

Home With Mom and Dad

Introduce the Book

- Show students the cover of the book. Point to the title, *A Cake for Nate*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 2 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *we*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Where do Nate and his mom go to get the cake? How does Nate know which cake is his? Why does Nate get a cake?*

Support Tips

Develop/Reinforce Pronouns: she and he

- Before reading, give an object, such as a marker, to a male student. Ask: *Who has the ____?*
- Accept appropriate responses and model the complete sentence, emphasizing the pronoun: *He has the ____*. Have students repeat the sentence.
- Pass the object to several more male students, repeating the question-response to reinforce the pronoun *he*.
- Pass the object to a female student and repeat the question.
- Model the complete sentence, emphasizing the new pronoun: *She has the ____*. Have students repeat the sentence.
- Pass the object to several more female students, repeating the question-response to reinforce the pronoun *she*.
- Have the last student to receive the object pass it to a classmate.
- Ask the question and model the response, emphasizing the correct pronoun as necessary.

One to Five

Introduce the Book

- Show students the cover of the book. Point to the title, *One to Five*, and read it with students.
- Ask: *What do you see on the cover? How many children are in the picture?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 10 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, **I**.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What do you see in a big circle on each page? Why do you think there is a number on each page? What is the word for the number on this page? What are some things the children did? What is your answer to the question on this page?*

Support Tips

Develop/Reinforce Sentence Structure With Assumed Subject

- Before reading, put colored markers (five each of five different colors) in a box.
- Let each student take one marker.
- Ask students who have taken one particular color, for example, blue, to stand up.
- Have the group tell how many students have a blue marker. Accept single-word responses, and model the target expression: *All [number of students] have blue markers.*
- Repeat the activity for each color marker.
- As you are collecting the markers, ask students with specific colored items of clothing, such as green shirts, to stand. Repeat the question response paradigm to emphasize the target structure.

Jo and Me

Introduce the Book

- Show students the cover of the book. Point to the title, *Jo and Me*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 18 and put their fingers on the first word. Point out that this word ends with an open vowel.

Have students run their fingers under the word as they sound it out (*/jo - /*).

- Have students continue to sound out the decodable words in the sentence and read the sight words quickly. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *Who is Jo? Who is “me”? What are some ways Jo and her friend get from place to place? What are some ways you get from place to place?*

Support Tips

Develop/Reinforce Third Person Singular Verb Ending -s

- Before reading, give pictures showing common verbs, such as *sit* and *eat*, to one student to act out without showing the pictures to the other students.
- Ask the other students to guess what the first student is doing. Accept single-word responses and expand the responses to complete simple sentences to model the target verb structure: *Diane eats*. Have students repeat the sentence.
- Have two or three other students repeat the pantomime activity for different verb pictures. Ask the rest of the group to guess and model the target verb structure.

Rocks, Rocks, Rocks

Introduce the Book

- Show students the cover of the book. Point to the title, *Rocks, Rocks, Rocks*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 26 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, **I**.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What are some things that can be done with rocks? Who do you think had the most interesting way of using rocks? What do they do? What are some things you have done with rocks?*

Support Tips

Develop/Reinforce Concept That Rocks Can Be Used for Different Things

- Before reading, tell a familiar story and use blocks of different colors and sizes to represent characters and objects in the story.
- Hold up one block and ask the group to identify what the block represents. Say: *What is this blue block for?* Accept single-word responses, but then model the target structure: *The blue block is for a chair.* Continue with other blocks.
- Using the pictures in the decodable book, help students understand that rocks can be used **for** different purposes, such as **for** jewelry, **for** a hockey puck, or **for** a pet
- After students read the decodable book, show rocks of different sizes and ask students to use their imaginations to tell what the rocks can be used **for**.

In the Sunshine

Introduce the Book

- Show students the cover of the book. Point to the title, *In the Sunshine*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 34 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *You*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What were some things the people did in the sun? What fun do you have in the sunshine? How would things in the book change if it were raining?*

Support Tips

Develop/Reinforce Idiomatic Expression: hand (as in give) something

- Before reading, present a task that requires a number of different materials, for example, making a puppet using paper, yarn, buttons, scissors, and glue.
- Give different materials to different students, and assign one student to demonstrate the steps required to complete the task as you give the instructions.
- Ask the students holding the materials to give the demonstrator the items, pairing your request with the target expression: *Karla, give the yarn to Thom. Hand the yarn to Thom.*
- Have the group repeat the target expression.
- Repeat until all the materials have been “handed” to the demonstrator and the task is done.
- Consciously create opportunities to request students to give you or other students objects in the room using the target expression *hand*.

