Puppet
- Alphabet Cards: *Hh, li*
- Concept Word Cards 7 and 8: *hop, skip*
- Picture Card: *kitten*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 2 *Playground Fun*
- Student's Edition pp. 24–26, 28–31, 40, 117
- Classroom Attendance Chart
- Name Cards (children's names)
- Blank cards (9 per child)

Make It Easier!

Prepare a few sentences with blanks instead of verbs. Give children three options of verbs to fill in the blanks and have them mime each verb. Then have them select the correct option.

Make It Harder!

Have children make their own sentences using *hop, skip*, and other verbs they are familiar with.

Begin the Day

Sing and Move *Playground Fun*

Have Ollie display Song Poster 2, and provide choral repetition and chanting practice to help children learn the song.

Get Ready to Read

Content Knowledge Working and Playing Together

Talk Have Ollie write the Weekly Question on the board, *How do children work and play together?* Point to each word as you read. To reinforce the concept, have Ollie display Song Poster 2 and ask how children play together on the playground. (They move/run/jump) Have Ollie ask children to repeat.

Build Oral Language • Learn Concept Words

D I

Display the Concept Word Cards for *skip* and *hop*.

Routine

Vocabulary

- 1 Introduce the Words** Have Ollie introduce the words. The word *hop* is a movement word. A *hop* is a kind of jump. Say it with me: *hop*. Repeat the procedure for *skip*.
- 2 Demonstrate** Have Ollie provide examples to show meaning. Ask children whether any characters or animals they know hop. (Hare, Rabbit) Then have them act out the verb hop. Repeat the procedure for *skip*.
- 3 Apply** Have Ollie provide sentence frames and have children use the words to complete the sentences: *In Hopscotch we _____ to the squares. (skip) The rabbit can _____.* (hop)
- 4 Display the Words** Have Ollie display the Concept Word Cards and ask children to say where they see the letter *h* in *hop* and the letter *k* in *skip*.
- 5 Use Concept Words** To reinforce the Concept Words, have children complete each sentence with the correct Concept Word.
You use a jump rope to _____. (skip)
I can _____ on one foot. (hop)

Phonological Awareness Count Syllables

Identify Syllables Display the *kitten* Picture Card. This is a kitten. Have children clap the number of syllables as they say the word: *kit-ten*. How many syllables are in the word *kitten*? Repeat for the words *city, building, and corner*.

Model When I want to count the syllables in a word, I hold up a finger for each syllable I say: *rab* (hold up one finger) *bit* (hold up a second finger). I held up two fingers, so I know the word has two syllables. Say the word with me and hold up your fingers: *rab-bit, rabbit*. Let's say a word and use our fingers to count the parts. The word is *crocodile*. Say it with me: *croc-o-dile*. Continue with these words: *alligator, tiger, hippopotamus, lion, elephant*.

Guide Practice Have children open their books to p. 24. Have them look for words with two syllables (*blackboard, monkey, panda, table*) and then for words with three or more syllables. (*alligator, elephant*)

Letter Recognition Hh and Ii **D I**

Introduce Display the *Hh* Alphabet Card. Point to the uppercase *H*. This is uppercase *H*. What is the name of this letter? Repeat for *h*, *I*, and *i*.

Model Display Song Poster 2. Let's circle all the *h*'s in the song. Repeat with the letters *Ii*. (There are no uppercase *H*'s.)

Guide Practice Have children turn to p. 25. Point to the images and boxes at the bottom referring to *Hh* and *Ii*. Have children say the letters as you point to them. For extra practice, have children turn to p. 28 of their books and complete the final two rows.

Handwriting Hh and Ii

Introduce Write *Hh* on the board and point to *H*. This is uppercase *H*. We use uppercase letters at the beginning of sentences and names. Write *Ii* on the board and repeat the procedure.

Model Uppercase H and I Write *Hugh* on the board. Point to the uppercase *H*. This is uppercase *H*. Watch as I trace the uppercase *H* with my finger. Repeat the procedure for *I* with *Isabel*.

Guide Practice Have children write uppercase *H* in the air. Use your finger to model an uppercase *H* in the air. Now write it on your hand. Repeat the procedure with uppercase *I*.

Model Lowercase h and i Write *hop* on the board. Point to *h*. This is lowercase *h*. Watch as I trace the lowercase *h* with my finger. Write another lowercase *h* on the board. Again, have children write *h* in the air and on their hands. Repeat the procedure for *i* with *igloo*.

Guide Practice Have children turn to p. 26 of their books and practice writing rows of *Hh* and *Ii*.

High-Frequency Words I, am**Routine****Nondecodable Words**

- Say and Spell** We have to learn some words by remembering the letters rather than saying the sounds. We will say and spell the words to help us learn them. Write *am* on the board. This is the word *am*. It has two letters. The letters in *am* are *a* and *m*. Have children say and spell the word, first with you and then on their own.
- Demonstrate Meaning** I can use the word *am* in lots of sentences. Here is one: *I am at school*. Now you use the word in a sentence. If necessary, prompt students to say how they feel: *I am (happy)*. Repeat the procedure with the word *I*. Prompt students to say their names: *I am (Sam)*.

D I**Make It Easier!**

Have children create letter cards for letters Aa–Ii. Ask them to keep the cards on their desks so they can use them to trace and name letters between activities.

Make It Harder!

Start writing a letter such as *E*, *F*, *G*, *H*, or *I* on the board and have children guess what letter it is before you have finished writing it.



Access Decodable Story

Before children read Decodable Story 2, *Am I?*, review the high-frequency words on the Word Wall. Have children point to the word you say.

Decodable Story 2 *Am I?* **E L L**

Teach Rebus Words Draw a fish on the board and write the word *fish*. This is the word *fish*. Say the letters with me: *f, i, s, h, fish*. Continue with *goose, horse, iguana, monkey, and kangaroo*. We will see these words in our book today. There will be a picture above the word to help you read it.

Read Tear out Decodable Story *Am I?* after p. 28 of children's books and distribute them. Today we will read a story about some animals. First let's look at our book. This is the right way to hold the book. Model how to hold the book. Point to the fish on the cover. We know the book is the right way up because the fish is the right way up. Turn the book upside down. This is a wrong way to hold a book. The fish and the words are upside down. We cannot read upside-down words. Turn the book the right way up. Now hold your book the right way up. Make sure the letters are the right way up. Check that all the children are holding their books correctly.

