

A Sight to See

Introduce the Book

- Show students the cover of the book. Point to the title, *A Sight to See*, 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, **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 were some sights the children saw? What did the boy use to see the bug more clearly? Look at each page again. What sense or senses is the child on each page using?*

Support Tips

Develop/Reinforce Contraction I’m

- Before reading, use felt-board shapes or cutouts to make a picture. Reach into the box or bag, take out one felt shape, and place it on the board while modeling the target language structure: **I’m** going to put the ___ on the board.
- Offer the box of shapes to a student and ask: *What are you going to put on the board?*

Model the target language: **I’m** going to put the ___ on the board. Have the student repeat the sentence if he or she does not use the contraction independently.

- Repeat with the other students until all have had a chance to participate.
- Ask students what they are going to draw/make/write to provide additional opportunities for them to use the target language.

I Will Try

Introduce the Book

- Show students the cover of the book. Point to the title, *I Will Try*, 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 10 and put their fingers on the first word. Remind students 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 did the girl do each time? What were some of the actions she did? Show me. What are some other toys the girl might have? What actions might she use with them?*

Support Tips

Develop/Reinforce Concept and Vocabulary: Acting *Like* Something

- Before reading, show students a picture of a familiar animal in motion. Ask what the animal is doing. Suggest the verb, if necessary: The bird is flying.
- Ask a volunteer to imitate the animal: *Try to fly like a bird.*
- Have students take turns choosing a picture of an animal in motion from a bag or box and pantomiming the action. Ask others to guess the action; accept single-word responses. Model the target language: *Marcos ___ like a ___.*
- Consciously use the target language as you give directions throughout the day: *Fly like a bird.*

Which Part?

Introduce the Book

- Show students the cover of the book. Point to the title, *Which Part?*, 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. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *what*.
- 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 mark is used at the end of each sentence? What does this tell you about the sentence? Where did you look to find the answer to the first question on each page?*

Support Tips

Develop/Reinforce Vocabulary: which

- Before reading, place a picture on a table and cover the picture with construction paper cut into jigsaw-shaped pieces.
- Ask students to guess what the picture shows. Tell them they will find out after the pieces of the puzzle are removed.
- Ask: *Which piece do you want me to take away?* Have a student point to a piece.
- Remove the piece and ask students to guess again what the picture shows.
- Continue removing pieces until the picture is guessed.
- Repeat with a different picture. This time have students take turns asking: *Which piece do you want me to take away?* Model target language as necessary.
- Hint: Laminating the jigsaw pieces allows you to write letters, numbers, or sight words on the shapes with a wipe-off pen. Students can name a letter, number, or word when they select a piece to remove.

My Turn to Fit

Introduce the Book

- Show students the cover of the book. Point to the title, *My Turn to Fit*, 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 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 *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: *How does the second sentence on each page end? What does this tell you about the sentence? What things can fit? Read a question and tell me the answer.*

Support Tips

Develop/Reinforce Future Tense: will

- Before reading, collect sweaters and shirts of different sizes, from infant to adult. Select one item and one volunteer and ask: *Will the ___ fit?*
- Tally the responses, asking students to tell why they think as they do. Then let the volunteer try to put the item on.
- Repeat the activity, letting different students ask the question *Will the ___ fit?* Model the target language as necessary.
- Create additional opportunities to use the target language whenever you ask students to pick up after an activity. For example, before a student puts something away, ask: *Will it fit in the box?*

More Corn

Introduce the Book

- Show students the cover of the book. Point to the title, *More Corn*, 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, **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: *How tall was the corn at first? How tall was it later? What did the boy do with the corn at the end of the story? How do you like to eat corn?*

Support Tips

Develop/Reinforce Language of Comparison: as tall as and as short as

- Before reading, show students two cans that are the same height. Tell students that the second can is **as tall as** the first.
- Replace a can with a shorter can. Ask: *Is the new can as tall as the first can?* Point to the cans as you model the target language: *This can is not as tall as the other can.*
- Show students a tall can. Ask a volunteer to find a can that is **as tall as** the one you have. Model the target language: *This can is as tall as that can.* Have students repeat the sentence.

