Farms
& Folktales

Theme 7

Sample

Blueprint
For Early Literacy

Children's **Literacy** Initiative

The fire of literacy is created by the emotional sparks between a child, a book, and the person reading. It isn't achieved by the book alone, nor by the child alone, nor by the adult who's reading aloud—it's the relationship winding between all three, bringing them together in easy harmony.

- Mem Fox, Author

Sample

Farms & Folktales

Getting Started	
Learning in Theme 7 & Connections to Other Themes	4
Ongoing Learning Project: And on Our Farm There Are...	5
Skills & Concepts: Language & Literacy	6
Skills & Concepts: Other Domains	6
Message Time This Month	7
Books in this Theme	8
Dramatic Play Center: Reader's Theater	10
Tell Your Story of Play or Play the Story We Tell Today	11
Family Letter	12

Resources	
Small Group Activities	60
Center Activities	64
Songs	66
High Frequency, High Fun	70
Continuing Conversations	71
What's My Line?	72
Reproducibles	74
Pre-K Scaffolding Questions	76
Supplemental Books	77

Week One At a Glance	13
Day 1	14
Day 2	16
Day 3	18
Day 4	20
Day 5	22
Week Two At a Glance	25
Day 6	26
Day 7	28
Day 8	30
Day 9	32
Day 10	34
Week Three At a Glance	37
Day 11	38
Day 12	40
Day 13	42
Day 14	44
Day 15	46
Week Four At a Glance	49
Day 16	50
Day 17	52
Day 18	54
Day 19	56
Day 20	58

Sample

Teachers, scan this QR code with your smartphone or visit our website at www.cli.org/blueprint/teachers/ for articles, videos and downloads that can help you with these lessons.

Farms & Folktales

Learning in Theme 7 and Connections to Other Themes

In this theme, the children will focus on comprehension, while having fun learning about farm animals and extending their literacy skills. Through hearing and retelling different versions of the traditional folktales *The Three Little Pigs* and *The Little Red Hen* and exploring informational text, the children are subtly engaged in learning to compare, contrast and infer. The humor and repetitive language of the stories is harnessed to guide the creation of theater in the dramatic play center, where the children are encouraged to act out the stories they are learning and to create their own stories and characters.

Connections to Other Themes

Throughout the year, the children have been learning about many different kinds of books and stories – rhyming books, nursery rhymes, nonfiction books, alphabet books and story books. In Theme 7, the children learn about elements of folk stories, including the oral retelling traditions that have resulted in many versions of the same story.

In Theme 6, the children practiced comparing and contrasting different kinds of markets. They discussed where the markets were and what kinds of items they sold. In Theme 7, the children's learning is stretched to make slightly more complicated comparisons and contrasts. Hearing and discussing different versions of traditional folk stories guides the children to think about elements of plot, setting and character, while comparing and contrasting the different versions.

In Theme 7, while exploring the adventures of *The Three Little Pigs*, the children are introduced to the concept of building. This topic is explored further in Theme 8: *Under Construction*, when the children learn about many different building materials and tools.

Throughout the year, the children have been encouraged to grow socially and emotionally, by sharing, considering the feelings of others and following class rules. While learning, discussing and retelling the story of *The Little Red Hen* in Theme 7, the children consider what it means to be helpful, and they think and write about ways they can work together.

In Theme 4, the children studied the homes and habitats of animals. In Theme 7, they learn about the animals that live on farms. Their study of animals will be furthered in Theme 9: *Seeds, Plants and Gardens*, when they study how plants and animals interact, and in Theme 10: *On the Move*, when they explore the animals and their habitats.

Sample

And on Our Farm There Are...

Ongoing Learning Project

In Theme 7, the children learn about farm animals and read traditional farm folktales. In this theme's ongoing learning project, the children create a barnyard mural incorporating what they have learned.

Prepare the Space

Place green paper along the bottom of the wall and blue paper across the top for sky. Write the prompt, "And on our farm there are" across the top of the mural. Near the wall, have a collection of fiction and nonfiction books showing farms and farm animals.

Introduce the Topic

As you are reading the theme books, engage the children in discussions about the animals in the stories. Do any of your children live on a farm? Have any visited a farm? What farm animals do they already know? Keep a list of farm animals on chart paper near the mural or in the writing center. Also discuss what buildings the children might see on a farm and keep a list of their ideas.

Help the Children Create Work

Work with the children individually or in small groups. Engage them in discussions about the farm animals they are studying. Which animals are their favorites? Why? Help the children draw and write about these animals. Encourage them to work together to make a house and a barn for the mural. Using your collection of books about farms as a guide, help the children learn about other animals that live on farms. Accept both real animals (i.e., a chicken) and fictional animals (i.e., the Little Red Hen), making sure each animal is labeled when it is posted.

Throughout the Month

When the house, barn or other buildings are ready, add them to the mural first. Introduce them during whole group time and enlist the children's help deciding where to place them on the mural. After several drawings of farm animals are ready, add them to the wall during whole group time. Hold up the drawings, encouraging the authors to share orally what animal they drew and why. Encourage the children to expand beyond animals and create other things you might find on a farm, such as a garden, fields, tools, fences, etc. Help the children label what is posted. The children may also make cards with the sounds animals make and post these by the animals on the mural. If you have children who speak languages other than English, invite them or their families to share what words their languages use to represent animal sounds.

Sample

Skills & Concepts

Language and Literacy

Literate Attitudes and Behaviors

- Shows interest in listening to a variety of texts (both paper and digital)
- Shows interest in words and word play
- Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories
- Chooses to look at books independently
- Identifies and shares favorite books and explains why
- Chooses to write independently
- Seeks and generates alternative approaches to solving problems
- Increasingly identifies self as a reader
- Increasingly identifies self as a writer

Listening & Speaking

- Derives meaning from non-verbal and verbal cues
- Actively listens to others as they read or talk
- Listens to and follows directions
- Shares simple personal narratives or memories with others
- Recounts personal narrative or memory in a logical order
- Expresses preference or opinion
- Gives directions using time and position words (e.g. first, second, under)
- Engages and responds appropriately in the turn-taking of conversation
- Increasingly uses standardized English in conversation
- Speaks in complete sentences
- Understands and uses questions words or interrogatives (e.g., who, what, where, when, why, how)

Book Awareness

- Demonstrates proper use and care of books
- Demonstrates proper page-turning skills
- Demonstrates understanding that books are read for enjoyment and information
- Differentiates between fiction and nonfiction text by their distinguishing characteristics

Print Concepts

- Demonstrates understanding of the organization and basic features of print
- Recognizes that spoken words are represented in written language
- Recognizes print that is relevant in the environment
- Distinguishes between print and illustrations
- Shows where reading begins on a page
- Understands that letters form words
- Understands that words are separated by spaces in print
- Begins to recognize some simple punctuation (e.g. .,?)

Phonological Awareness

- Becomes familiar with and recites nursery rhymes and rhyming songs
- Recognizes words that rhyme
- Produces words that rhyme
- Isolates the beginning sound of a word
- Recognizes and produces words with same beginning sound (alliteration)
- Orally segments and blends onsets and rime

Phonics

- Uses letter names and shapes to identify 10 or more letters
- Recognizes letters of the alphabet in the environment
- Matches some upper- and lowercase letters
- Identifies the beginning letter in some frequently seen words
- Develops increasing familiarity with common letter-sound relationships
- Recognizes some high-frequency words (e.g., the, is my)

Comprehension

- Makes personal connections to what is being read aloud and what is being taught
- Makes and confirms predictions about what may happen in a story
- Recalls basic details in a text
- Retells a familiar story in sequence with picture support or props
- Shows understanding of common story elements (e.g., characters, setting and plot)
- Begins to understand story structure (beginning, middle, end)
- Asks questions to better understand a text
- Sees the similarities and differences within a text and across texts (compare and contrast)
- Makes connections between what happens in a text and what came before (cause and effect)
- Thinks about what the author meant even when it's not stated (inferring)

Fluency

- Listens daily to fluent and expressive reading
- Joins in on refrains or repeated sentences, phrases and words while participating in oral reading activities
- Participates in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression

Vocabulary

- Understands and uses temporal words (e.g., first, next, then, last)
- Distinguishes shades of meaning among common adjectives sharing the same general characteristics (e.g., big, enormous)
- Shows a steady increase in receptive and expressive vocabulary
- Shows understanding of content-specific vocabulary
- Uses newly learned vocabulary on multiple occasions and in a variety of contexts (classroom, playground, etc.)

Writing

- Recognizes that writing is a way of communicating and serves different purposes
- Contributes to shared and interactive writing
- Generates content and topics for writing
- Experiments daily with a variety of writing surfaces and materials
- Uses a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events
- Begins to apply concepts of print in his own writing (e.g., left to right, spacing)
- Begins to write words, letters or approximated letters in clusters to show the look of words
- Writes own name
- Writes some recognizable upper- or lowercase letters or numbers
- Composes across a number of pages
- Shares and discusses writing
- Collaborates with peers on writing projects

Sample

Skills & Concepts

Other Domains

Social Emotional Development

- Becomes self aware and conscious of personal preferences
- Develops self-help skills
- Develops the ability to use compromise and discussion in working, playing and resolving conflicts with peers

Social Studies

- Creates simple representations of home, school and community
- Explores foreign language

Math

- Uses counting and numbers in a way that determines quantity
- Uses ordinal numbers to describe order
- Explores estimation
- Recognizes shapes
- Recognizes, duplicates and extends simple patterns

Science

- Sorts, categorizes, classifies and orders objects by more than one attribute
- Develops the ability to collect, describe, and record information
- Discusses, explores and describes a wide variety of animals and plants

Art, Movement and Music

- Demonstrates the ability to represent experiences through visual art
- Represents fantasy and real-life experiences through pretend play
- Develops control of large body movements
- Responds to different forms of music

Sample

Message Time Plus®

This Month: MTP Basics

Before

- Briefly explain what you will teach.
- Think aloud (by talking out loud) about the message or story you are going to write and why you are writing it.
- When thinking aloud before the message, use words that will appear in your message to prepare the children to predict words later on.

Write the Message

- After thinking aloud about your message or story, draw a basic picture to show how your story can be composed through a picture.
- As you draw, narrate the story or explain what you are drawing.
- Emphasize the initial letter sound for 1 to 2 words (i.e., feet, /f/, feet) or discuss print concepts, such as reading from the left side to the right side.
- Allow the children to predict the word as you are writing it or to read the word after you write it.
- When you are finished writing the entire message, have the children reread it with you leading and supporting.

After

Scaffold Individual Students

- Invite 1 to 2 students to come up to the board to find something they know. Use a system for selecting students so that every child eventually gets a turn.
- If they find letters, circle them. If they find words, box them. If they find a punctuation mark, make a triangle around it.
- Encourage the students to use full sentences to share what they locate in the message, beginning with “I found….” See the Resources section for MTP scaffolding tips.

Teach a Mini-Lesson

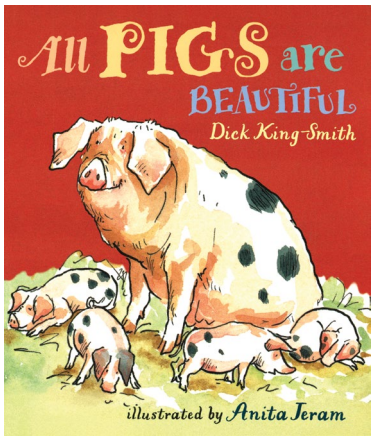
- Invite the group to participate in a brief activity to practice the objective.
- Recap the objective of the lesson to solidify what was taught.
- Encourage the children to try, either independently or in centers, to read or write in ways similar to what they did with you during MTP.
- Reread the message one more time.

Characteristics of This Month’s Messages

- Write 1-2 simple sentences.
- Introduce one high frequency (“Snap”) word each week.

Books in This Theme

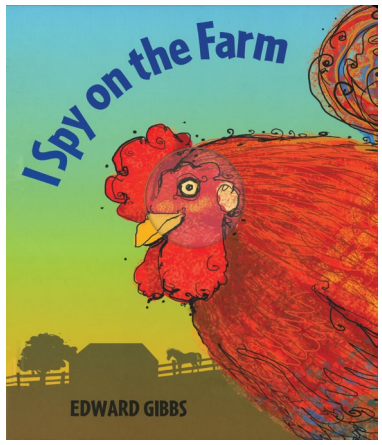
Farms & Folktales



All Pigs are Beautiful

This informative book mixes humor, facts and personal opinion as the author delightfully shares a passion for pigs! The warm illustrations support the text and invite the children to learn the features and habits of this farm creature. Read alouds will focus on acquisition of vocabulary and new information, distinguishing between print and illustrations and developing questions to better understand the text.