Point to the front cover. This is the front cover of our book. *Front* means the side that faces us. Open the book. These are the pages in our book. We turn the pages from right to left. Demonstrate how to turn the pages. Now you turn the pages from right to left. Observe and make sure all children are turning the pages correctly. This is the back cover. It is the part of the book we look at from behind. Point to the title of the story. What is the title of our book? The title of the story is *Am I?*

Finally draw children's attention to the final page of the story. Explain that we read from top to bottom. They should read the first question at the top of the page, then the question below it, and then the one below that. Have children read the story, holding the book the right way up and turning the pages correctly. When they get to the final page, observe to ensure that all children are reading from top to bottom.

Use the routine for reading decodable books to read Decodable Story 2.

Routine

Decodable Books

- 1 **Read Aloud** Have children whisper-read the story page by page as you listen in.
- 2 **Model Fluent Reading** Have children point to each word as you read a page. Then have children reread the page without you.
- 3 **Read Chorally** Have children point to each word as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- 4 **Read Individually** Have children take turns reading a page aloud.
- 5 **Reread and Monitor Progress** As you listen to individual children reread the text, monitor progress and provide support.
- 6 **Reread with a Partner** Have partners reread the story page by page. Monitor and provide support as needed.

Language Arts

Conventions Write Our Names

Teach We've talked about how to say our names. Now we're going to talk about how to write our names. My name is (your first name). Point to a child. What is your name? Have the child answer by saying My name is _____. Then have children take turns telling another child their name using the sentence frame.

Model You know my name is (your first name). This is how I write my name. Write your name on the board. Point to the uppercase letter. I use an uppercase letter to begin my name. Then write one of the children's names. Whose name is this? How did I write the first letter in the name? Continue with other names.

Guide Practice Have children come to the board to write or dictate their names. Help them identify and write each letter. Remind them to begin with an uppercase letter.

On Their Own Have children turn to p. 30 of their books, draw a picture of themselves, and write their first name on the line.

Apply Pair children up and have them write their own name in their notebooks. Then have them take turns saying the letters in their name.

Vocabulary Movement Words **D I E L L**

Teach We have talked about different ways things can move. For example, we talked about how Rabbit hops and Hare runs. Today we're going to learn some other ways to talk about how things move. Look at the turn about. It goes around and around. That means it goes around in a circle. Display Poster 2 and elicit some kinds of movement shown in the picture (straight, zigzag, and around and around). Demonstrate walking straight, in a zigzag, and around and around.

Guide Practice Have children open their books to p. 31. Which picture shows a straight line? Have children repeat the words as they trace the movement in their books.

On Their Own Ask children to form pairs and have each child draw something or something that moves in a straight or curved line, or in a zigzag. Then have their partner identify the kind of movement. Invite volunteers to show their drawings for the class to identify the kinds of movement.

Science

Physical Science Motion **D I**

Teach Talking about motion and direction helps us understand how things move and where they move to.

Guide Practice Have children turn to p. 40 of their books and describe the kinds of movement they see. Encourage them to use full sentences as much as possible and provide sentence frames as needed. The _____ moves in a zigzag.

On Their Own Then have children trace the lines and identify the different kinds of movement.

Wrap Up/Extend Your Day

Phonological Awareness Count Syllables

Have Ollie read the story. Today we talked about syllables. How many syllables does the word *movement* have? Have Ollie repeat the question with additional one- to three-syllable words.

Text-Based Comprehension Setting

Have Ollie display Poster 2 and ask questions about the setting. What is the setting? Where are the children? (on a playground) What time of day is it? (recess) How can you tell? (They are at school. The sun is shining.)

D I

Make It Easier!

Display Poster 2, point to each kind of movement, and repeat its name with the class.

Make It Harder!

Display Poster 2, point to the illustrations, and have children say how the people are moving using complete sentences.

E L L

Access Vocabulary

Ask children to share the movement words from their native languages. If possible, have students hop, jump, walk in a zigzag, and walk around and around their desk, and say the English words.

D I

Make It Easier!

Write the movement words on the board and draw the movement. This is a straight line. Have children repeat.

Make It Harder!

Say motion words and have children illustrate them by drawing them on the board or by miming the type of movement.

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Sound Discrimination

Letter Recognition

- Letters Jj and Kk

Text-Based Comprehension

- *Hip, Hop, Hurry!*

Writing

- Invitation

Listening and Speaking

- Respond to Literature: Drama

Math

- Review Numbers 13 to 15

Materials

Class Audio CD

Track 2 *Playground Fun*

- Ollie Puppet
- Alphabet Cards: Aa to Jj
- Concept Word Cards 7–10: *hop, skip, run, ride*
- Picture Cards: *bag, bat, brick, cap, cat, fan, fox, hat, hen, jet, jug, kangaroo, man, mop, truck*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 2 *Playground Fun*
- Student's Edition pp. 28, 32–35, 39
- Classroom Attendance Chart
- Name Cards (children's names)

Begin the Day

Sing and Move *Playground Fun*

Have Ollie display Song Poster 2, and provide choral repetition and chanting practice to help children learn the song. Have Ollie help children mime the actions if possible.

Get Ready to Read

Content Knowledge Working and Playing Together

Talk Have Ollie write the Weekly Question on the board, *How do children work and play together?* Then have him help children formulate answers in complete sentences: *We read books.* Use Song Poster 2 with Ollie for support as needed. *We play on the swings. We can run a race.*

Build Oral Language • Learn Concept Words

Routine

Vocabulary

- 1 Review and Reinforce** Have Ollie display the *skip* Concept Word Card and skip in place. Have him help children say the word. Repeat for *hop*.
- 2 Introduce the Words** Have Ollie explain, *When you walk fast, you run. In PE class, you sometimes run. What's the word for walking really fast? Say it with me: run.* Repeat the procedure for *ride*.
- 3 Demonstrate** Have Ollie display the *run* Concept Word Card and run in place. Have Ollie say, *run.* Repeat for *ride*.
- 4 Apply** Have Ollie ask children to mime each activity themselves and say, *I (run).* *I (ride) the bus.*
- 5 Display the Words** Have Ollie point to the first letter of each word and ask children whether the words begin with the same letter.
- 6 Use Concept Words** Reinforce the Concept Words by having children complete these sentences with the correct words:
I _____ my bike to school. (*ride*)
Hare and Tortoise _____ a race. (*run*)

Phonological Awareness Sound Discrimination

Teach Today we are going to learn that some words start with the same sound and some words start with different sounds. Display the *bag* and *bat* Picture Cards. This is a bag. This is a bat. Do these words begin with the same sound? Listen as I say the words: *bag, bat.* Yes, these words begin with the same sound.

