

Look at Me Now

Introduce the Book

- Show students the cover of the book. Point to the title, *Look at Me Now*, 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, Look.
- 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 color was the owl? What does the clown have? Who is full of pride? When are you free to be you?*

Support Tips

Develop/Reinforce Look

- Get everyone in a circle around the classroom.
- Have all the students pick an animal or other thing that they can act out easily like a monkey or an elephant or a tree. The teacher can start by saying, “Look at me, I’m a monkey.” Then acting like a monkey. Afterward quickly say another student’s name, “Look at Elizabeth.” Elizabeth will then have to say the correct sentences and behave like whatever animal she had chosen.
- Repeat until everyone has gone and then see how fast you can go around the circle in order.

On a Cold Day

Introduce the Book

- Show students the cover of the book. Point to the title, *On a Cold Day*, 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, *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 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 do they like to skate? What can you make on a cold day? What can you do on a hill on a cold day?*

Support Tips

Develop/Reinforce Concept and Vocabulary: We like to

- Put students in pairs and give each pair a sheet of paper.
- Have them decide on something they both like to do and draw it together.
- When they are done you can have the students come up front and share what it is they like to do.

Is It Big?

Introduce the Book

- Show students the cover of the book. Point to the title, *Is It Big?*, 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, This lake.
- 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 can you do in the big, deep lake? Is Mom and Dad’s bed big or small? What does the boy put on top of the pile of snow?*

Support Tips

Develop/Reinforce sizes

- Get a number of items and put them into a school bag.
- Ask the students guess what might be in the bag and whether it is big or small.
- Pull out the first item and talk about the size. The stranger the item, the more interesting the discussion.
- Have a couple of very small items in the bag and a couple of relatively large items. Make a list of other words you can use to talk about size.

Will It Float?

Introduce the Book

- Show students the cover of the book. Point to the title, *Will It Float?*, 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 words *I will*.
- 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: *Did the duck float? What happened to the truck? What other things did the put in the water?*

Support Tips

Develop/Reinforce float and sink

- Get a bowl and fill it with water. Make sure students stay in their seats, you don’t want kids knocking over the bowl.
- Find a variety of items that will sink or float. Make sure there are enough items for every student in the class. Make a grid on the board for the students guesses and whether or not they were right.
- Hold up an item and ask, “Will it sink or float?” Have the students answer the question.
- Have one student come up and put the item in the water. After it is in the water have the students say what happened. “It sank.” “It floated.” Have the student put a checkmark next to whether the class was right or not.
- Give all the students a chance.

My Big Day

Introduce the Book

- Show students the cover of the book. Point to the title, *My Big Day*, 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 words, I will.
- 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 she think was inside the thin box? What did she think was in the big box? What did she say when it was time for her friends to leave?*

Support Tips

Develop/Reinforce past tense I think

- Get a number of boxes and put different things inside.
- Pass one of the boxes around and have the students shake it and see if they can guess what is inside. “I think a pencil might be inside.”
- If you are feeling generous, you can give the item to the student who guesses it correctly. Of course, students can only win one time.

The Game

Introduce the Book

- Show students the cover of the book. Point to the title, *The Game*, 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 words, *I need*.
- 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: *When the men get the puck what do they do? When will the game end? Who does she sit next to? Why does she hope it will be a fair game?*

Support Tips

Develop/reinforce: *game dialogue*

- Set up the game of baseball on the board by drawing four plates. You will also need a die. 1 is first base, 2 is second base, 3 is third base, 4 is two outs, 5 is one out and 6 is a homerun.
- Split the class into two teams. Each team plays all their players through one or two times before the other team goes. They accumulate points until they get three outs or until all of their players have rolled the dice.
- Teach the students the appropriate dialogue for playing a game. Write all the sentences on the board for them to use. Sentences like, “Don’t cheat.” “That was awesome.” “We got a run.” “It’s our turn.” “Good game.” “Roll the dice.” etc.
- Play the game and give extra points if you want for when students use the phrases you list on the board.

Can We Pick It?

Introduce the Book

- Show students the cover of the book. Point to the title, *Can We Pick It?*, 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 ***Will***.

- 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: *pick and chose*

- Set up a store in the classroom. The teacher is the merchant.
- Have students come up in twos and buy each other stuff by saying, “Can you pick out a pencil?” After the other student picks something out then the student can say, “I will pay cash for the pencil you chose.”
- Have the students switch parts and do it again, or you can have them go to the back of the line and switch roles the second time.

Two by Two

Introduce the Book

- Show students the cover of the book. Point to the title, *Two by Two*, 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 words, *I Shut*.
- 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 two does she close? What two does she pull and yank? What two does she kick? What two does he fold up to his chest? What two do they need to play the game?*

Support Tips

Develop/Reinforce: Questions starting with do

- You can have the students come up to the front of the class and make a funny or scary face.
- Have them ask the question using do. “Do I like funny?” “Do I look scary?” etc.
- If students are having no trouble then the teacher can switch to does. “Does he look scary?” Does he look funny?” etc.
- This can be branched out into all kinds of different questions. “Do you want to go to the mall?” The student shakes her head and frowns. “Does she want to go to the mall class?” The class says no she doesn’t. “Do you want one thousand dollar?” “Does she want one thousand dollars?”

What Might I Spy?

Introduce the Book

- Show students the cover of the book. Point to the title, *What Might I Spy?*, 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 **When**.
- 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: *What can you spy in the sea? What can you spy in the sky? What might you spy next to the brown log? What might you spy on the rock?*

Support Tips

Develop/Reinforce verbs: What might you spy?

- Ask the question, “What might you spy in a house?” about a number of different places and then make some lists on the board.
- Whenever a student answers they should use the language, “I might spy a sofa.” “I might spy a television.”
- Make sure all the students have a chance to go.
- When you are done you can have the students pick one of the places and draw a picture of it including all of the things on the list.