Author	Dick King-Smith
Illustrator	Anita Jeram
Publisher	Candlewick Press



I Spy on the Farm

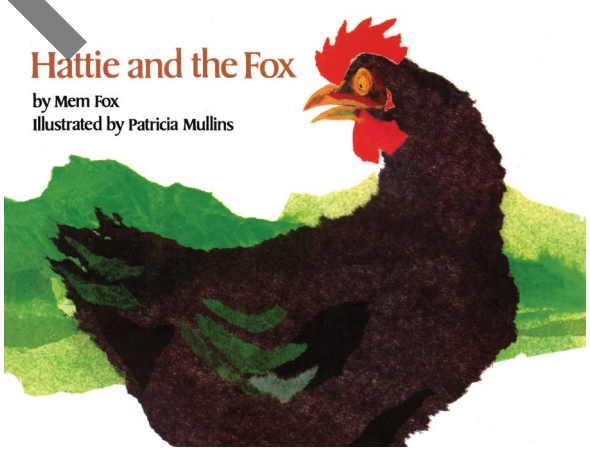
A beautifully illustrated book cleverly encourages children to peek through a circular hole and respond to a series of helpful hints for a variety of farmyard animals. Read alouds will focus on predictions and retelling with story props.

Author & Illustrator	Edward Gibbs
Publisher	Candlewick Press

This Little Chick

A playful book filled with bright, bold illustrations detailing the adventures of a curious chick. Children will join in the repetitive rhyme as chick visits a host of farmyard friends. Read alouds will focus on choral reading, rhyming and vocabulary development.

Author & Illustrator	John Lawrence
Publisher	Candlewick Press

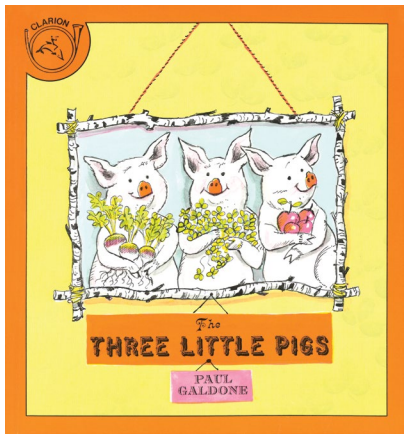


Hattie and the Fox

This engaging story builds anticipation and suspense as Hattie tries to warn her farm friends about an unwelcome visitor. The repetitive dialogue and surprise ending give children an opportunity to join in and become part of the fun. Read alouds will focus on predictions, making connections using cause and effect and retelling.

Author	Mem Fox
Illustrator	Patricia Mullins
Publisher	Simon & Schuster

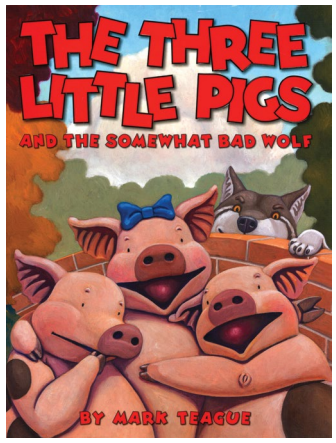
Sample



The Three Little Pigs

This beautifully illustrated version of the *The Three Little Pigs* follows the original classic, in which the first two little pigs build their homes using straw and sticks and are eaten when their houses are blown down by the Big Bad Wolf. Later, when the wolf fails to blow down the third house, he tries to trick the third little pig into leaving his strong brick house so he can be eaten. The realism of this original version is fundamental to an understanding of the story and of the updated alternative versions.

Author & Illustrator	Paul Galdone
Publisher	HMH Books for Young Readers (4/23/84)



The Three Little Pigs and the Somewhat Bad Wolf

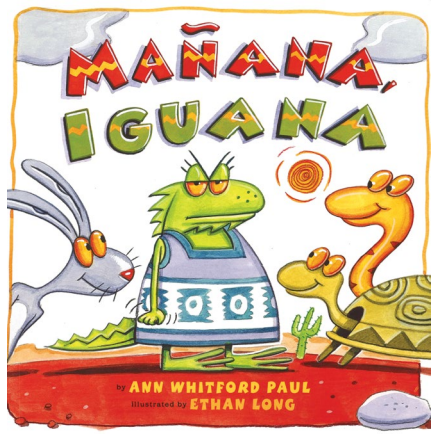
Starting from the moment the farmer and his wife move to Florida and pay off the three little pigs for their good work, this story takes a very different point of view from the original tale. Two little pigs use their money for cheap, shoddy houses, spending what is left on snacks and "sody-pop." The third little pig, a girl, builds a strong brick house. The wolf blows down the first two houses, but in this version, the little pigs escape to their sister's house. The hungry wolf follows but passes out! When the little pigs revive him, a brand new family is established.

Author & Illustrator	Mark Teague
Publisher	Scholastic

The Little Red Hen and the Ear of Wheat

In this retelling of the traditional folktale, The Little Red Hen asks for help from her friends the Rooster and the Mouse as she goes through all the steps of planting, growing and grinding the wheat to make flour, then mixing and baking a loaf of bread. As the story takes us through the seasons, and as her friends always refuse to help, she finally eats the delicious loaf "all by herself." But in this version, the story continues; and the next time she finds a grain of wheat to be tended, her friends share in the work and help to eat the bread! A complete recipe and instructions for baking bread follow the story, along with a CD read aloud by Debra Messing.

Author	Mary Finch
Illustrator	Elizabeth Bell
Publisher	Barefoot Books



Mañana, Iguana

In this Southwestern version of *The Little Red Hen*, the main characters are Iguana, Culebra (snake), Tortuga (tortoise) and Conejo (rabbit). Blending Spanish and English vocabulary, the story follows Iguana as she prepares for a fiesta over the course of a week. Her three friends love to hear about each task, but they have excuses for not helping in every case! When Sabado (Saturday) finally comes, her friends are excited to act as co-hosts, but Iguana tells them "No!" in no uncertain terms. The story takes an unexpected twist as the three friends find a heart-warming way to make up for their mistakes.

Author	Ann Whitford Paul
Illustrator	Ethan Long
Publisher	Holiday House

Sample

Dramatic Play Center

Acting Out Real or Imagined Experiences

In this theme's dramatic play area, the children will be taking activities you've been doing in whole and small groups and using them on their own to engage in theatrical play. Retelling, choral reading, sequencing and Reader's Theater can all be used to create a vibrant language experience during this theme.

Prepare the Space

Gather materials for several different kinds of play areas. Make a puppet theater using a cardboard box and fabric for the curtain and have stuffed animals, sock puppets or stick puppets on hand to represent characters from the stories you are reading. For Reader's Theater, have pages with the simple scripts you use in the classroom. For open theater play, have a variety of paper masks or simple costumes made from grocery bags, along with a list of characters to help the children get started. Provide general props or set pieces, such as chairs and cardboard boxes, for open-ended play.

Support Literacy

Stock the area with many books about farms and farm animals, as well as editions of folktales from many different cultures. Have basic scripts, as well as chart paper with pictures that represent the sequence of the various stories, to aid the children's retelling or acting out. Remember to invite the children to write while they are being certain characters. For example, the pigs might make plans for their houses, the little red hen might need a list of ingredients for bread or the iguana might want a shopping list of things to buy for her fiesta. The children might also want to write and illustrate their own scripts. Most of the interaction this month will be oral language, so use many opportunities to model role-playing for the children. Encourage each theater piece to have at least five opportunities for each character to speak, even if the children are engaged in imaginative play and making up their words as play progresses. The children with limited language skills, or ELL children, should be matched with more verbal children to help enrich their language experience.

Support Other Content Learning

The children should focus on learning the routine of using the dramatic play center, including taking turns, sharing, using the materials and clean-up procedures. As the children get more confident in their play, introduce other content areas.

Plan for Educational Play

1. In whole or small group time, engage the children in discussions about plays. Have any of them ever seen a play? Talk about pretending to be different characters. Have the children come forward in pairs and assign each a character from a story you've read. Help them talk to each other, using the character's names and discussing the events of the story.
2. Engage the children in the process of creating their theater. Ask them what materials they would like to use and invite them to help plan how to gather these materials.
3. Have the children help make costumes, masks, props and other materials they will use to engage in dramatic play.
4. Finish preparing the center. Set aside some items to be added throughout the month to encourage further play.

Support Educational Play

Before

Introduce the theaters in whole and small groups. As the children first use the puppet theater or the costumes and masks, help them verbally plan how they will play and what role each will have. Watch and listen as they begin and give helpful hints to extend their ideas. If you are using basic scripts of a few sentences each, or graphs with picture icons to show events, help the children incorporate these materials into their play. Remind the children that they will need to listen closely to what their friends, or the other characters, are saying and to watch what they are doing.

During

Take time to observe the children as they play. If they are stuck, introduce new characters or new plot developments. Step into character yourself and enter into the play with them! If the children are acting out a story you have read, remind them of ways to remember what happened next, including checking the illustrations in the book or picture sequence charts. If the children are making up a new story, engage them in a discussion about the setting, plot and characters in their story. You might also suggest ways to mix up the stories they know, such as having the little red hen come to visit the pig in his brick house or going as a guest to the iguana's party.

After

Once all of the children have had a few turns in the area, make their experience the focus of small group work. Encourage the children to show you how they have been playing or to put on a play or puppet show for the class. In the writing center, remind the children that they can write or draw playbills, tickets or signs for upcoming performances. When you read new story books aloud, pause at the end to ask the children how they might use these characters in their theater. Use Message Time Plus to model a script for the children or create a script together using shared or interactive writing.

Sample

Tell Your Story of Play or Play the Story We Tell Today

A Strategy for Teachers at Play

During a large group gathering, highlight and support the imaginary play of children by using the strategy of "*Tell Your Story of Play Today or Play the Story We Tell Today*." You simply start a conversation with the children about what they already pretended and played out or about what they might pretend when they enter into play later on in the day.

When children are asked to "*tell your story of play today*" they tell their classmates (through a retelling) the basic story they were pretending, who the characters were, and where their story took place. They might even be asked to explain what materials they used in their play. By sharing what was already pretended, children are able to reflect on their play, and in doing so, provide inspiration for the play of their classmates. This conversation also allows the teacher to ask children to reflect on any problems or challenges that arose during their play and share how they overcame those obstacles.

Another way to enrich dramatic play is to support children so that they can "*play the story we tell today*." Devote time, space and materials to retelling folktales and other familiar stories. Approaching storytelling in an explorative and playful way, the children learn enthusiastically and contextually about language and print, including its transformative nature! Plan with children around how they might act out some part (or all!) of that story when they head off to play, By engaging the group in a retelling of the story and planning for a dramatic reenactment you are supporting their verbal expression, memory, planning and collaboration in ways that will allow them to enter into a rich play experience.

The Teacher at Play

- Provides opportunities during class gatherings for children to talk about what they played in the dramatic play center
- Devotes class time and space to storytelling (e.g. story drama at circle time, puppet theater, storybook prop box, small stage) so that children can act out familiar stories
- Points out elements in books being read aloud that could be interesting to act out or that relate to play ideas children have been using in the dramatic play center
- Facilitates children's efforts to tell the story of their dramatic play or to create the story they will soon play out by supporting their verbal expression, memory, planning and collaboration

The Child at Play

- Practices articulating, summarizing and analyzing personal experiences by reflecting on pretend play
- Actively engages with print and literature through dramatic reenactment and creative responses
- Expands literacy, language and cognitive skills

Sample

See it in Action!

Tell Your Story of Play Today

A Scenario from Circle Time (or "whole group meeting")

The teacher sits with her class after choice time and asks the following guiding questions to facilitate a brief talk about the story they played that day:

- "Who was playing in the dramatic play center today? Could you each describe the story you told in play today? What happened?"
- "Who were you in the story you made together?
- "What did you or your character do"
- "Where were you? What was the setting for all the action?"
- "How did your character relate to the others?"
- "Did you encounter any problems? How did you manage the challenges?"
- "What feelings did you or your character have?"
- "Do you think you will tell this story or a story like it in your pretend play another day? What made it fun?
- What worked or didn't work for you? Do you need anything to help your pretending for next time?"