Guide Practice Say the word *hen* with me. Now say the words *hen* and *hop*: *hen, hop.* Do the words begin with the same sound? Listen as I say the words: *hen, hop.* Say the words with me: /h/ /h/ /h/ *hen*, /h/ /h/ /h/ *hop.* Do the words begin with the same sound? (yes) Continue with the following pairs of words: *hat, bed; hand, head; house, ten; hose, hammer.*

On Their Own Display the following set of Picture Cards in random order: *fox, fan, cap, cat, hen, hat, man, mop.* Have children name each picture and repeat the picture name several times. Then ask them to find two pictures whose names begin with the same sound. Have children say the picture names aloud to decide whether they begin with the same sound.

Discriminate Initial Sounds Display Song Poster 2. Then read line 3 of the song. *Which two words in the line begin with the same sound? (friends, fun)* Read line 5. *Which word begins with the same sound as friend and fun? (fast)* Continue asking questions that guide children to find other words with the same beginning sounds, such as *sometimes, slow, school, skip, swings, recess, really, run, race.*

Letter Recognition Jj and Kk

Introduce/Model Display the Jj Alphabet Card. Point to the uppercase letter. *The name of this letter is uppercase J. What is the name of this letter?* Continue with lowercase j. Repeat for Kk.

Guide Practice Display the brick Picture Card. Have children name the picture. Write the picture name on the board. *Who can show me the letter k in the word brick?* Continue asking children to find the letter j or k using the following Picture Cards: *jet, jug, kangaroo, truck.* Then write the word *jig* on the board. Have children identify the letters in *jig*. *The letters j, i, g spell the word jig. When we put letters together, we can spell words.* Repeat the activity with the name Jack.

On Their Own Have children turn to p. 32 of their books for additional practice with Jj and Kk.

Review Letter Names Display the Ff, Gg, Hh, and Ii Alphabet Cards. Point to the uppercase and lowercase letters on the cards in random order. Ask children to identify each letter as you point to it. When children have identified all eight letters, display four different Alphabet Cards and continue in the same way. Finally have children turn to p. 28 of their books and complete the first two rows of the exercise.

Read and Comprehend



Text-Based Comprehension *Hip, Hop, Hurry!* (Tier 1 Reading)

Develop Comprehension

Display *Hip, Hop, Hurry!* and page through the book pointing to the illustrations and asking children questions.

Open-Ended *What is a school bus used for?* (A school bus takes children to school.)

Wh- Questions *What are the animals waiting for?* (The animals are waiting for the bus.) *Why do the animals want to get on the bus?* (They want to get on the bus to go to school.)

Open-Ended *Why does Gator stand beside Mule?* (Gator would like to be first.) *Tell me what kind of animal you think Gator might be.* (alligator)

Inference *The Field Mice twins are grinning. How do you think they feel?* (happy) *Why do you think they are happy?* (I think they are happy to see their friends.)

Monitor and Fix Up *The school bus stops in front of Hamster. Will Hamster be the first or the last to get on the bus?* (first) *If you can't answer the question, look at the picture to see what it shows.*

Sequence *Look at the animals as they line up to get on the bus. Who is first? Second? Third? Fourth? Fifth? Sixth?*

Wh- Questions *Which animal on the bus is happy?* (Rabbit) *Which one is mad?* (Hamster) *Why do they feel this way?*

Distancing *Have you ever felt that way? What was it like?*

Open-Ended *Who is first now?* (Hamster) *How do you think Hamster feels, happy or sad?* (He is happy.)

Wh- Questions *Where is the bus now? How can you tell?* (The bus is at school. The animals are getting off the bus. I can tell because the animals are finished with their bus ride.)



Extend Vocabulary

Monitor children's English as they discuss different means of transportation. Identify and define words such as *school, bus, car, bike, walk, and skateboard.*

D I

Make It Easier!

Assign children different scenes from the Big Book to draw. Then help them line up in order and describe their scene. Repeat with different children as necessary.

Make It Harder!

Mime a scene from the story. Have children guess what part of the story it is.

E L L

Scaffold Instruction

Ask questions about *Hip, Hop, Hurry!* to guide children's thinking about characters and events. Show illustrations in the book to help children remember the events and remind them of their favorite parts.

Open-Ended What does Rabbit do on page 21? (Rabbit stops.) Why do you think Rabbit would stop?

Wh- Questions Where is Rabbit in line when the animals get off the bus? Is he first or last? (last) How does he look? (He looks mad.)

Completion What are the animals doing? (They are arguing about who is first.) Let's read page 25 together to find out what they are saying.

Wh- Questions Who is in the middle of the circle? (the teacher) What are the animal children doing? (They are standing in a circle around her.)

Inference In a line, someone is first and someone is last. How is standing in a circle different from standing in a line? (Children should realize that no one is first or last in a circle; everyone is the same.)

Open-Ended Who says, "Hip, hop—no hurry"? (Rabbit) What does Rabbit mean? (There is no hurry to be first.) Which animal do you think will be the first one to get back on the bus? Why do you think so? (I think Rabbit will be first. He's the fastest.)

Review Main Selection/Check Understanding Ask questions to check comprehension and practice concepts. Who are some of the characters in the story? (Gator, Shrimp) Who gets off the bus last? (Rabbit) Where are the animals going? (on the bus, to school)

Retell Think, Talk, Write

D I E L L

Discuss Concept We're learning about how school children work and play together. Think about the animals in our story and how they work or play together.

- What are some ways you work and play with other children?
- What do you like about working together?

Have children go to p. 35 and their books.

1. Text Evidence Which animals wait at the bus stop at the beginning of the story?

2. Characters Which animals are twins?

3. Setting Name all the places that Rabbit goes to in *Hip, Hop, Hurry!*

4. Discuss and Write with Your Teacher • Text Evidence Let's look back at our story and write about it. The characters in our story ride a bus to school. What are some other ways in which they move in the story? Turn to p. 21 and read the text aloud. How does Rabbit move? (He hops and skips.) Read p. 20 and help children find other words that describe how Rabbit moves. (hurry, scurry) Read p. 10 of the story. What does Mule tell Hamster to do? (Run fast.) How do you think Hamster moves? (He runs.)

Language Arts**Writing Invitation**

Teach Copy the invitation below onto the board.