I See! I Hear!

Introduce the Book

- Show students the cover of the book. Point to the title, *I See! I Hear!*, 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 students need modeling, have them turn to page 42 and ask them to 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, *looking*.
- 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 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: *What things did the children see? Where were these things? What did someone hear? What do you see when you look up? What things can you hear now?*

Support Tips

Develop/reinforce: *why* as an interjection

- Before reading, repeat the jigsaw-covered picture activity suggested for Unit 20, using a new hidden picture.
- As a piece of the picture is revealed, use the target language as you express surprise: *Why, I see a blue circle*. Have students repeat the sentence.
- As additional pieces of the picture are revealed, provide the beginning of the target language: *Why, ____*. Let students complete the sentence. Model a complete sentence if needed.
- Repeat the procedure, having students use the target language each time a section uncovered until the picture is revealed.
- As an alternative or additional activity, have students guess what is in a bag after shaking or feeling the object.
- As the object is pulled from the bag, model the target language as you express surprise: *Why, it’s an eraser*.

They Have No Cares

Introduce the Book

- Show students the cover of the book. Point to the title, *They Have No Cares*, 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. Remind them that this is a word they don’t sound out, but that they should know by sight. Have them say the word *this*.
- 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 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: *What animals did you read about in the book? What are cares? Do you agree that animals have no cares? Why or why not?*

Support Tips

Develop/Reinforce Vocabulary: *tear*

- Before reading, remove any scissors from sight. Then hand out sheets of paper.
- Ask: *How could you make two, three, or four pieces of paper from the one piece you have?* Accept all appropriate verbal and nonverbal responses, and model the target word *tear* by saying: *You could tear the paper.*
- Ask students to *tear* their papers and ask: *Can you tear your paper?* Accept single-word responses. Then model the target response: *Yes, you can tear your paper.*
- Hand out scraps of different kinds of material and ask students to try to *tear* the scraps.
- Have students identify what materials they can and cannot *tear* using this format: *I can [cannot] tear the__ [name of material].*

Can You See It, Too?

Introduce the Book

- Show students the cover of the book. Point to the title, *Can You See It, Too?*, 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, **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: *Who does the crew at the zoo feed? Where does the red hen live? Who eats food from a spoon? What do you see at the end of the second sentence on each page? What does this tell you about the sentence?*

Support Tips

Develop/Reinforce Concept and Vocabulary: *few*

- Before reading, pick up an object, such as a marker, and say: *I pick up one thing*. Ask students to pick up one thing near them.
- Pick up two objects and say: *I pick up two things*. Tell students to pick up two things near them.
- Pick up three or four objects and say: *I pick up a few things*. Ask students to pick up a few things near them.
- Place a few objects behind a visual barrier. Ask students to pick up a *few* things. As they follow your command, have them say: *I pick up a few things*.
- Remove the barrier so students can compare their efforts with your model.
- Let students work in small groups to continue the activity. Have group members take turns giving the commands.

Meet Us All

Introduce the Book

- Show students the cover of the book. Point to the title, *Meet Us All*, 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 66 and ask them to put their fingers on the first word. Have them run their fingers under the word as they sound it out (*/mmme-t/*).
- Have students continue to sound out the decodable words in the sentence and remind them to read the sight words quickly. Then have them 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: *Who is in the boy’s family? What did someone in the family do? Who is in your family? Tell about someone and what he or she did.*

Support Tips

Develop/Reinforce Concept and Vocabulary: crawl

- Before reading, show pictures of people moving in a variety of ways, such as crawling, walking, running, and skipping.
- Ask students what the people are doing in each picture. Provide the vocabulary if students do not know the words. Use complete sentences such as this: *The baby can crawl.*
- Hold the pictures so that students cannot see them. Show volunteers the pictures and ask them to pantomime the actions. Ask: *What can [student’s name] do?*
- Accept single-word responses, then model the target language: [Student’s name] can [action]. Ask students to repeat the sentence.
- When it is time to move on to the next activity, tell students to crawl or to use some method of moving other than walking.