Play the Story We Tell Today

Teacher playfully facilitates "story drama" at circle time by calling on children to act out character parts in a familiar (previously read) story that lends itself to group theatrics, such as folk tales and fables.

> "Today we are going to tell the story of *The Little Red Hen* together. I'll be the narrator and read the story. You will be the characters and the audience. We will take many turns acting it out here in the large group and later during choice time, so everyone will get to try out all the parts. Okay, let me consult the book we read yesterday. Callie and Riley, will you be our little red hens to start. Our version will have two! Remember what you say? Yes, you'll say, 'Who will help me plant this wheat?" Now, how many dogs and cats and mice will we have? Your job will be to say, "Not I!" Audience, you will help us tell the story by listening, watching and showing your appreciation with hearty applause at the end. Let's start! Take one!"

The teacher helps the characters dramatize their parts by suggesting how they might act out a part (e.g. pretending to plant the wheat by scattering imaginary seeds), reminding them of their lines and offering cues for when to say them, and pointing to illustrations in the book to reference plot points. The teacher then encourages children to reenact that story later on with their classmates in the dramatic play area.

Farms & Folktales

Dear Families,

In this month's theme, the children will be learning all about farm animals and reading popular folktales that take place on farms. They will listen to informational books about pigs, follow farm animals on adventures and learn animal sounds. Through hearing and retelling different versions of the traditional folktales *The Three Little Pigs* and *The Little Red Hen*, the children will learn how to retell stories and compare them. There will be several opportunities this month for the children to re-enact these stories in school and to create their own stories and characters. Your child will also:

- Become familiar with story elements including setting, characters and plot.
- Develop the ability to compare and contrast stories.
- Learn to sequence a story.
- Learn about cause and effect in a story.
- Continue to recognize and produce rhyming words.

Things to do at Home

Reading

Visit the library and look for a traditional version of your child's favorite folktale and a more modern one. After reading them together, talk with your child about the ways the two stories are the same and the ways they are different.

☐ We did this!

Writing

Ask your child to tell you her favorite story in her own words. Help your child organize the story by asking sequencing questions, such as "What happens first? Next?" Write down your child's story, leaving room for her to illustrate each page.

☐ We did this!

Physical Activities

Have a reader's theater night! Ask a family member to pick a scene from your favorite book and assign everyone a character. After dinner, act out the scene, being as dramatic as possible!

☐ We did this!

Speaking & Listening

Create your own farm animal ringtones! Talk with your child about the different animals that live on a farm. For each animal, ask your child to record the noise the animal makes using your phone. For fun, assign different people in your phone different animal sounds!

☐ We did this!

Sample

Find more helpful tips online!

Scan this code with your smart phone for more tips about how to support your child's learning within this month's theme or visit http://www.cli.org/blueprint/family/

Get weekly text tips delivered directly to your phone! Just text the phrase BPpreK to phone number 292929.

Sincerely,

Week One At a Glance

Skills & Concepts for the Week

This week, the students begin to explore life on the farm. They will be introduced to a variety of farm animals and have multiple opportunities to connect to behaviors and sounds associated with farm life.

Students will:

- Make personal connections to what is being read aloud and what is being taught.
- Make and confirm predictions about what may happen in a story.
- Increase familiarity with common letter-sound relationships.
- Retell a familiar story in sequence with picture supports or props.
- Use resources to recognize and produce initial sounds.
- Recognize and name simple punctuation.

Vocabulary to Highlight

Strengthen the children's vocabularies by using these words from the read alouds throughout the week. Use the words in different contexts, including lessons and conversations. Below are some child-friendly ways to explain the definition of each word.

- **Beautiful** – Something that looks lovely and pretty is beautiful.
- **Gentle** – Gentle describes a soft, kind way to act.
- **Stubborn** – Someone who is stubborn is very sure about what they want to do and they won't change their mind.
- **Squash** – If you squash something, you press down on it really hard and flatten it.
- **Wallow** – If a person or animal wallows in water or mud, they lie down on it or roll around in it slowly because it feels good.

Supplemental Small Group & Center Activities

See the Resource section for a description of each activity and a list of the materials to prepare.

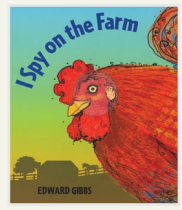
Activity	Content Area	Format
Dancing in the Barn	Movement & Music	Small Group
Food Color Exploration	Science	Small Group
Bread	Art	Centers
Sounds in the Barnyard	Literacy	Centers
Barnyard Blocks	Science	Centers
Shape of the Barn	Math	Centers

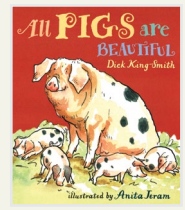
Oral Language Development

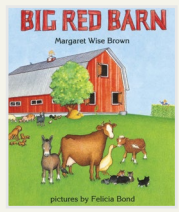
Guiding Questions & Conversation Starters
Use these questions and conversation starters throughout the day to connect with your students, help strengthen their oral language development and explore the big ideas of this thematic unit.

- Have you ever been to a farm or seen a farm on TV? What did you see?
- What is your favorite farm animal? How would you describe it?
- What are some things you know about animals that live on a farm?
- How would you describe the job of a farmer?
- Tell about a time you lazed about.
- Tell about a time you were adventuresome.
- How is a farm similar to where you live? How is it different?
- What are some fun things you can do on a farm?

Books for the Week





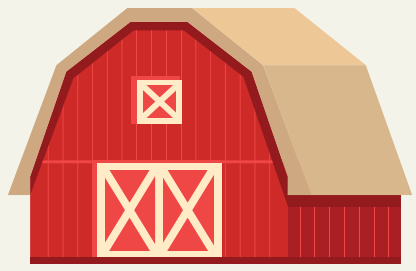


Songs & Rhymes

Use the Blueprint Songs and Rhymes Chart, or write these on large chart paper so the students can see the words as they recite the rhyme or sing along. See the Resources section for a reproducible copy of the song to send home to families.

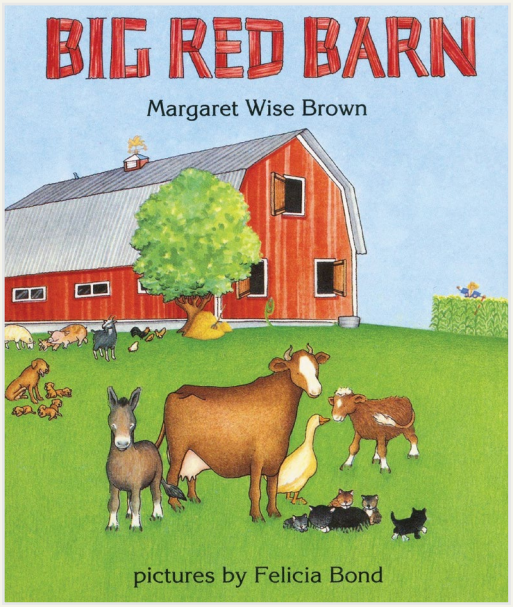
"Here We Go 'Round the Big Red Barn"

sung to the melody of "Here We Go 'Round the Mulberry Bush"



Sample

Theme 7
DAY 1



Materials to Prepare

The eight books for this theme.

Classroom Culture

Promote conversation about books by organizing students in a circle after the read aloud. The students can more easily see and keep track of who is speaking, making it easier to listen to each other, not just to the teacher.

Today's Tip

Help the children learn new vocabulary by pointing to pictures of objects or animals within the book as you are saying the word that matches them.

In *Big Red Barn*, point to each animal (pigeon, goat, field mouse) or object (weather vane, hoe) as you are saying the corresponding word.

Vocabulary

Farm - A farm is a place, where there is land and buildings, like barns. A farm is used for growing food plants, or crops, and raising animals. Usually farmers grow food or raise animals in order to sell them.

Intentional Read Aloud

Students will recall important facts from an informational book.

Before

Launch into this new theme by generating excitement for the study of life on the farm. Show the children the books you'll be reading on the topic. Engage the children by accessing their background knowledge on the topic, affirming what they know and explaining that they will learn more about animals on the farm.

We are starting a new adventure in learning today! We are going to explore life on a farm! Recently, we learned that farms produce, or grow, the healthy food we eat. Now, we are going to learn more about animals that live on farms. Look at all of these great books we are going to read together.

Let's think about farms and the animals that live on a farm. Look at the picture on the cover of this big book called *Big Red Barn.* Who can tell us what a farm is? This picture can help you.

Allow the students to study the cover image (i.e., barn, animals, crops in the distance) and share their ideas.

Great thinking! A few of you said that a farm is a place where farmers work on their land to grow food or raise animals. Some of you shared that there are also buildings on a farm, such as barns and houses.

Let's read this book and pay attention to all the animals that live on this farm and sleep in the big red barn.

During

Pause while you read occasionally to recall the farm animals in the book.

Stop after reading about the weather vane and ask the children to recall farm animals they've found in the book so far (i.e., a pig and some horses).

Think about what we've read so far. What farm animals do you remember seeing in this book? Please tell us.

Continue reading and inviting the children to share the names of the animals in the book.

Optional: You may choose to invite the children to chime in on the rhyming words.

After

Support the children in trying to remember and tell others, or recall, some of the facts they learned from the book. Chart the farm animals they provide.

You paid attention and listened so carefully. We saw so many farm animals in this book! Now, they are asleep inside the barn. Let's remember some of those farm animals by telling each other again what they are.

Think for a minute about this: What farm animals did we see in *Big Red Barn*? Whisper your ideas to a neighbor so you don't wake the animals up.

If the children are having difficulty recalling the names of animals, go back to the beginning of the book and take a picture walk or turn to the picture of the animals that are asleep in the dark barn and ask the children to name some of the animals.

Ask several children to share names of farm animals in the book.

Songs, Rhymes, and Chants

"Here We Go 'Round the Big Red Barn"

Sung to the melody of "Here We Go 'Round the Mulberry Bush"

Sing the song to model the tune and the lyrics. Then, encourage the children to echo each line as you sing it.

Teacher: Here we go 'round the big red barn, the big red barn, the big red barn. Here we go 'round the big red barn, so early in the morning.

Students: Here we go 'round the big red barn, the big red barn, the big red barn. Here we go 'round the big red barn, so early in the morning.

Teacher: This is the way we milk the cows, milk the cows, milk the cows. This is the way we milk the cows, so early in the morning.

Students: This is the way we milk the cows, milk the cows, milk the cows. This is the way we milk the cows, so early in the morning.

Sample

Message Time Plus

Students will begin to recognize some high-frequency words.

Theme 7
DAY 1

Before

Remind the student of the value of knowing high-frequency Snap Words. Explain the meaning and use of the word "it." Practice the Snap Word.

At the beginning of every week, we like to learn one new Snap Word. Remember, these are words we want to be able to read in a "snap."

Let me post this word at the top of our message board so that we can remember what "it" looks like. "It" is a word we use when we are talking about something, but we don't want to use its name. If I give you a marker to hold for me, I might then say, "Please hand it to me." What do I want you to hand to me? Yes, the marker! I could have said, "Please hand the marker to me." But instead I said, "Please hand it to me."

Use a new cheer, the chicken dance cheer, to introduce this word.

Stand up for this cheer. It's called the chicken dance! Flap your arms like wings when you say the letter. Squat down like this, as if you are laying an egg, when you say the word.

Say "it." Now, let's spell the word. "I" (flap your arms like wings), "t" (flap your arms like wings), say the word again and squat down as if you are laying an egg – "it" (squat down).

Think out loud about what you will write so the children can anticipate those words in your message.

Hmmm, I think I'm going to write about how the red barn in our story was so big! It was so large that all the animals could sleep in it at night. As I write, be sure to look for our new Snap Word "it."

Write The Message

The message: "The barn was red and it was big."

At the end of the message, point out your use of the Snap Word.

I used the word "it!" Look, there it is on our index card, and there it is in the message.

Ask the children what the word "it" might be referring to.

When I wrote "it," what was I talking about?

Invite responses.