Come to our school for
a soccer game.

It is on Saturday.

It is at 1 o'clock.

Read the invitation aloud. *This is an invitation. An invitation is a polite request for someone to go somewhere or to do something. An invitation says what will happen, and when and where it will happen.* Reread the invitation. *What is this invitation for? When and where is the game?*

Model Copy the invitation onto the board again, replacing the underlined parts with blanks. *Let's write an invitation to a party. The party will be in this room, so we will put our room number on the first line.* Write *Room* and the room number. It is a party, so we will write *party* on the next line.

Guide Practice Have children provide information to fill in the other two blanks. Read the finished invitation aloud. Have children discuss who they could send it to.

Independent Practice Have children turn to p. 34 of their books and draw a picture for their invitation to a school activity. Then have them fill in or dictate the missing information by tracing the words and number provided on the lines.

Listening and Speaking Respond to Literature: Drama DI

Discuss Remind children that when they respond to a story, they discuss what happens, who is in it, and where and when it happens. They can also talk about their favorite parts and characters.

Model Have children turn to p. 35 of their books. Direct their attention to the cover of *Hip, Hop, Hurry!* *Where does the story take place?* Have children briefly describe the setting(s) of the story. Remind them that good speakers speak one at a time, and speak loudly and clearly.

Guide Practice Have children choose their favorite character and describe it. *What is its name? Was it first on the bus?* Encourage children to talk about their favorite part of the story and help them give reasons for their opinions.

Independent Writing Have children write or dictate their own ideas about their favorite character or part of *Hip, Hop, Hurry!* and then illustrate one of the ideas in their notebooks.

Math

Numbers Count to 13, 14, and 15

Review Help children count all the characters in the story *Hip, Hop, Hurry!*

Guide Practice Have children count their classmates up to 15.

On Their Own Have children turn to p. 39 of their books, and invite them to color the grapes and count them. Repeat the procedure for the flower petals and the bubbles.

Wrap Up/Extend Your Day

Phonological Awareness Count Syllables

Use Ollie to call on a child to stand up and say his or her name. Have Ollie ask the class to repeat the child's name and clap once for each syllable. The child who is standing counts the number of claps and says how many syllables are in his or her name. Repeat with as many children as possible.

High-Frequency Words Describe Yourself

Have Ollie instruct children to fold a sheet of paper in half and then in half again, and then to open up the paper. In each of the four sections, have children complete the sentence frame *I am _____* with a different description and draw a self-portrait to illustrate it.

DI

Make It Easier!

Have children draw pictures of the characters and use them to guide their answers in discussion.

Make It Harder!

Say riddles about characters in the story and have children guess. *He's big and green. Who is it? (Gator)*

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Count Syllables

Letter Recognition

- Letters *ll* and *Mm*

High-Frequency Words

- *l, am*

Conventions

- Write Our Names

Vocabulary

- Movement Words

Science

- Physical Science: Motion and Speed

Materials

Class Audio CD



Track 2 *Playground Fun*

- Ollie Puppet
- Alphabet Cards: *ll, Mm*
- Concept Word Cards 11 and 12: *flip-flop, stop*
- Picture Cards: *alligator, apple, crayon, doll, drum, feather, hippopotamus, kangaroo, leaf, man, mop, sandcastle, zipper*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 2 *Playground Fun*
- Student's Edition pp. 25, 29, 31, 32, 41, 117
- Classroom Attendance Chart
- Name Cards (children's names)
- Construction paper with LAMB written in large letters, glue, cotton balls
- Sheets of paper with outlines of children's names

Begin the Day

Sing and Move *Playground Fun*

Have Ollie display Song Poster 2. Have Ollie provide choral repetition and chanting practice, and help children mime moving in a straight line, zigzag, and around and around.

Get Ready to Read

Content Knowledge Working and Playing Together

Expand the Concept Have Ollie write the Weekly Question on the board, *How do children work and play together?* Have Ollie display Poster 2 and help children answer the question in complete sentences.

Build Oral Language • Learn Concept Words

Read pp. 10 and 11 of the Big Book and have children listen to and stand up when they hear the words *stopped* and *flip-flop*.

Routine

Vocabulary

- 1 Introduce the Words** Have Ollie introduce the words. *Flip-flop means "to change position." Hamster flip-flops in the story. Say it with me: flip-flop.* Repeat the procedure for *stop*.
- 2 Demonstrate** Have Ollie show the Concept Word Cards to show meaning. *The kids on the trampoline are jumping. First they land on their back. Then they reverse their position and land on their stomach. They flip-flop.* Repeat the procedure for *stop*.
- 3 Apply** Have Ollie help children use the words in complete sentences.
- 4 Display the Words** Have Ollie display the Concept Word Cards for *flip-flop* and *stop*. *What do the pictures show? What letters do these words have in common? (o, p)*
- 5 Use Concept Words** Have children complete each sentence with the correct Concept Word.

The fish _____ in the lake. (flip-flops)

The bus _____ at the bus stop. (stops)

Multiple-Meaning Words Have Ollie explain to children that some words can mean more than one thing. *You know that the word flip-flop means "to reverse direction." Flip-flop can also mean a kind of shoe you might wear to the beach.* Have Ollie use both meanings in sentences and help children decide which meaning is being used. You may wish to repeat the procedure for *stop* as a verb (the bus stopped) and as a noun (bus stop).

Phonological Awareness Count Syllables

Guide Practice Display the *kangaroo* Picture Card. Say *kan-ga-roo* and clap as you say each syllable. Have children echo you. *How many times did we clap? How many word parts, or syllables, are in kangaroo?* Repeat the procedure with these Picture Cards: *apple, doll, feather, alligator, crayon, sandcastle, zipper, hippopotamus.*

Reread p. 2 in *Hip, Hop, Hurry!* Have children read the lines with you. Repeat each word as children clap the number of syllables in each word.

Letter Recognition *Ll* and *Mm*

Introduce/Model Display the *Ll* Alphabet Card. Point to the uppercase letter. *The name of this letter is uppercase L. What is the name of this letter?* Repeat for lowercase *l*. Does anyone have an uppercase *L* in his or her name? Write names that contain the letter *L* on the board. Display the *Mm* Alphabet Card farther away from you and repeat the activity using *that*. *The name of that letter is uppercase M.*

Guide Practice Display the *leaf* Picture Card. Have children name the picture. Write the picture name on the board. *Who can show me the letter l in the word leaf?* Continue asking children to find the letter *l* or *m* using the following Picture Cards: *doll, man, drum, mop*. Display a page of a book of your choice and have children look for words with uppercase *L* or *M* and lowercase *l* or *m*. Write the words on the board. Have children say each word with you.