What Do You Think?

Introduce the Book

- Show students the cover of the book. Point to the title, *What Do You Think?*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 42 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *are*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What does a quiz whiz do? What can dive and jump? What do you say when you get a gift? What do you do with your nose?*

Support Tips

Develop/Reinforce Vocabulary: whiff

- Before reading, pass around small jars or bottles of two distinctive-smelling substances such as vinegar and vanilla.
- Label each jar as students look at and smell the two liquids.
- Collect the jars and show the group two jars covered with foil so that students cannot see the contents. Take the top off one jar and ask a volunteer to guess what is inside. Say: *You can take a whiff*. Hold the jar under the student’s nose.
- Tell another student to *take a whiff* as you hold the jar under his or her nose and ask if he or she agrees with the first student.
- Repeat the activity, using the target expression *You can take a whiff* as each student smells the unknown liquid and guesses what is in the jar.

Play This Game With Me

Introduce the Book

- Show students the cover of the book. Point to the title, *Play This Game With Me*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. If you feel students are able, have them sound out the words “in their heads” and then read the first sentence out loud so you can check their reading.
- If you feel students need modeling, have them turn to page 50 and ask them to put their fingers on the first word. Have them run their fingers under the word as they sound it out (*/iit/*).
- Have students continue to sound out the decodable words in the sentence and remind them to read the sight words quickly. Then have students read the whole sentence.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text. Remind them that they are to sound out words as needed.
- If students are having difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *Where is the boy? What does the boy like to play on? What other things can you do at a park?*

Support Tips

Develop/Reinforce Idiomatic Expression: sun went in

- Before reading, show a picture of children playing outside with the sun clearly visible. Have students tell what they see.
- If no one says the word *sun*, ask: *Where is the sun?*
- Show another picture of children playing outside with clouds covering part of the sun. Have students tell what they see.
- If no one mentions the clouds, ask: *What is partly covering the sun?*
- Show a third picture, with no sun visible. Have students tell what they see.
- If a student mentions there is no sun, plant the target expression by saying: *The sun went in.*
- Show the first picture again and say: *The sun came out.*
- Show the picture with no sun and ask what happened to the sun. If necessary, model the target expression: *The sun went in.*
- Mix the pictures and repeat the activity, consciously choosing the *sun went in* picture more than the others to elicit the target expression.

Show Me!

Introduce the Book

- Show students the cover of the book. Point to the title, *Show Me!*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 58 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *the*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What things are cold? What are the children playing? What can you do with snow?*

Support Tips

Develop/Reinforce Concepts and Vocabulary: rhyming words row (boat) and tow

- Before reading, show a picture of a person rowing a boat and ask what the person is doing. Use the phrase *row the boat* if no one uses the target vocabulary.
- Ask a volunteer to sit in a chair designated as a boat and show how to *row* a boat.
- Sing “Row, Row, Row Your Boat,” pairing *row* with the action.
- Show a picture of a beached boat. Ask a volunteer to use the chair to show how to move a boat when it is not in the water. Accept pushing and pulling.
- Model the complete sentence that describes a push action—*Theresa can push the boat*—or model the complete sentence for pull: *Allen can tow the boat*.
- Sing “Tow, Tow, Tow the Boat” to the tune of “Row, Row, Row Your Boat” and pair the song with the towing action. Help students recognize that *row* and *tow* rhyme.
- Have students pantomime actions as you alternate commands to *row the boat* and *tow the boat*.

Will It Eat?

Introduce the Book

- Show students the cover of the book. Point to the title, *Will It Eat?*, and read it with students.
- Ask: *What do you see on the cover?*

Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 66 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, **I**.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: *What does the old goat eat?*
What does the red hen eat? Who eats hay? Who eats a bone?

Support Tips

Develop/Reinforce Future Tense: will

- Note: The future tense is a late learned verb tense that requires significant exposure to the structure.
- Before lunch, ask: *What will you eat for lunch?* Accept single-word responses, then model the target sentence: *You will eat pizza.*
- Ask other students to repeat what someone will eat. Accept single-word responses, then model the target sentence structure: *Maria will eat pizza.*
- Tell students they will draw a picture of someone. Ask: *Who will you draw?* Accept single-word responses, such as Skip. Then model the target sentence: *You will draw Skip.*
- Ask another student to say who the first student will draw. Model the target response: *Carlos will draw Skip.*