Yes, I used "it" instead of "the barn!" I could have written, "The barn was red. The barn was big and it was dark at night." Instead, I used the word "it" because I thought you would know I was writing about the barn.

Let's reread this sentence again.

After

Invite 1 to 3 students to come up to the board to find something they know. If they find letters, circle them. If they find words, box them. If they a find punctuation mark, make a triangle around it. Encourage the students to use full sentences to share what they locate in the message, beginning with "I found…." See the Resources section for scaffolding tips.

Who will come up and show us something they know? Let me select a popsicle stick from the Needs a Turn cup.

Please find something that you know. Turn toward your friends and tell them what you found. Say, "I found…."

After working with individual students, review the Snap Word, or the high-frequency word.

Now, I want everyone to be detectives and find the word "it." Put on your I Spy Goggles, with your pointer fingers and thumbs making rings around your eyes, and read the message again to find the word "it." I'm going to ask someone to come up and point to the word. Great! Let's all use the chicken dance to spell "it."

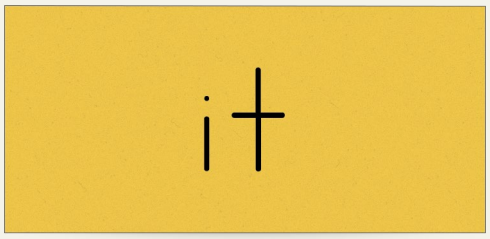
Reread the whole message with the children one more time.

Family Tip

Encourage families to have fun with the Snap Words that the children are learning by looking for these high-frequency words in books, signs and magazines. Provide them with a list that they can use as a reference.

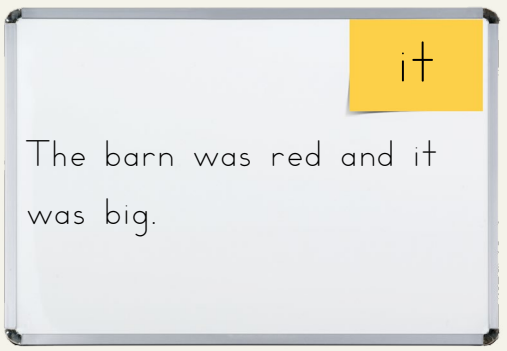
Materials to Prepare

One index card with the word "it" written on it that is taped to the top of your Message Time board



Use the chicken dance cheer card from the Blueprint Resource Box.

MTP Message



Sample

Related Activities

Build Background Knowledge with Videos

A quick online search for videos of "Farm Animals," "Farm Animals and Their Sounds" or "On the Farm" will allow you to show the children great videos about animals on a farm. Throughout this thematic study, cue up the videos for the children to view in the whole group or with partners during center time.

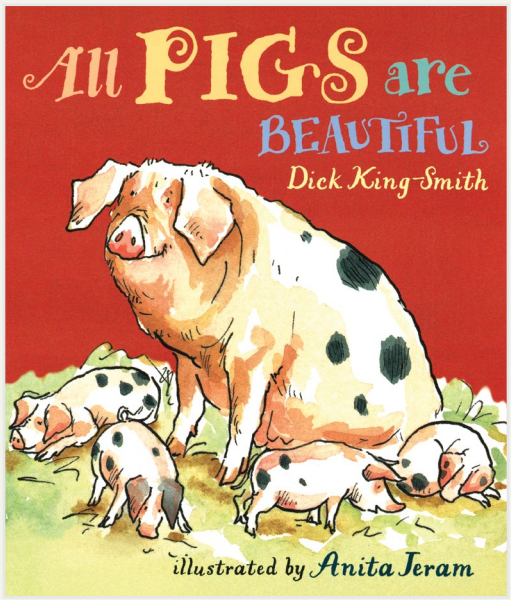
Writing Books About Farms

Young writers love making books! Make blank booklets (by stapling multiple pages together) and place them in the writing center or science center. Encourage the students to create a book about different farm animals or a whole book about one type of animal, such as pigs.

Barnyard Blocks

Children will use blocks to build barns and other farm buildings. See Resources – Center Activities – Science.

Theme 7
DAY 2



Note

This book has a wealth of information about pigs. It is suggested that you read the book over the course of several days. Gauge your students' interest to decide to read some, all or none of the captions aloud at this time.

Materials to Prepare

Place sticky notes to mark places in the lesson to stop and model your own thinking or to ask a question.

Vocabulary

Boar – A pig that cannot have babies is a boar. Boars are boy pigs.

Classroom Culture

Help the students understand that it's okay to have differing opinions. Provide language stems to promote respectful expression of comments, such as "I agree with…," "I disagree with…," "because…," "that's a good idea…" and "I think…"

Today's Tip

One great way to teach vocabulary is to quickly define words in a child-friendly way while you come across them in your reading. If the book says, "Pigs can be stubborn, like people…," add in the definition of "stubborn."

- Pigs can be stubborn by just wanting to do what they want and not changing their minds, like people, which makes them difficult to herd.

Intentional Read Aloud

Students will think about what the author inferred, or meant even when it's not stated.

Before

Engage the children in the read aloud by asking them to think about their favorite farm animal, or their "preference." Help them think about or infer the author's preference for a certain animal by looking for clues in the text.

What's your favorite farm animal? Raise your hand to share. What is it about that animal that makes it your favorite?

Thank you for sharing all the names of the animals that are your favorites. Let's remember why we like our favorite animals as we read this farm book. It's called *All Pigs are Beautiful.* Thumbs up if you agree that all pigs are beautiful.

This is a long book, so we are only going to read some of it today. In this book, the author tells us that his favorite pig is a pig named Monty, but he doesn't tell us exactly why Monty is his favorite of all the pigs. We have to read carefully to find out why that is. I wonder if he likes Monty for the same reasons you like your favorite animals.

While I am reading, if you hear a reason why the author likes Monty, push up on the bottom of your nose like this (demonstrate) to make it look like a pig's nose. A pig's nose is called a snout.

During

Model your thinking about why the author likes Monty best of all the pigs. Stop after page 3 when the author describes Monty.

I'm going to push on my "snout" right now because I heard a reason why the author likes Monty. He just said his favorite pig was Monty, and he said Monty was a large, white pig. I think that maybe he likes Monty because he's large.

Continue reading and stop on page 6 after "Monty was so gentle."

I see some of you pushing on your "snout." What is another reason we heard that the author loves Monty?

Invite the children to share. If necessary, reread the page and assist them in making the connection by pointing out the line where it states Monty was gentle and asking them if that could be a reason the author loves Monty so much.

Yes, it says Monty was gentle. He's gentle, which means he's kind and sort of calm, not rough. I agree with you. That's probably one reason the author says that Monty is his favorite. Let's keep reading.

Read through to the section that ends "What more can life offer?"

What do you see happening on this page that might make Monty his favorite pig?

After

Ask the students to think about why the author liked Monty.

Readers, if you know one reason why Monty was the author's favorite pig, push on your snout. Nice! Now, turn and talk with your partner about why you think Monty was the author's favorite pig.

Invite a few children to share. Then, end the lesson by restating some of their ideas.

Great! We figured out that Monty was the author's favorite because he was so gentle. He liked to be scratched between his ears, and the author liked scratching Monty and being with him. Now, we know that we have favorite animals and so do authors of books!

Sample

Songs, Rhymes, and Chants

"Here We Go 'Round the Big Red Barn"

Sung to the melody of "Here We Go 'Round the Mulberry Bush"

Echo sing the song today with the children, adding the following gestures:

When you sing, "Big Red Barn" in the lyrics, make an outline of the barn with your hands.

"Here we go 'round the big red barn, the big red barn, the big red barn. Here we go 'round the big red barn, so early in the morning."

When you sing "milk the cows" in the lyrics, squeeze your hands to pretend to milk the cow.

"This is the way we milk the cows..."

When you sing "feed the pigs" in the lyrics, pretend to spread the feed with one hand.

"This is the way we feed the pigs..."

When you sing "ride the horse" in the lyrics make fists to pretend to hold reigns and gallop at the same time.

"This is the way we ride the horse..."

When you sing "big red barn" in the lyrics, make an outline of the barn with your hands again.

"Here we go 'round the big red barn..."

Message Time Plus

Students will begin to recognize some simple punctuation.

Theme 7
DAY 2

Before

Review this week's Snap Words using the cheer of the week. Remind the students that authors use punctuation marks to help readers stop, take a break or know what kind of sentence they are reading.

Let's do our chicken dance to practice spelling this week's Snap Word, "it." We'll say the word, then spell the word, then say the word again.

Draw an exclamation mark on the corner of your board and point to it, or refer to the End Mark anchor chart.

We've been learning that authors use punctuation marks to help their readers know exactly how to read their words. Remember, this is an exclamation mark.

The exclamation mark means you feel a strong feeling or emotion. I could use an exclamation mark in my writing to show I'm excited, angry or frustrated. Today, I am going to use an exclamation mark to show I am frightened! Do you know what would frighten me? If a pig tried to bite me! I didn't know pigs had a horrible bite!

Put your eyes on the board and get your mouths ready to read!

Write The Message

The message: "Oh no! The pig might bite me because it is mad!"

As you add your exclamation marks, emphasize that you are using them to show you are frightened.

I am going to add an exclamation mark here because I would be really afraid if a pig was going to bite me.

Reread each sentence after it is written. Then lead the children in rereading the entire message.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review that an exclamation mark shows a strong feeling and we should change our voices when we see one and read it.

I used exclamation marks in my message today. Count on your fingers how many I used.

Yes, two! May I have a volunteer come up and point to them?

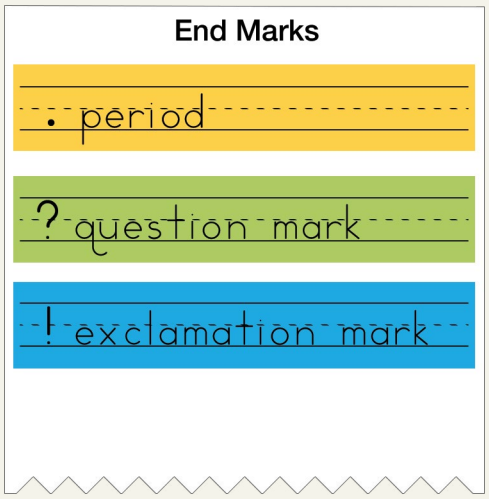
Put a triangle around the end marks. Then, reiterate how the exclamation mark signals that we should read these sentences with extra emotion in our voices.

Remember, let's show how frightened I really felt when I thought the pig would bite me. Let's make our voices sound as if we are truly afraid.

Lead the children in rereading the message.

Materials to Prepare

Refer to End Marks anchor chart *(originally created in Theme 4)*



MTP Reminder

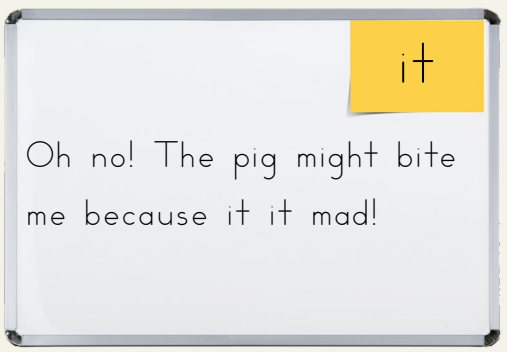
See MTP Basics (page 7) to review the process for calling individual students to the board and scaffolding them.

See Pre-K Scaffolding (page 74) for ideas on addressing individiual needs during scaffolding.

ELL Tip

Promote phonemic awareness by grouping classroom objects with names that begin with similar sound (for example, doll, dog, dish). Include one object (for example, flag) of "not like the others" so that students can distinguish like and unlike sounds.