On Their Own Have children turn to p. 32 of their books and complete the rows for *Ll* and *Mm*.

High-Frequency Words *I, am*

Read Words Have children turn to p. 25 of their books. Read the high-frequency words *I* and *am* together.

Read Sentences Have children identify the pictures and then read the sentences on the page together to use the high-frequency words in context.

On Their Own Have children turn to p. 117 of their books, cut out the Cutouts and turn to p. 29. Pair children, and ask them to match the Cutouts to the pictures and glue them in their books. Then have them complete the sentences with the high-frequency words and take turns reading each of the sentences aloud. Model and provide support as needed.

Decodable Reader 2 *Am I?*

Teach Rebus Words Write *Jan* on the board. *This is the name Jan. Say the letters with me: J, a, n, Jan.* Continue with *Fran, Len, Ken, Hanna, and Gus*. These are names in the story we will read today. Each name has a small picture above it. The picture will help you identify each character.

Concepts of Print Have children turn to Decodable Reader 2, *Am I?* after p. 34 of their books. *Today we will read a story about some children.* Point to the title. *The title of this story is Am I?* The author's name is George Helm. What does an author do? An author writes stories. What letter do you see at the beginning of the author's last name?

Read Use the routine for reading decodable books to read Decodable Reader 2.

Routine

Decodable Book

- 1 **Read Silently** Have children whisper-read the book page by page.
- 2 **Model Fluent Reading** Have children point to each word as you read a page. Then have them reread the page without you.
- 3 **Read Chorally** Have children point to each word as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- 4 **Read Individually** Have children take turns reading a page aloud.
- 5 **Reread and Monitor Progress** As you listen to individual children reread the text, monitor progress and provide support.
- 6 **Reread with a Partner** Have partners reread the story page by page. Monitor and provide support as needed.



Make It Easier!

Have children find letters *Ll* and *Mm* in magazines, cut them out, and glue them on a sheet of paper. Have them identify the letters: *This is an uppercase L. That is a lowercase m.*

Make It Harder!

Encourage children to think of words they know that start with letters *Ll* and *Mm*.



Support Vocabulary

Explain to children that when we talk about two objects, we use *this* to refer to the one that is closer to us and *that* to refer to the one that is farther away. Have children practice using the words *this* and *that* to talk about objects in the classroom.

D I

Make It Easier!

Prepare sheets of paper with outlines of children's names and have them practice tracing their names before doing the exercise.

Make It Harder!

Encourage children to write their first and last names in their notebooks.

E L L

Support Conventions

If children have difficulty writing their names, encourage them to practice writing one letter at a time. After they have mastered each letter, have children practice writing their entire name.

Language Arts**Conventions Write Our Names****Review Say Our Names**

Review Remind children of what they learned about names. Names are words that stand for people or animals. We all have names. We have names so others know what to call us.

Model Write the title "Mary Had a Little Lamb" on the board. Read the title with children. Invite a child to replace *Mary* with their name. Write the new title and read it aloud with the class. Repeat with other children.

Guide Practice Write *Girls* and *Boys* as headings in a two-column chart on the board. Have children take turns saying their names and pointing to the column where their name belongs. Write their names accordingly. When you are finished, read aloud the names in each column as a class.

On Their Own Write the following sentence frame on the board: *I am _____*. Have students copy it on a piece of paper and draw a picture self-portrait for their names. Then have each child present their drawing to the class and say *I am (Mary)*.

Make Connections A few days ago we listened to a story about the Garcia family. The names of the Garcia children are Carla, Juan, Olivia, and Tomas. What are the names of people in your family? If necessary, remind children that a name is a word that stands for a person or an animal.

Write Our Names

D I E L L

Teach Remind children that each of them has a name. *My name is (your name)*. Write your name on the board. *Let's read my name together. What letter does my name begin with? Is it an uppercase or lowercase letter?*

Guide Practice Display Decodable Reader 2 *Am I?* The characters in this book have names. Find a name. *Jan is one of the characters. Let's write Jan's name.* Write *Jan* on the board. Point out that a name always begins with an uppercase letter. *We all have names. Point to a child. What is your name?* Invite the child to come to the board and help the class write his or her name. Repeat the routine with several other children. Remind children to begin their name with an uppercase letter.

Vocabulary Movement Words

D I E L L

Teach Write the words *zigzag*, *curved*, *straight*, and *around* on the board. Point to each word as you read it. *These words name some ways in which things can move.* Read the text on Poster 2 aloud and have children clap when they hear the movement words. Have children practice chanting the lyrics one line at a time and, if possible, demonstrate the corresponding action.

Guide Practice Have children turn to p. 31 of their books. Direct children's attention to the words on the page. Have children say each movement word and then point to the corresponding picture.

On Their Own Have children trace the lines in the bottom row as they say the movement words. Then pair children and have them take turns using the words in sentences. Model and provide sentence frames as needed: *The edge of my ruler is _____.* *This cup is _____.*

Science

Physical Science Motion and Speed

Review We've talked about motion and speed. Who runs fast in *Hip, Hop, Hurry?* (Hamster) Who thinks he is so fast he will win the race to school? (Hare) What is faster, a bike or a car? (a car)

Guide Practice Have children identify things that move quickly and things that move slowly. Does an airplane move quickly or slowly? (quickly) Does a snail move quickly or slowly? (slowly)

On Their Own Have children open their books to p. 41. Have them color things that move quickly green and things that move slowly red. Then pair children and have them check their answers.

Wrap Up/Extend Your Day

Letter Recognition Make Word Art

Have Ollie give each child a sheet of paper with the word LAMB. Have children name the letters and read the word for them. Have Ollie explain how to glue cotton balls on the letters and then glue bunches of cotton balls to make a lamb. They can use crayons to draw legs, a tail, and ears.

Conventions Follow Directions

Have Ollie give directions to children. Listen and follow my directions. Stand on foot. Hop. Walk in a zigzag. Draw a curve.

Make It Easier!

Write sentences with blanks on the board. Include only the first letter of each vocabulary word and have children tell you what the word is, e.g., *The hair in her braid goes in a z_____.*

Make It Harder!

Say sentences leaving a pause for a vocabulary word and have children tell you which word to use, e.g., *The ruler helps you draw a _____ line.*

Support Vocabulary

Have children say the movement words in their native languages as you point to each word on the board.

