

A Good Cook

Introduce the Book

- Show students the cover of the book. Point to the title, *A Good Cook*, 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, My.
- 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 Gramps get? What kinds of things did Dad look in his cookbook to make? Who had the cookbook at the end of the story?*

Support Tips

Develop/Reinforce Got

- Start by making a list of things you can get at the store.
- You can have the students come up and pretend they are shopping. After they pick something out, they can pretend to give you some money and then say to the class what they got. “I got a big bird at the store.” “I got a new pencil at the store.” “I got a pack of cards at the store.”
- Repeat until all have had a chance to participate.

Now We Draw

Introduce the Book

- Show students the cover of the book. Point to the title, *Now We Draw*, 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, *Sam*.
- 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 pictures the students drew? Where was the mouse? What did the clowns have? What did the teacher do?*

Support Tips

Develop/Reinforce Concept and Vocabulary: He draws

- Give the students some paper to draw. Have them draw a picture of something simple and then write what it is at the top.
- Ask each student to say what the person next to him or her drew. “Jack draws a scary lion.” “Jenny draws a cute butterfly.”
- You can pick up all the pictures and mix them up. Then show the pictures one by one and see if the students can say who drew them.

A Day to Enjoy

Introduce the Book

- Show students the cover of the book. Point to the title, *A Day to Enjoy*, 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 words, *A day*.
- 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 time did they play cards? What time did she dig in the soil? Which activity do you like to do the most?*

Support Tips

Develop/Reinforce telling time

- Draw a number of clocks on the board. Ask the students for some different times to draw on the clocks.
- Ask the students for some activities they like to do. Write or draw these activities below different clocks.
- Ask the students to make a sentence using a clock and an activity. At first they can say the activity below the clock but afterward they can mix and match however they want. “At 5:00, I go to the park.” “At noon, I eat lunch.”
- If the students are able, then you can add the element of other people. You can write “Mom and I” or “Dad and I,” or “he” etc.

Circus in the City

Introduce the Book

- Show students the cover of the book. Point to the title, *Circus in the City*, 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 *Gerry*.
- 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 they eat at the circus? What did they see at the circus? Where was the circus? Did they like the circus?*

Support Tips

Develop/Reinforce past tense

- Read the sentence on p 31, “Gerry clapped when the clowns came in on a giant bike.”
- Make a list of things you might see at the circus on one side of the board. Write them in the present tense but write the past tense in parentheses after it. “Girls dance. (danced)” “boys jump. (jumped)” “The clowns play. (played)”
- Have some students act out the scene then say the sentence in the present tense and have the class clap.
- After the class finishes clapping. Say, “You clapped when the girls danced.” Have the class say, “We clapped when the girls danced.”
- See if you can get the class to narrate the events by themselves. “The girls dance.” “We clapped when the girls danced.”

I Know

Introduce the Book

- Show students the cover of the book. Point to the title, *I know*, 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, 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 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 was the knight? Who was the witch? What did the plumber have? What did the knight have?*

Support Tips

Develop/Reinforce past tense know/ did not know

- Have all the students write down their favorite colors on a sheet of paper. Then have three students come up front with their paper but don’t let them show anyone.
- Have one student guess what the three student’s favorite colors are, saying, “I think Jimmy likes red.” “I think Jennifer likes Green.”
- After he or she has guessed, have the three students turn their papers around. Ask the student who guessed to report her success, for example, “I knew Jimmy and Jennifer.” “I did not know Jack.”

A Lot to Sell

Introduce the Book

- Show students the cover of the book. Point to the title, *A Lot to Sell*, and read it with students.
- Ask: *What do you see on the cover?* Then answer the questions together.

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, *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 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 does Bill want to sell? What does Nell want to sell? What color is the rug? Did they sell everything?*

Support Tips

Develop/reinforce: *past tense*

- Have the students draw pictures of some of their favorite things. Then draw and cut some money out of paper.
- Make sure each student has the same amount of money.
- Have a student come up front and say, “I have a Wii to sell.” or whatever it is they drew on their paper.
- Students can raise their hands to say how much money they will buy the Wii for. For example, “I will buy the Wii for 20 dollars.”
- When someone finally buys the Wii (ties can be broken with paper, scissors, stone) then the person who sold the item says, “I sold a my Wii.” The person who bought the Wii says. “I bought his Wii.”

The Big Band

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?* Then answer the questions together.

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 *June*.
- 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 can Jack play? What can Mike play? Who else wants to be in the band? What is their rule?*

Support Tips

Develop/Reinforce Vocabulary: *can*

- Ask students, “What can you do?”
- Make a list on the board of different things the students can do, for instance, play the drums, swim, play the piano, read, sing etc. Then make some sentences using these activities.
- When the class starts to run out of ideas, start suggesting funny things like, fly or talk to animals, get into my schoolbag etc. The students will start to laugh and come up with other crazy things to do.
- Make sure they continue to use the sentence structure, “I can _____.”

The Big Clock

Introduce the Book

- Show students the cover of the book. Point to the title, *The Big Clock*, 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, *Tick*.
- 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 time does the boy fill his backpack? Which boy does something at noon? What do the boys in the field play?*

Support Tips

Develop/Reinforce: It is time to

- Practice with the saying “It is time to...” Draw some clocks on the board and have the students tell you what times to draw on them.
- Pick out some daily activities like eating dinner, brushing your teeth, break time etc.
- Model for the students a couple of sentences. “It is five o’clock. It is time to go home.” It is ten o’clock. It is time to brush my teeth.”
- After they know how to do it. Tell them you are going to erase the activities off the board and see if they can remember when it is time to do what.
- If students get bored then you can put some funny activities on the board. Or you can do some regular activities at very strange times, like eating dinner at midnight.

One to Ten

Introduce the Book

- Show students the cover of the book. Point to the title, *One to Ten*, 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 *Nate*.
- 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: *How many bags does the boy need to pack? What does the first boy have a pair of? Can you spot some cracks in the eggs?*

Support Tips

Develop/Reinforce verbs: pack, fit, pile

- Play some pack, fit and pile games. You will need to prepare some things to pack and pile.
- How much can you pack into the backpack? How many pencils can you fit into the pencil case?.
- How high can you pile popsicle sticks? How high can you pile marshmallows?
- You can give each student materials to pack and pile or you can have some materials at front and invite volunteers to come up and try. Each attempt should be accompanied by a phrase like, “I’m going to pack the bag,” or “ I’m going to pile the marshmallows.”
- After the attempt, the child should announce their success, “I packed 15 things into the backpack.” I piled up 10 marshmallows.” “I fit 20 pencils into the pencil case.” The teacher can write some examples of these sentences on the board for the children to follow. You could also have them write a couple of sentences in a writing book about their experience.