MTP Message



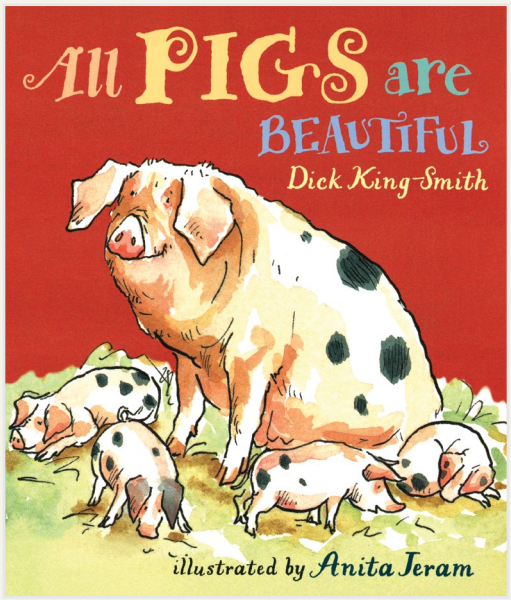
Sample

Related Activities

High Frequency, High Fun

Knowing high-frequency sight words is a vital reading skill. A classroom Word Wall can be a great tool for learning. Read High Frequency, High Fun in the Resources section for suggested Word Wall activities.

Theme 7
DAY 3



Note

As often as it seems appropriate, pause and ask questions to pique your students' interest and engage them in the ideas presented in the text. Again, decide when you want to share the facts in the captions to broaden the children's knowledge about pigs.

Vocabulary

Sow – A pig that can have babies is a sow. Sows are girl pigs.

Today's Tip

Extend the students' ability to read with expression by asking them to read simple sentences using different feelings. Refer to the feelings wall, or the feelings chart, and ask the students to read the message in various tones, such as scared, angry or excited. Then, decide which feeling matches the sentence they are reading.

Intentional Read Aloud

Students will recount important facts from an informational book.

Before

Quickly summarize what happened in the first part of the book that you read the day before. Tell the students today's learning objective is to find facts about how pigs are similar to people and then recall those facts.

Yesterday, in the book *All Pigs are Beautiful*, we learned the author had a favorite pig named Monty. He loved Monty because Monty was gentle, and he liked to be scratched.

Today, we are going to read the next section of this book. In this section, the author will compare pigs to people. He will explain how pigs and people are kind of alike. Push on your snout if you can think of one way that people are sort of like pigs. Who wants to share?

Invite a few children to share.

Let's read and listen for how the author thinks pigs are like people.

During

Help the students identify facts about how pigs and people are similar.

Pause after reading, "Pigs, like people, enjoy a good talk, so don't just stand there saying nothing."

A-ha! Readers, I think this is a place where the author is telling us how pigs are like people! Let me read it again. Listen to see if you can tell us what he is saying about how pigs and people are alike.

Reread and emphasize the portion of the sentence where it says, "Pigs like people enjoy a good talk…." Allow the children to share their ideas.

Yes! He says pigs are like people because they also like to talk. Push on your snout if you like to talk. I know I do!

Continue reading. Define "sow" as a female pig when you come across the word in the text.

You can also pause after reading about how sows take good care of their babies.

Readers, the author just told us another way that pigs are just like people. What do mommy pigs, or sows, do that people also do?

Invite a few children to share.

Yes, sows take good care of their babies just like your mothers take good care of you.

Continue reading and pausing when other examples occur.

After

Summarize the teaching point and then ask the students to think about one fact that they learned about how pigs and people are alike.

Readers, this book really helped us think about the ways that pigs and people are alike.

What was your favorite thing that you learned about how pigs and people are the same? Turn and talk with your partner, and then we'll share.

Sample

Songs, Rhymes, and Chants

"Here We Go 'Round the Big Red Barn"

Sung to the melody of "Here We Go 'Round the Mulberry Bush"

Divide the group into two smaller groups (for example, those with light pants and those with dark pants). Practice singing the song, with each group taking turns singing and using the gestures.

Message Time Plus

The students will begin to recognize simple punctuation

Theme 7
DAY 3

Before

Review this week's Snap Word, using the chicken dance cheer. Then, let the students know you want to revisit how exclamation marks are used to show a strong feeling.

This week's Snap Word is "it." Let's use the chicken dance cheer to spell "it."

Great job! When we were reading our book *All Pigs are Beautiful*, I noticed that the author used so many exclamation marks at the end of his sentences to show strong feelings, such as excitement and surprise.

Draw an exclamation mark on the board to remind the students what it looks like or point to the End Mark anchor chart. Then, share some examples from the story of exclamation marks.

Let me reread some of those sentences to you again that ended in exclamation marks. Listen to my voice and how it tells you the strong feeling.

- "Your mother would never do that to you – I hope!" (Surprise that a sow might sit on a piglet.)
- "Scratch a little harder please…Yes, that's it!" (Happy and excited that you found the right spot to scratch.)

When authors want us to read with lots of feeling, they use exclamation marks.

Tell a story from your life and write a message that has a strong emotion in it (i.e., excitement, anger, surprise) that requires the use of an exclamation mark.

This made me think about the time when I went horseback riding. As soon as I sat on the horse, he took off running! I was so excited that I screamed, "Away we go!"

I am going to write that for my message today. To show you how excited I felt, I am going to end my sentence with an exclamation mark.

Write The Message

The message: "I sat on the horse and it took off!"

Before you write your exclamation mark, remind the children that you want them to read with lots of expression, so you are going to end your sentence with an exclamation mark.

Remember, I felt so excited when the horse took off. So, I am going to end with an exclamation mark to show you how I felt.

Read the sentence together.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review that exclamation marks show a strong feeling.

Today, I used an exclamation mark to end my message. It's used when writers want to show a strong feeling, like being excited or frightened or angry.

Point to the exclamation mark, ask the students to name it and skywrite it.

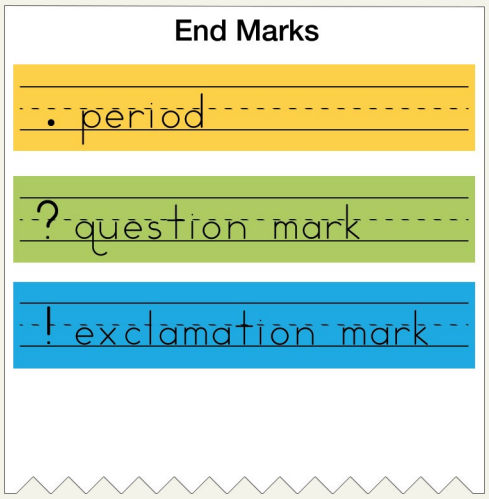
Everyone say, "Exclamation mark!" Let's skywrite an exclamation mark in the air. Raise your pointer finger and pull straight down. Go under that line and make a dot.

Then, reiterate how the exclamation mark signals that we should read these sentences with extra emotion in our voices.

Remember how excited I said I felt when the horse took off? Let's make our voices sound really excited when we reread the message.

Materials to Prepare

Refer to End Marks anchor chart *(originally created in Theme 4)*



Differentiation

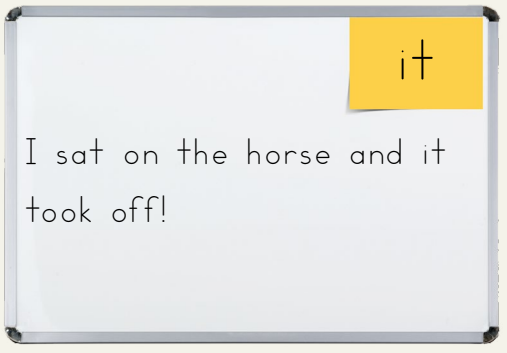
For the children who are still working to build their ability to hear and produce rhyming words, read rhyming books with them in a small group and really emphasize the rhyming pairs.

For those who are solid with this skill, you might take a sticky note and cover the second word in a rhyming pair, allowing them to use their sense of rhyme to predict what the hidden word might be.

Classroom Culture

While scaffolding the learning of individuals during Message Time Plus, encourage the class to quietly express what they know while respecting the turn of their classmate. During this unit, the students can begin "writing" their responses on the rug, using their finger as a pretend pencil.

MTP Message



Related Activities

Dancing in the Barn

Children will use movements to pretend they are farm animals. See Resources – Small Group Activities – Movement & Music.

Shape of the Barn

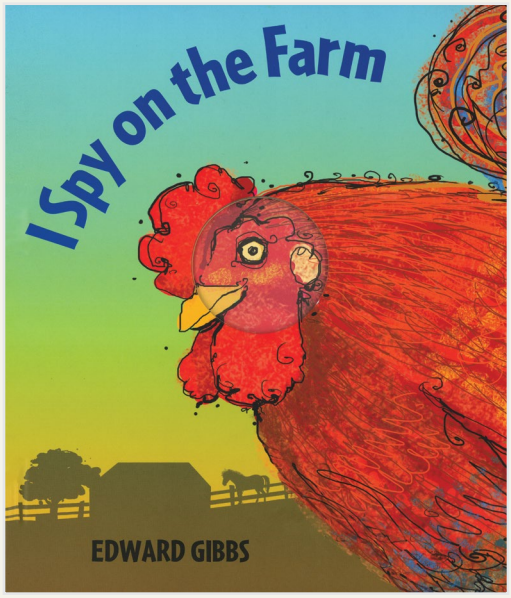
Children will recognize and describe geometric shapes. See Resources – Center Activities – Math.

Vocabulary Practice

Sows and Boars: In a small group, give the children some sticky notes with "sow" written on some notes and "boar" written on others. Talk more about what a "sow" is and what a "boar" is. Then, lead them in turning the pages in the book *All Pigs Are Beautiful* to find sows and boars. When they see one, they can place a sticky note next to the picture to share with the class during meeting time.

Sample

Theme 7
DAY 4



Materials to Prepare

Use a magnifying glass to illustrate how a good reader looks for clues like a detective.

Use the Reproducibles in the Resources section of this theme guide to make photocopies of the rooster, duckling, horse and cow with empty speech bubbles drawn from their mouths. The children can fill in the speech bubble with a sound word.

Classroom Culture

To teach the children that sometimes we learn by making mistakes, model your own willingness to take a chance by drawing, singing, building a tower, etc. When things don't turn out as expected, acknowledge the frustration and express a try-it-again attitude by saying, for example: "Ugh, my tower keeps falling, and I'm so frustrated. Let me try again. This time, I'll add blocks to the side to make it more sturdy."

Celebrate efforts and create a class motto, such as "We can do it! Just keep trying!"

Today's Tip

Encourage the students to include one "describing word" while they talk about objects in the classroom. Have them consider color, size and shape to expand their descriptions.

Intentional Read Aloud

Students will make and confirm predictions about what may happen in a story.

Before

Explain to the students that authors provide pictures and words for readers to use as clues to figure out what the story is about. Emphasize that they are going to be detectives and explain how using the clues in the story will help them predict what is going to happen and stay interested in the story.

Yesterday, we finished a story that gave us a lot of information about one particular farm animal, the beautiful pig! Today, we are going to read another book to learn even more about farms. It's called *I Spy on the Farm*. Good readers are like detectives. They use clues from the pictures and words to figure out what the author is writing about! Let's look at the cover to predict what this story might be about. Think about the title, *I Spy on the Farm*, and look at the pictures on the cover. What do you think this book will be about? Raise your hand to share.

Listen to their predictions and ask what helped them make their guesses.

Great thinking! Some of you connected this title, *I Spy on the Farm*, to other "I Spy" books. Some of you thought about the game we play, and you thought we will try to find things in this book, too! Some of you looked carefully at the picture and thought this might be about farm animals. Now, we're excited to see what the author, Edward Gibbs, has in his book, *I Spy on the Farm*.

During

Read each clue and encourage the students to respond initially to a partner and then chorally as a group. Read the first set of clues.

Readers, lean in and tell your neighbor what animal you think this might be. Use your whisper voices!

Many of you guessed "a duck," and you were so close. The author decided to make it a duckling, which is the name for a baby duck. What clues did you see in the picture or what did you hear in the words to make you think it was a duck or a duckling?

As they explain what they saw or heard to help them predict, support them in connecting the clue with their prediction.

Oh, so you saw the color yellow and heard the sound word "quack," and you thought, "Ducks are yellow and they quack! It's a duck."

Read the second set of clues and ask them to make another prediction. Then, as you continue reading, allow the students to choral read the repetitive line and act out the sound for each character.

You can help me read the repeating part and make the sounds of each animal as we continue with the book! Let's see if he includes any of the other animals we predicted.

After

Praise the students for using words and pictures to predict what they thought would be in the story. Acknowledge their enthusiasm for choral reading.

That was such a fun way to learn about some of the animals that live on a farm!

Great job using the pictures and words to figure out which animal the author was describing.

If the children are still engaged and focused, continue with an optional activity.