Sample Unit

Learning Goals

Content Knowledge

- Build Oral Language

Phonological Awareness

- Syllables and Rhymes

Letter Recognition

- Letters Nn

Text-Based Comprehension

- Review Main Selection

Writing

- Respond to Literature: Drama

Assessment

- Letter Recognition
- Letter Reading
- Word Reading
- Setting

Materials

Class Audio CD



Track 2 Playground Fun

- Ollie Puppet
- Alphabet Cards: Ff-Nn
- Concept Word Cards 7–12: *hop, skip, run, ride, flip-flop, stop*
- Big Book *Hip, Hop, Hurry!*
- Song Poster 2 *Playground Fun*
- Student's Edition pp. 32, 33, 37
- Classroom Attendance Chart
- Name Cards (children's names)
- Assessment 2 (1 photocopy per child)

Begin the Day

Sing and Move *Playground Fun*

Have Ollie display Song Poster 2 and provide additional choral repetition and chanting practice as needed. Have Ollie play the audio and help children sing the song. Have Ollie call on individual children to mime one of the actions or movement words mentioned in the song.

Get Ready to Read

Content Knowledge Working and Playing Together

Review the Concept Have Ollie discuss with children what they have added to their knowledge about the concept *All Together Now*. Have Ollie encourage them to use the Concept Words. If necessary, use Ollie to prompt students to discuss how we can move in different ways on the playground or how the animals in *Hip, Hop, Hurry!* moved.

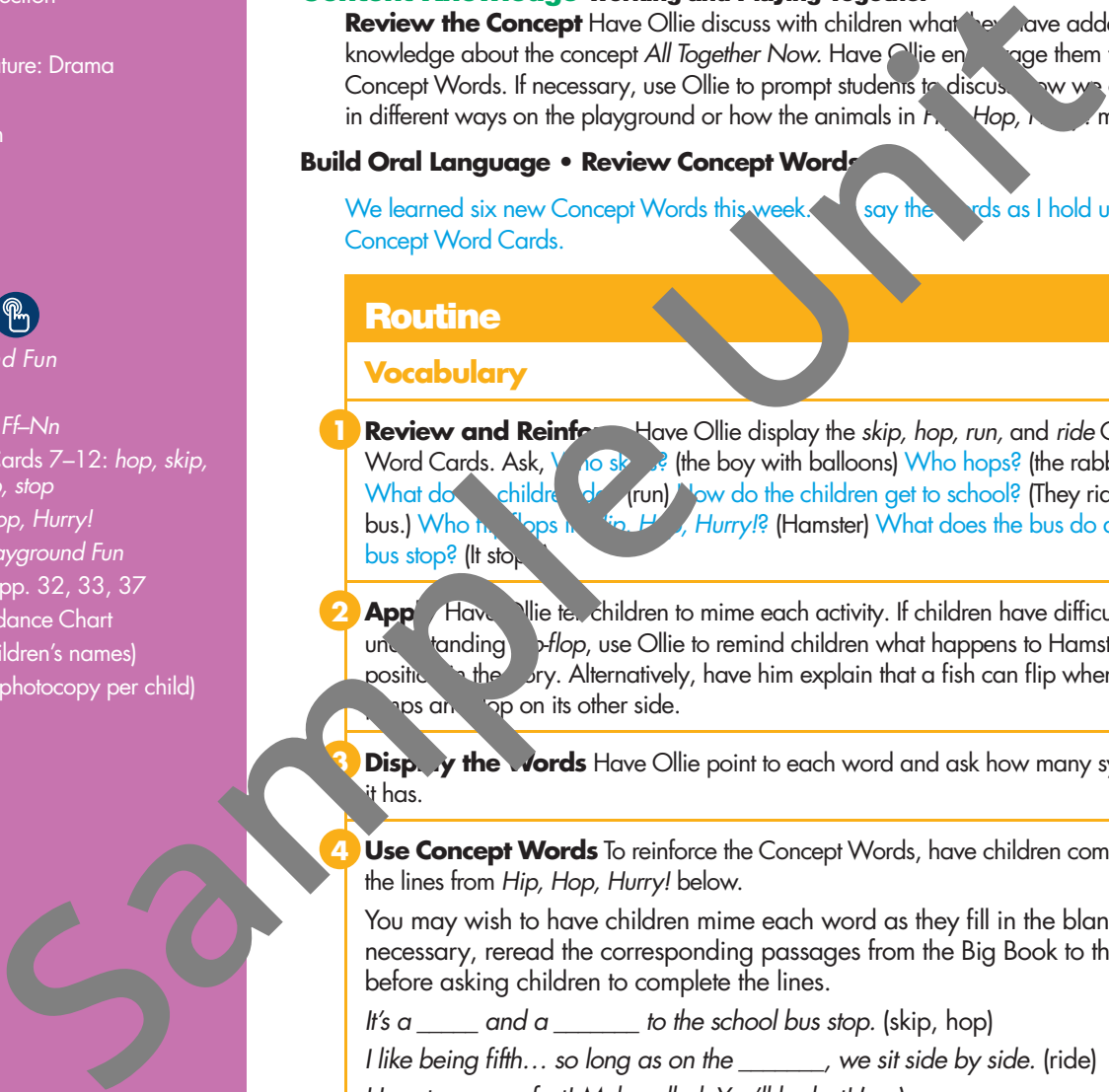
Build Oral Language • Review Concept Words

We learned six new Concept Words this week. Say the words as I hold up the Concept Word Cards.

Routine

Vocabulary

- 1 Review and Reinforce** Have Ollie display the *skip, hop, run, and ride* Concept Word Cards. Ask, *Who skips?* (the boy with balloons) *Who hops?* (the rabbit) *What do the children do?* (run) *How do the children get to school?* (They ride a bus.) *Who flip-flops in the Hip, Hop, Hurry!?* (Hamster) *What does the bus do at the bus stop?* (It stops.)
- 2 Apply** Have Ollie tell children to mime each activity. If children have difficulty understanding *flip-flop*, use Ollie to remind children what happens to Hamster's position in the story. Alternatively, have him explain that a fish can flip when it jumps and flop on its other side.
- 3 Display the Words** Have Ollie point to each word and ask how many syllables it has.
- 4 Use Concept Words** To reinforce the Concept Words, have children complete the lines from *Hip, Hop, Hurry!* below.
You may wish to have children mime each word as they fill in the blanks. If necessary, reread the corresponding passages from the Big Book to the class before asking children to complete the lines.
It's a _____ and a _____ to the school bus stop. (skip, hop)
I like being fifth... so long as on the _____, we sit side by side. (ride)
Hamster, _____ fast! Mule called, You'll be last! (run)
The bus _____ by me! I'm suddenly first! _____! Reversed! (stopped, flip-flop)



Phonological Awareness Review Counting Syllables and Rhyming Words

Review Count Syllables How many syllables are in the word *banana*? Let's clap once for each syllable to find out. There are three syllables: *ba-na-na*. Review clapping the number of syllables with these words: *flower, chair, house, salamander, monkey, television, butter, cup*.

Review Rhyming Words Say this sentence aloud: *I am a fox that lives in a box*. Did you hear any rhyming words? Which words rhyme? *Fox* and *box* rhyme. Continue the activity using the following rhymes: *I am a little mouse who lives in a tiny house; My little pup drinks out of a cup; I know a frog who sleeps under a log*. Then say some of the words from the rhymes and have children count the syllables.

Letter Recognition Letters Nn

Introduce/Model Display the Nn Alphabet Card. Point to the uppercase letter. This is uppercase N. What is the name of this letter? Repeat with lowercase n.

Guide Practice Write the word *banana* on the board. Who can find lowercase n in this word? How many letters n are in the word *banana*? There are two letters n. Repeat with the words *cannon, Nancy, and noun*. Continue the activity to review the letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, and Mm. Use these words: *frog, hike, lemon, fish, goat, jingle, jolly, Kim, James, Mark, Fran*.

On Their Own Ask children to look around the room for the letters Kk, Ll, Mm, or Nn. As each letter is found, have children say the letter name. Then have children turn to p. 32 of their books for more practice with letter Nn.

Assessment

Monitor Progress

Review Letter Recognition Draw a 3-square-by-3-square grid on a sheet of paper for each child. Randomly write the letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, and Nn in the squares. Find the g and color that box. Continue giving directions as you circulate around the classroom to check children's work.

Assess Letter Reading Use the Alphabet Card for letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, and Nn or write some letters on a sheet of paper to assess each child's ability to name the letters. Set them up in two or three rows and point to the first letter. We're going to name the letters in each row. I will do the first one. This letter is uppercase F. For each child, record any problems.

Assess Word Recognition Write High-Frequency Words *I* and *am* on a sheet of paper or on the board. Assess each child's ability to read them. Have each child read the words aloud.

Read and Comprehend**Text-Based Comprehension Hip, Hop, Hurry!**

Review Main Selection Have children turn to p. 33 of their books and use the retelling boxes to retell the story *Hip, Hop, Hurry!* Direct children's attention to the first retelling box. Who are the animals? Where are they? What time of day is it? Who was the first animal at the bus stop? Tell me about other animals that come to the bus stop. What are some of the ways the animals move in the story? How does Rabbit move? How does Hamster change position? How can you tell Rabbit is mad? How can you tell it's daytime?

D I

Make It Easier!

Review as a class the names of each character in *Hip, Hop, Hurry!* and one of their characteristics.

Make It Harder!

Ask children a few riddles about characters in the story. Have them guess the first in line at the beginning. Who's it? (Rabbit)

**Scaffold Instructions**

Ask questions about *Hip, Hop, Hurry!* to guide children's thinking about characters and events. Show them illustrations in the book to help them remember the events and to remind them of their favorite parts.

Review Characters Display *Hip, Hop, Hurry!* The characters are the people or animals that the story is about. Let's review the characters of this story.

- Who is the first animal at the bus stop? (Rabbit)
- What can you tell about Rabbit? (He hurried so he could be the first one on the bus.)
- How does Rabbit feel when it turns out he's sixth? (mad)
- Who is the second character to come to the bus stop? (Mule)
- What can you tell about Mule? (He carries a stool. He puts it beside Rabbit and sits on it. Now he will be first.)

More Practice Have children turn to p. 37 and color the frames of the scenes that show characters.

Assessment Monitor Progress

Review Setting When we read a story, we think about where the story happens and when the story happens. Where and when the story takes place is called the setting.

Read Tell children that you are going to reread "Mary Had a Little Lamb." Listen carefully while I read the poem. When I am done, I will ask you to tell me about the setting, or where and when the story takes place. Read the poem.

Mary had a little lamb,

Its fleece was white as snow.

And everywhere that Mary went

The lamb was sure to go.

He followed her to school one day,

Which was against the rules.

It made the children laugh and play

To see a lamb at school.

And so the teacher turned it out,

But still it lingered near.

He waited patiently about

Till Mary did appear.

"Why does the lamb love Mary so?"

The eager children cried.

"Why, Mary loves the lamb, you know,"

The teacher did reply.

Check Setting After you read the poem, ask children to tell you where the story happens.

- Where does the story take place? (at Mary's school, the lamb follows her from home)
- When does the story take place? (in the daytime)
- What clues in the story tell you this? (It's when Mary goes to school.)

Assess Setting Use Assessment 2. Make one copy for each child. Have children color the picture that shows the setting.

Language Arts

Writing Respond to Literature: Drama **D I**

Teach After we read a story, it's fun to think about the parts of the story we enjoyed. We can act out things that happen in the story that we think are funny or exciting.

Recall Help children recall the names of all the characters in the story and write them on the board. Ask questions to elicit some of the Concept Words from Weeks 1 and 2. *Who is the first animal at the bus stop?* (Rabbit) *How does Rabbit move?* (hops, skips, scurries)

Model In *Hip, Hop, Hurry!*, the animals get on the bus to go to school. Let's pretend we are the animals getting on a bus to go to school. Place six chairs in three rows for bus seats. Have six children pretend to be the animals boarding and sitting on the bus. Encourage children to move in the same way as the animals in the story, for example, Rabbit hops and skips and scurries, Hamster runs, and so on.

Guide Practice Have children pretend to be the animals getting out of school. Have them say who they are. (I am Rabbit.) Have them say what the animals do. (I'm on my way to school. I hop, and I skip. I am getting on the bus. I want to be first.) Tell children to speak one at a time. Then choose a group of children to board the bus to ride home from school. Remind children to speak one at a time.