Now, let's play a game. I'm going to post some pictures of the animals that were in the book and ask for volunteers to come up and make an animal sound for any one of the animals they see up here. The volunteers won't tell us whose sound they are making! The rest of us will guess which animal they are imitating, and then, we'll all try to make the sound. You can help me write the beginning sound we hear in the speech bubbles.

Songs, Rhymes, and Chants

"Here We Go 'Round the Big Red Barn"

Sung to the melody of "Here We Go 'Round the Mulberry Bush"

Practice singing the songs using different voices. Try a duck voice or a cow voice!

Sample

Message Time Plus

Students will develop increasing familiarity with common letter-sound relationships.

Theme 7
DAY 4

Before

Review this week's Snap Word using the cheer of the week. Remind the students that they've been learning the names of letters and the sounds each letter makes so they can get their mouths ready to read words in messages and books.

Let's do our chicken dance to practice spelling this week's Snap Word, "it."

To help us become readers, we've been learning letters and the sounds they make. The author, Edward Gibbs, used the beginning letter as a clue for each of the animals in his book. Hmmm, I want to write some clues for you about something in our classroom. I am going to use a color word, and I have to think about the letter I hear in the beginning of its name.

Put your eyes on the board and get your mouths ready to make the sounds for the words that I'm writing in today's message.

Write The Message

The Message: "I spy something brown. It begins with the letter D."

Before you write the "s" in "spy," emphasize the letter-sound relationship.

I'm about to write the word "spy." I hear the /s/ sound in the beginning of the word. I know the /s/ sound is made by the letter "s." Everyone, let's make the /s/ sound.

Reread each sentence after it's written and then reread the entire message.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual children, ask the children to guess the answer to your riddle. Then, ask the students to say the letter name and the letter sound for "d." If there is a student in your class whose name begins with that letter, point it out.

Writers, can you guess what I was spying on? What is brown in our classroom and begins with a "d?"

Whisper in your hand what you think the answer is.

Yes, a door! "Door" begins with the letter "'d." The letter "d" makes the /d/ sound, as in "door."

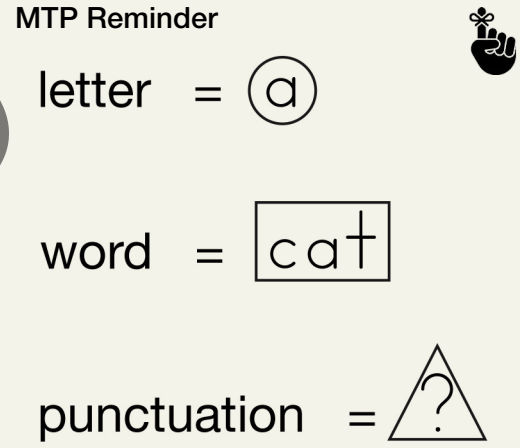
If the children are still engaged, you can play I Spy again by offering more oral clues that follow this pattern, or ask the children to volunteer riddles.

Read the message again.

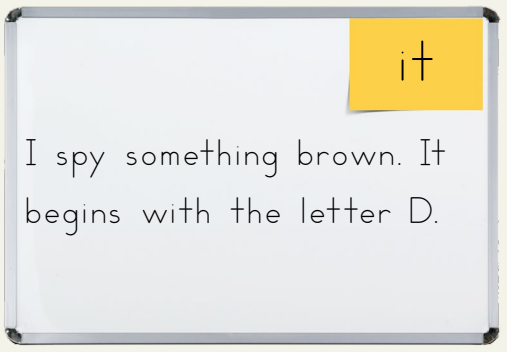
Assessment

Ask the students to dictate or draw something they remember or have learned from the read aloud. Conference with them briefly and guide them in describing their drawings. Encourage them to use descriptive words. Make anecdotal notes.

MTP Reminder



MTP Message



Sample

Related Activities

Food Color Exploration

Children will make and verify predictions while experimenting with colors. See Resources – Small Group Activities – Science.

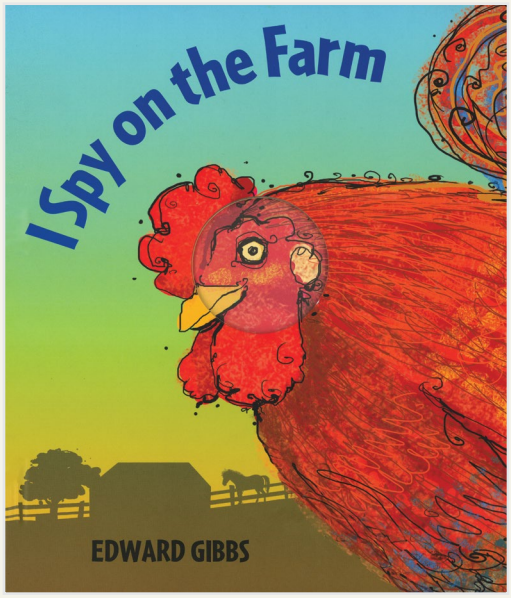
Bread

Children will use play dough to create bread and cookies. See Resources – Center Activities – Art.

I Spy With My Little Eye

In a small group or whole group, ask one child to "spy" an object in the classroom and then describe it to everyone else in the room. Start using color words, move on to shapes, then move on to words with certain letters in them (for example, "I spy with my little eye something that is pink and yellow" or "I spy with my little eye a word that has the letter "e" at the end of it").

Theme 7
DAY 5



Materials to Prepare

Make one copy of the animals in the story, reduced in size, to use as props. Glue the pictures to popsicle sticks to use as props.

A chart entitled Farm Animals

Classroom Culture

Remind the students to be gentle with the props and carefully follow procedures for returning them. Emphasize that while we try our best, accidents will happen. Be prepared with extra copies, tape, glue and staples so students can assist in making minor repairs.

Intentional Read Aloud

Students will retell a familiar story in sequence with picture supports or props.

Before

Tell the children they will use story props as you reread the book. These props will help them act out the story. Make sure they know their animal's name and sound.

Some stories, like *I Spy on the Farm*, are fun to retell with props. Props are a fun way to remember and act out the book. Today, you're going to help me act out the story. I have puppets of each of the animals that I will hand out now. Look at your puppet. If you know the name of your animal, give me a thumb's up. If you need help remembering the name, ask your partner.

As we read and you hear the clues for your animal, stand up and make your animal sound.

During

Involve the students by encouraging them to choral read the repeated line, "I spy with my little eye…," out loud together. When they hear the clues for their animal, they can stand with their props, make their animal sound and then sit down.

For example, after reading, "I spy with my little eye…something yellow that begins with a 'D,'" encourage the students with the duckling props to stand and say, "Quack, quack!"

Well done! Remember, use the pictures and words as your clue to stand up and sound like your farm animal!

You can help me read "I spy with my little eye…."

After

Retell the sequence in which the animals were revealed to the readers in the book. Use interactive writing to start a chart of animal names for the writing center. Allow the students to write the initial sound for each animal, and then you complete the rest of the word.

Let's close the book and see if we can retell story. Let's think about which animal was the first one we read a clue about.

When the students answer "duckling," ask a child with a duckling prop to stand at the front of the group.

Continue retelling the order of animals in the book, using the book as necessary. Ask one child to come up for each animal so that you end up with all 7 "animals" up front, holding up their props in the order that they appeared in the book.

Let the students know that the book and props will be available in either the dramatic play, the library or the retelling center.

Optional: Make a chart of the farm animals that appeared in the book. You can use interactive writing. One child can write the first letter of one of the animals. The other children can "write" that letter on the rug with their finger. You can write the rest of the word.

Sample

Songs, Rhymes, and Chants

"Here We Go 'Round the Big Red Barn"

Sung to the melody of "Here We Go 'Round the Mulberry Bush"

Sing the song in a circle with the whole group. Invite individual students or pairs to sing with gestures, instruments and/or puppets in the middle of the circle.

Message Time Plus

Students will become increasingly familiar with common letter-sound relationships.

Theme 7
DAY 5

Before

Review this week's Snap Word using the chicken dance cheer.

This week's Snap Word is "it." Let's use the chicken dance cheer to spell the word.

Remind the students that there are resources in the classroom to help them recognize and produce sounds in words, such as their names, high-frequency words, the alphabet and other known words! Encourage the students to use what they know when reading and writing initial sounds.

We've been having fun learning about farm animals this week, and today, I want to write about my favorite farm animal. I have to think about the sound that one of the words begins with. I want to use the word "favorite." I know there are things in our room that could help me figure out which letter I need. Don't tell me the letter, but give me a clue about where I could look to get help.

Turn and tell your neighbor what I could use to figure out the letter I need.

Some of you said to find a picture on the alphabet chart, or find a word on the Word Wall, or think about someone's name that starts with the same sound as "favorite." That's right! "Favorite" starts like "Fabio" or "fish." All those words we know can help us write new words! Thanks for your help.

Write The Message

The Message: "My favorite farm animal is a horse because it is fast."

Model how to use words and resources in the room to write words.

Before you write the word "horse," make a dramatic reference to the resource that helps you write the first letter in the word, impressing upon the children how great it is to have found a tool to help you.

Hmmm, it's time for me to write the word "horse." I know "horse" starts with the /h/ sound and so does "house." "Horse" and "house" – I think I am going to use the label on our doll house to help me write an "h."

Finish writing the message.

Reread the entire message with the group after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review that writers can use known words to help them think of sounds for new words.

We can always use our classroom to help us figure out the beginning sounds of words! Today, I used (the alphabet, someone's name, the Word Wall) to figure out the letter I needed to write in the beginning of the word "favorite."

Have the children try it!

Now, I want you to think about your favorite farm animal. Whisper that animal's name in your hand. What sound do you hear in the beginning of your animal's name? Use our classroom to help you figure out the beginning sounds of words!

Call on 1 to 3 children to share what helped them figure out what their animal word begins with. They can show you what classroom resource they used (if any).

Now let's reread the entire message again.

Move this week's Snap Word to the Word Wall.

This week's Snap Word was the word "it." When we see the letters "i-t," we can read them and know that they spell "it." It's time to put it on our Word Wall. Let's move it under the letter "i."

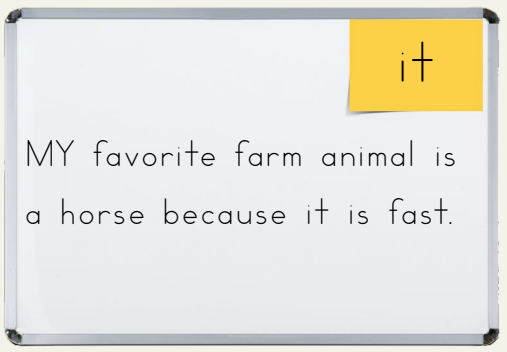
Family Tip

Encourage families to help their children notice the first letters of common items in their kitchen – on cereal boxes and milk and juice containers, for example. Let families know to focus on praising the progress the children are making in identifying letters and sounds.

Today's Tip

Make a big deal about moving the Snap Words to the Word Wall. Ask the students to notice the first letter of the word and to find the appropriate place on the Word Wall. Remind the students the words are available for them to use. Create another set of words on sticks or additional cards to make the wall interactive for the students who need the words close by when they are writing or building words.

MTP Message



Sample

Related Activities

Concepts of Print

Meet with a small group to develop concepts about print. Explore books and encourage the students to point to the place on the page where reading begins and ends.

Sounds in the Barnyard

Children will identify the sounds animals make. See Resources – Center Activities – Literacy.

WEEKLY TIP — Talk with children about ways that they deal with certain strong emotions, such as feeling angry. Honor their ideas and offer additional strategies of your own. With the children, create a chart that illustrates those strategies, post it in a prominent place within the room, and encourage children to use the chart when they are especially upset.

Sample

Week Two At a Glance

Skills & Concepts

This week, the students continue to explore life on the farm. They will have opportunities to use what they've learned about a variety of animals to retell stories about their farm adventures.

Students will:

- Read refrains, repeated sentences and phrases while participating in oral reading.
- Recognize and produce words that rhyme.
- Make and confirm predictions about what may happen in a story.
- Increase their familiarity with common letter-sound relationships.
- Make connections between what happens in a text and what came before, or the cause and effect.

Oral Language Development

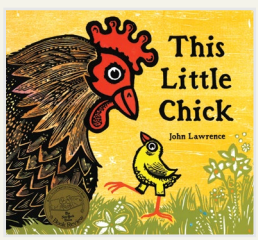
Guiding Questions & Conversation Starters

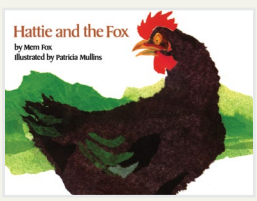
- Can you describe one of your favorite story characters?
- Have you ever been frightened? When? What happened?
- What farm animal noises can you make? Which is your favorite sound?
- What's your favorite way to laze around on a weekend?
- Have you ever seen a play where people were on a stage performing?

Vocabulary to Highlight

- **Laze** – If you laze somewhere, you relax and enjoy yourself without doing any work or anything that's hard.
- **Frightened** – If you are frightened, you feel scared because something just happened or you think something will happen.
- **Hen** – A hen is a female chicken that lays eggs.
- **Surprise** – A surprise is something that happens that you weren't expecting. Some people like to throw surprise parties when they don't tell the person that the party is going to happen.
- **Explore** – If you explore a place, you travel around it to find out what it is like.

Books for the Week





Supplemental Small Group & Center Activities

Activity	Content Area	Format
Masks	Art	Small Group
Silly –ick Words	Literacy	Small Group
What Sounds Do You Make?	Literacy	Small Group
Animal Sounds Bingo	Literacy	Small Group
Big and Little Barns	Math	Small Group
I Need Help	Social Emotional	Small Group
Just Like the Little Chick	Art	Centers

Songs & Rhymes

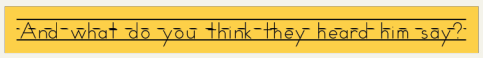
"Old MacDonald Had a Farm"

Sample

Theme 7
DAY 6

Materials to Prepare

Write the repeated line, “And what do you think they heard him say?” on a sentence strip.



Classroom Culture

Students feel empowered when they have a chance to make choices throughout the day. Offer opportunities to choose activities in order to develop the students’ decision making skills.

Family Tip

Suggest that families invite their children to reenact their favorite read aloud. They can encourage their children to use the illustrations and text to remind them of the events. Remind the families that they might want to be ready to join in and take a part!

Intentional Read Aloud

Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.

Before

Many read aloud books include repeated sentences, phrases or words. Build upon the students’ eagerness to join in and promote choral reading by either pointing to the words on the page or pre-printing the words on sentence strips. Remember that choral reading promotes engagement and supports the development of fluent, expressive reading.

Today, we are going to read a wonderful book about a little chick’s adventures. It is called *This Little Chick*, by John Lawrence. We’ve been practicing some animal sounds. Do you know what sound a chick, or baby chicken, says? Raise your hand to share.

Call on a few students.

Yes, chicks usually say, “Cheep, cheep.” Everyone, say, “Cheep, cheep.”

As I read the story to you today, I am going to need your help. The author wrote a sentence that repeats over and over again in the story. That means we keep hearing that same sentence. I wrote it on this sentence strip.

I’ll read it to you now, and then you can repeat it.

Read the repeated sentence: “And what do you think they heard him say?” Then, ask the children to repeat it.

Wonderful! As we read today, please join me in saying, “And what do you think they heard him say?”

During

Preview the inside cover. Discuss how the illustration gets us ready to read the story.

As soon as I opened the book, there’s an illustration. This chick seems very brave. Look at his posture! He’s standing up so straight, as if he feels proud of himself, and he’s walking away from his mother. When I read the title page, I see that he’s left his nest and is walking about. I wonder where he is going.

Stop after the first time it states, “And what do you think they heard him say?” Ask the students to predict what they think the chick will say.

Readers, what do you think the chick will say? Raise your hand to share.

Call on 1 or 2 students.

After you turn the page and read it, exclaim over the fact that the chick could say, “Oink.”

Readers, I am so surprised! I thought the Little Chick was going to say, “Cheep, cheep.” That’s what chick are supposed to say! Instead, he said, “Oink, oink.” He can speak like a pig!

Students can read the repeated question and make the animal sounds.

After

Praise the students for making predictions and reading along with the story. Mention how reading along keeps the story interesting and gives them a chance to be great readers.

Thanks for making this story so interesting by reading along with me!

And now, thanks to this little chick’s adventures, we can add some more animals to our web of farm animals. Let’s look back through the pages and figure out which animals need to be added to our list. What new animals can we write down?

Look back through the book. Engage the children in helping to find a new animal to add to the list. If you already have the animal’s name on the chart, put a check next to it. If the animal’s name is not on the chart, add it now.

Can I have a volunteer to come up and write the first letter of the animal’s name (i.e., frog, mouse)?

And I’m going to add “chicken” to our list. I’ll put this list back in our writing center.

Thank you, Little Chick!

Songs, Rhymes, and Chants

“Old MacDonald Had a Farm”

If the students are familiar with the song, you can ask them to join you as you sing. If not, use echo singing to help them learn the words and the tune.

Old MacDonald had a farm, Ee i ee i oh!

And on his farm he had some chickens,
Ee i ee i oh!

With a cluck-cluck here, And a cluck-cluck there,

Here a cluck, there a cluck, Everywhere a cluck-cluck.

Old MacDonald had a farm, Ee i ee i oh!

Sample

Message Time Plus

Students will recognize some high-frequency words.

Theme 7
DAY 6

Before

Remind the students that there are words, just like their names, that they should recognize every time they see them. Explain what you are thinking of writing about so children can hear the words and then anticipate those words as you are writing.

At the beginning of every week, we like to learn one important Snap Word. These are words we want to be able to read in a snap. Every time you see them in a book or in a poem or on a sign, you will be able to recognize and read them. Today, I am going to teach you one new word that you should learn how to read in a snap!

Introduce the word card "go." Point to and say the word "go."

Let me post this word at the top of our message board so that we can remember what it looks like. We use the word "go" when we talk about moving somewhere. Please go to the library today. Let's go outside!

May I have a volunteer to select a cheer from our Snap Word cheer cup so we can practice how to spell the word "go?"

After a student selects the cheer, use it to spell this week's Snap Word with the group.

Now, after reading about the adventures that Little Chick went on, it made me wish to join him. I want to go on an adventure with Little Chick! I'm going to write him a note and ask him if I can go with him on his next adventure. Be sure to look for our new Snap Word "go" as I write the message.

Write The Message

The message: "Little Chick, can I go with you next time?"

When you write the high-frequency word you just introduced, point to the card before and after you write it to reinforce the connection.

I just wrote the word "go." Look, there it is on our index card, and there it is in the message.

Let's reread this sentence again. Follow my finger as I sweep across the words all the way to end and then back to the left side of the board where the green dot is.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the high-frequency words and the importance of knowing how to read and write some words in a snap.

Now, I want everyone to be detectives and find the word "go." Put on your I Spy Goggles and read the message again to find the word "go." I'm going to ask someone to come up and point to the word "go."

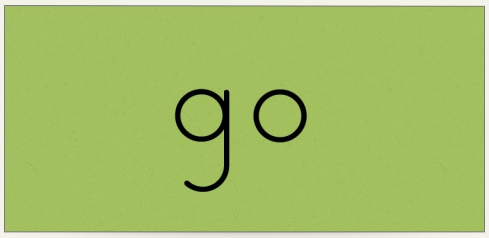
Great! Let's use today's cheer to spell the word again!

Say, spell and say the word again. Then, ask the students to vote on whether or not they would like to go with Little Chick on his next adventure.

Reread the sentence one more time.

Materials to Prepare

1 index card with the word "go" written on it and taped to the top of your Message Time board

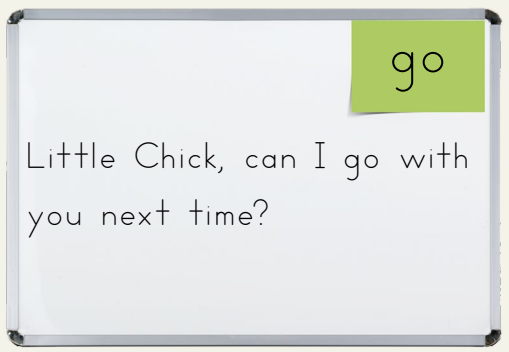


Today's Tip

Reinforce certain concepts about print as you are writing in front of the children. Think out loud about concepts of print that you want them to embrace, such as:

- "Okay, so I'm coming to the end of the board (or paper). I'll need to go back to the left side where the green dot is."
- "Oh, I need to remember to put a space between these two words so that people won't think they are all one word. There we go. That's better."

MTP Message



Sample

Related Activities

Words are Missing in the Big Red Barn

Reread the big book, *Big Red Barn*. Use sticky notes to hide a few words that are the second word in a rhyming pair. Read with the children and help them use their sense of rhyme to predict the hidden word. When you reveal the word, encourage them to check the initial letter to see if their prediction was right.

Just Like the Little Chick

Children will use stamps to create illustrations. See Resources – Center Activities – Art.

Continuing Conversations

Learning to engage in conversations – to listen, think and respond – supports children's comprehension. Read *Continuing Conversations* in the Resources section for ideas on incorporating more conversation in your classroom.

Follow Me – Blueprint Application

Children will practice their sequencing skills and match animals to their animal sounds.

Theme 7
DAY 7

Materials to Prepare

Rhyming and non-rhyming words written on large index cards

- way
- day
- say
- play
- dog
- toy

Classroom Culture

Encourage the students to consider multiple solutions to a problem, task or question. Use the small group activity I Need Help (in the Resources section) to brainstorm problems and solutions that have been coming up in the classroom.

Today's Tip

You facilitate an oral cloze activity when you read aloud and pause at times to allow the children to supply the word, using either their sense of rhyme or their use of context clues. Doing this during read alouds encourages the students to use their knowledge of words and to consider what makes sense in the context of the story. They enjoy it and gain a sense of confidence as they supply the word to complete the sentences.

Intentional Read Aloud

Students will recognize words that rhyme.

Before

Draw the students' attention to the rhyming patterns in the book. Mention that the students can use the pattern to figure out words in the book. As you reread, pause at the rhyming words and allow the students to say the rhyme.

Yesterday, you helped me read the story, *This Little Chick.* We noticed the author, John Lawrence, repeated the same lines every time the little chick met a new farm animal! He also made it fun by using rhyming words.

Let's use what we know about rhyming words to reread the story. As I read, I'm going to leave out the rhyming word, and you say it out loud together. Let's get ready to help this chick visit all of his farm animal friends.

During

Use this reread as an oral cloze activity, where you pause to leave out a word and the students supply the rhyme to complete the sentence. Emphasize the first word in the rhyming pair and then pause when you arrive at the second word in the pair. Allow them to add action and sounds to the retelling.

"This little chick from over the way… went to play with the pigs one _____."

And what do you think they heard him _____?

Nice job of reading with those rhyming words! You are really listening for the rhyme and thinking of what word would make sense! Let's continue, and now let's add an action to each of the little chick's visits with his friends.

Students can act out the actions for swim, jump and skip as they repeat the rhymes on each page.

When you get to the page with the cows and you reach the word "laze," explain the word in a child-friendly way.

If you laze somewhere, you relax and enjoy yourself. You don't do any work or anything that's hard or tiring. Look at the cow lazing in the field.

Invite the students to momentarily laze on the rug.

Show me how you would look if you were lazing on the rug, relaxing and not doing anything that's hard or tiring.

Continue reading the book, pausing to let the children fill in a rhyming word and adding the animal's actions when you see them.

After

Using the word cards (way, day, say, play, dog, toy*), play Say and Sort to teach the children to differentiate between rhyming and non-rhyming words.

I have six word cards here. Four of the words rhyme and belong together. Two words don't belong in the group.

Let's play a game called Say and Sort. I'll show two cards at a time. We'll say the words, and then we'll sort them by putting them together if they rhyme and in their own piles if they don't rhyme with other words.

Read the first two words. Make sure they rhyme so that you establish again what rhyming words are.

"Way" and "say," let's say them together. Thumbs up if you think they rhyme.

You're right! They both end with -ay! Let's say them again – "way," "say." Since they rhyme, let's put them in the same pile.

Now that you have a rhyming pair, work with one word at a time and decide with the children if that rhymes with the others or not. If not, place it in its own pile. In the end, you'll end up with 4 cards in the "–ay" pile.