Wrap Up Your Week

Phonological Awareness Rhyming Words

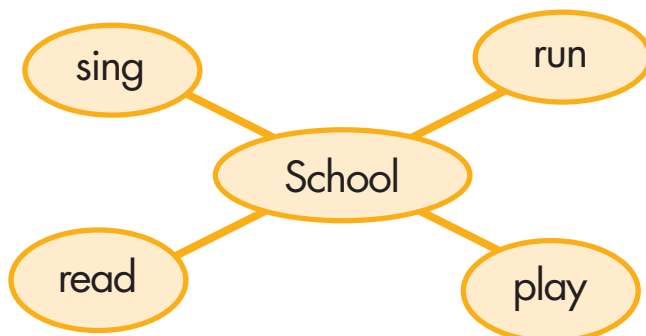
Have Ollie write these word endings as separate headings at the top of a three-column chart: *-ap*, *-op*, *-an*. Distribute copies of the chart to children and together with Ollie find rhyming words that belong in each column, such as *cap*, *hop*, *man*, and *ran*. Have Ollie help children write the rhyming words in the correct column in the chart.

Vocabulary Movement Words

Have Ollie display Poster 2 and have children recall the movement words they learned this week. Hand out white paper to each child. Have Ollie tell children to select one of the movement words and imagine they are moving in that way on the playground. Have Ollie tell children to draw a self-portrait. Then have Ollie help children use complete sentences to describe what they are doing in their picture. Model with Ollie and provide sentence frames as needed: *I skip at recess. I run fast. I can hop on one foot.*

Text-Based Comprehension Illustrate Setting

Have Ollie say, *This week we talked about some ways children can work and play together. We work and play together at school. The school is our setting.* Have Ollie make a word web like the one shown and fill it with children's responses that describe how they work and play at school and in the classroom. Give each child a sheet of paper. Have Ollie tell children to draw a picture of themselves working or playing together at school. Have Ollie remind them to include things that will help identify the setting as school. Have Ollie tell children to write or dictate a word or phrase about their picture.

**D I**
Make It Easier!

Before doing the activity, display pictures in the Big Book and allow children to retell what happens in the story based on the illustrations.

Make It Harder!

Challenge children to say what happens in one part of the story in reverse order.

Center Time

Half day: 60 minutes per day

Full day: 60 minutes two times per day

Letter Recognition • Find the Letters

- **Materials:** index cards with one letter on each (*A, a, B* or *b*)
- **Letter Match** First provide children with a letter card. Have children find a partner who has the other form of their letter (uppercase/lowercase). Then when all the uppercase and lowercase letters are matched, have partners look for words in the classroom that have the letters on their cards. They can also look for words in books. Each time children find a word, have them copy it on a sheet of paper.
- **Promote Social and Emotional Development**
Have children listen attentively and follow your instructions.

Handwriting • Write It!

- **Materials:** white paper, pencils
- **Let's Write Words** Write several words on the board. Have children copy onto their sheet of paper only the words that begin with letters *Aa*. Monitor closely. Have children show and read their words to the rest of the class.
- **Promote Social and Emotional Development**
Praise children who regulate their behavior during the activity.

Conventions • Our Names

- **Materials:** chart paper, marker, tape, picture of each child
- **What's Your Name?** Have children walk around the room and ask their classmates, *What's your name?* Then point to a child and invite a volunteer to say his or her classmate's name. Write the child's name on chart paper. Continue the same procedure until all children's names are on the chart. Ask children to bring in a picture of themselves. Invite each child to paste his or her picture next to his or her name.
- **Promote Social and Emotional Development**
Praise children for their efforts.

Comprehension • Characters

- **Dramatize *Hip, Hop, Hurry!*** Designate an area as the bus, using several rows of chairs. Choose children to be the characters who get on the bus in the story. Have them stand in a line and then get on the bus. Repeat with other groups of children.
- **Promote Social and Emotional Development**
Remind children that no one is first or last in the classroom, they are all the same.

Math • Numbers 1 to 10

- **Materials:** chalk, bag, classroom objects
- **Counting** Take children to the playground and draw a large circle on the ground. Say a number. Invite a child to take the corresponding number of items from the bag and put them inside the circle. Finally, when the bag is empty, encourage the class to count all the items inside the circle.
- **Promote Social and Emotional Development**
Praise children who regulate their behavior.

Center Time

Half day: 60 minutes per day

Full day: 60 minutes two times per day

Letter Recognition • Letters *Cc, Dd, Ee, Ff*

- **Materials:** *Cc, Dd, Ee* and *Ff* Picture Cards, index cards
- **Find Letters in Words** Write the letters, *C, c, D, d, E, e, F, f*, on separate index cards. Distribute one card to each child. Then make a collection of 20 Picture Cards, all of which contain words with one or more of the letters *Cc, Dd, Ee, Ff* in them. One by one, hold up the Picture Cards and ask the following questions: *What letter does this word begin with? Is it (C/c) in this word?* Continue the procedure for the rest of the word cards. Ask children to hold up their card if they name the corresponding letter.
- **Promote Social and Emotional Development**
Praise children's ability to identify the correct letters.

High-Frequency Words • Words *I, Am*

- **Materials:** colored construction paper with the words *I* and *am* written in large letters, glue, cotton balls
- **Make Word Art** Give each child a sheet of paper with the words *I* and *am* written on it in large letters. Have children name each of the letters. Then read the words for them. Have them glue cotton balls onto the letters.
- **Promote Social and Emotional Development**
Comment on children's ability to focus and stay on task.

Comprehension • Characters

- **Materials:** a ball, Big Book *Hip, Hop, Hurry!*
- **Act It Out!** Reread the story *Hip, Hop, Hurry!* Have children sit in a circle. Throw a ball to a child and name a character from the story. Encourage the child to act out a scene in which the character appears. Repeat for other characters with other children.
- **Promote Social and Emotional Development**
Praise children's ability to act out the story.

Science • Motion

- **Materials:** Big Book *Hip, Hop, Hurry!*, Student's Book, paper, crayons, chart paper
- **How Do Animals Move?** Show me one animal in the Big Book. One of the animals in the book is a rabbit. Look at the rabbit. How do rabbits move? Slowly or quickly? Write the animal's name in a chart. Fill in the chart with information about how the animal moves. Continue with the other animals in the story. Help them as necessary. Ask children to now mention means of transportation and add them to the table. Have them draw a picture of an animal or a means of transportation. Have them dictate a sentence that tells about how that animal or means of transportation moves: *The (train) moves (quickly).*

Animal	How They Move
rabbit	
mouse	
hamster	
cow	
chimp	
train	
bike	
plane	