***Note: "toy" is the challenge word in this set because it ends in a "y" so the children really need to hear the difference between the "–ay" and "–oy" ending.**

Optional

Provide time for the students to participate in a discussion regarding the story. For example, discuss which parts of Little Chick's adventures they liked the most.

Songs, Rhymes, and Chants

"Old MacDonald Had a Farm"

Sing the song again using echo singing.

Sample

Message Time Plus

Students will recognize and produce words that rhyme.

Theme 7
DAY 7

Before

Say and chant this week's Snap Word using any cheer from the cheer cup. Remind the students that rhyming words are fun to say and can help them predict words in the message.

May I have a volunteer to select a cheer from the cheer cup? Ok, let's say, spell and say this week's Snap Word, "go."

We had so much fun reading our book *This Little Chick*. That chick sure liked to play all day. I think I will write about him in my message today because I really enjoyed reading about all of his adventures.

I'm also going to use two rhyming words in my message today. Remember, rhyming words have the same ending sound, like "day" and "say." Look for the rhyming words in my message today.

Write The Message

The message: "The little chick likes to go play all day."

Before you write the word "likes," draw the children's attention to the fact that "like" is a Snap Word that has already been added to your Word Wall.

Write the word "like" quickly and ask the students to read it in a "snap." Then, add an "s" and tell them that now the word is "likes."

Here comes a word that you already can read in a snap. It's even on our Word Wall! I'm going to write all the letters quickly because you can read it in a snap. Okay, what's that word?

Reread the message after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point that words with the same ending sound rhyme. Encourage the students to name the words that rhyme in your message and to think of other words in the "–ay" word family.

In my message today, I wrote two words that rhyme. I am going to read the message to you again. Listen for the two words that rhyme.

Reread the message.

Whisper the two rhyming words into your hand.

Yes, "play" and "day" rhyme. They have the same ending sound.

Generate some more simple rhyming words together.

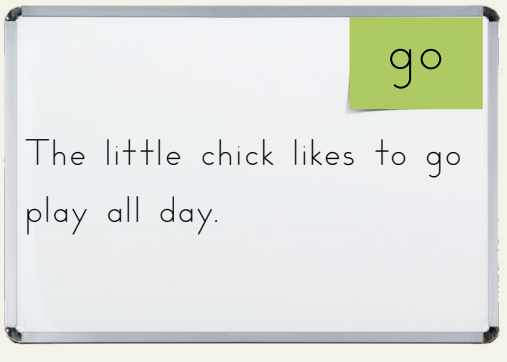
What other words can we think of that rhyme with "play" and "day?" Turn and talk to your partner, and then we'll share.

Now let's reread the entire message again.

ELL Tip

One way to build background knowledge is by doing a book walk. The students can look at the pictures or photographs and preview the information in the text, making connections with the knowledge they already have so they are more likely to understand the story when you read it.

MTP Message



Sample

Related Activities

I Need Help

Children will brainstorm solutions to common problems. See Resources – Small Group Activities – Social Emotional.

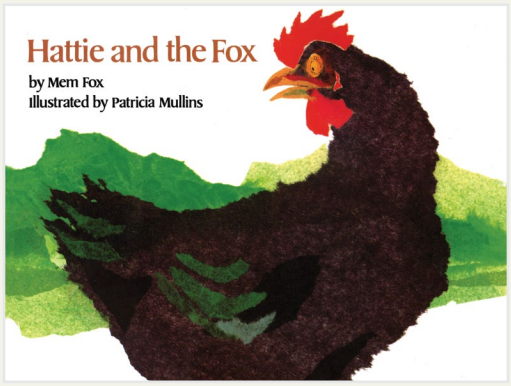
What Sounds Do You Make

Children will brainstorm with the same initial sound. See Resources – Small Group Activities – Literacy.

Masks

Children will create masks and props for Reader's Theater activities. See Resources – Small Group Activities – Art.

Theme 7
DAY 8



Classroom Culture

Continue to promote problem solving by offering choices that promote positive decision making. For example, "You can take turns with the truck or get another one to play with. Which choice would you like to make?"

Today's Tip

Interactive writing is often referred to as "sharing the pen" because both you and the children write some of the letters. Interactive writing can be a tool you use to help reinforce letter formation, letter-sound correspondence and concepts of print.

Intentional Read Aloud

Students will make and confirm predictions about what may happen in a story.

Before

Encourage the students to use the cover and title to predict, or infer, what might happen in the story.

We've read a few books lately about animals that live on the farm. Today, we are going to read a new book that takes place on a farm. This book is called *Hattie and the Fox.* And guess what the author's name is? It's the same as the name of an animal in this book. Yes, the author's name is Mem Fox!

I'm going to show you the cover of the book and open it up wide so you can see the picture on the front cover and back cover at the same time.

Here is Hattie (point to the hen). She is a hen, a female chicken. And here is the fox. Hmmm, do you think fox and Hattie the hen will be friends? Nod your head "yes" or shake your head "no."

I see most of you shaking your head "no." I agree. Foxes and hens are not usually friends.

What do you predict might happen in this story? Flap your arms like a hen (demonstrate) if you want to share your prediction.

Call on a few students to share their predictions about what will happen.

Some of you seem to think the fox is there to cause trouble, and some of you noticed that Hattie looks nervous. One of you said that maybe the fox wants to eat Hattie the hen.

Let's read to find out if our predictions are correct.

During

Give the students an opportunity to predict events in the story using pictures, word clues and their knowledge of animals. Pause on page 5 after reading, "'What next?' said the cow."

Readers, so far Hattie has seen a nose in the bushes. Whose nose could that be?

Invite the children to share ideas about whose nose is in the bushes. However, if they say it's the fox, don't tell them for sure that they are right.

Oh, some of you think that's the fox. What clues made you think that?

The children might say that the book's title tells us there is a fox in the story or that they know what a fox looks like and that's probably his nose. Continue reading and predicting.

What other body parts do you predict she will see next in the bushes? Flap your wings like a hen to share your prediction.

Call on a few students. As soon as the children are fairly sure that fox is in the bushes, ask them to predict what will happen. Read on and look for clues that their predictions happened or didn't happen.

After

Discuss the predictions that were made during the read aloud. Talk about whether those predictions happened or didn't happen. Honor their thinking and avoid using "right" and "wrong" when talking about their predictions.

Readers, you made so many great predictions about what might happen in the story. Let's think about those predictions. Early on, some of you thought that fox was hiding in the bushes. You knew that a fox would be in the book because of the title, and you thought that looked like a fox's nose.

Some of you thought that the fox would attack Hattie the hen. Did that happen? Yes, that prediction ended up happening!

Did fox eat hen like some of us predicted would happen? No, that didn't happen, thanks to cow.

Optional: Continue adding the names of farm animals to the Farm Animals chart you began last week. "Hen" and "goose" are two new animals you may add. Use interactive writing to have individual children write the initial letters of the words to the chart. The other children can "write" the letters on the rug. Then, write the rest of the word.

Songs, Rhymes, and Chants

"Old MacDonald Had a Farm"

Add the following gestures with each animal sound:

When singing about the chickens, use "chicken wing" arms to the ***left side*** for the "'here" phrases to the ***right side*** for the "'there" phrases.

When singing about the cows, cup your hands around your mouth to the ***left side*** for the "here" phrases and again to the ***right side*** for the "there" phrases.

When singing about the pigs, touch your index finger to your nose to the ***left side*** for the "here" phrases and again to the ***right side*** for the "there" phrases.

Sample

Message Time Plus

Students will increase their familiarity with letter-sound relationships.

Theme 7
DAY 8

Before

Say and chant this week's Snap Word using a cheer from the cheer cup. Then, let the children know you've been thinking about the fox from your read aloud book. You would like to give him advice on how to be a good friend in your message today. Also, focus them on the letter "x," which will be highlighted in this lesson.

May I have a volunteer select a cheer from the cheer cup? Ok, let's say, spell and say this week's Snap Word, "go."

Writers, we just learned that fox was not a very good friend to the other animals on the farm. In fact, if fox were here right now, I would say to him, "Fox, you should go to Hen and say sorry." I think I am going to write him a note and let him know what I think.

Also, I want to teach you about the letter "x." "X" is the last letter in the word "fox."

Show magnetic letters for uppercase and lowercase "x."

This is the letter "x." This is the uppercase "X," and this is the lowercase "x." They look the same except that the uppercase "X" is taller. Very few words start with "x," but there are words that end with it, just like "fox" in our story today! When "x" comes at the end of a word, it makes the /ks/ sound.

While I write today, please look for the letter "x." When you see it, make the power "x" sign with your arms crossed. We are going to learn how to read it together.

Write The Message

The message: "Fox, you should go to Hen and say sorry."

Pause before you write the "x" in "fox."

Watch me as I write the last letter in the word "fox." I hear a /ks/ at the end of "fox." "X" is the last letter in the word "fox." First, I make a diagonal line. Then, I make another diagonal line. They cross. There it is – a lowercase "x!" In the word "fox," "x" says /ks/. Now, you try it. Skywrite the letter "x" with me. Make the power "x" sign!

Finish writing the message. Reread the entire message after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point about the letter-sound correspondence for the letter "x." Ask the students to say the letter name and the letter sound. Then, give the students some practice listening for this ending sound.

Writers, today in my message, I wrote the word "fox." It ends with the letter "x."

The letter "x" says the sound /ks/ when it's the very last letter in a word. Let's practice saying the sound of this letter.

Point to the uppercase and lowercase letters in different order at least 3 times, asking the students to identify the sound.

The letter "x" says the /ks/ sound. Say the /ks/ sound with me 3 times.

Now, I'm going to name some words. If you hear the /ks/ sound at the end of the word, make the power "x" sign. Ready?

Say some words and check the students' understanding by looking to see who shows the power "x" sign when "x" is at the end of the word: box, six, look, mix, five, fix.

Let's reread the message one more time.

Materials to Prepare

The magnetic uppercase and lowercase "x"

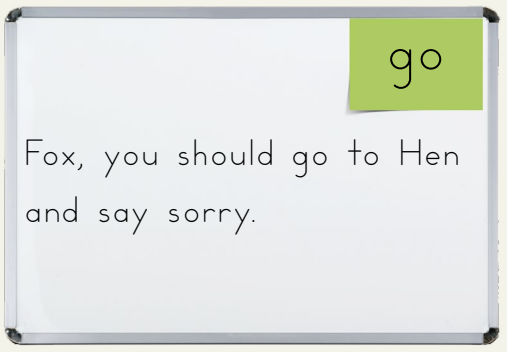
Differentiation

In English, the letter "x" has two possible pronunciations:

- /ks/ sound, as in "box" and
- /gs/sound, as in "exact."

When the letter "x" comes at the beginning of the word, it makes the /z/ sound. Some of the students may be ready to be introduced to all of these sounds.

MTP Message



Sample

Related Activities

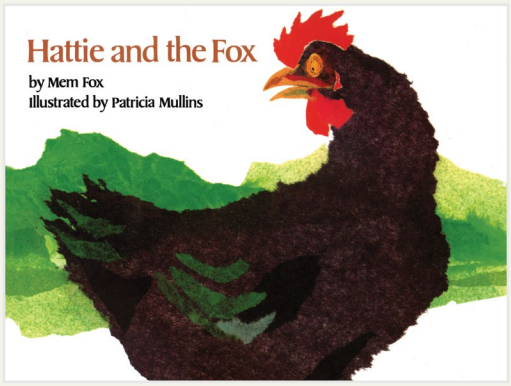
Writing About Our Reading

In the writing center, encourage the children to draw a picture about their favorite part of the read aloud. Encourage them to add words like "fox" or "hen" by placing the book and some word cards in the center with them.

Big and Little Barns

Children will sort farm animals by size (big or little). See Resources – Small Group Activities – Math.

Theme 7
DAY 9



Materials to Prepare

A broken pencil

Classroom Culture

Have fun developing the students' understanding of cause and effect by posing silly and serious "what if" scenarios during a whole group meeting or circle time.

- "What if…a pig was living in our library area?"
- "What if…there was only one ball at outdoor play time and everyone wanted to play with it at once?"

Encourage the children to think of what would happen if each statement were true, as well as what they could do to solve the problem.

Today's Tip

Bring books to life for the children by using memorable phrases from books throughout the day! For example:

- Use the phrase "Goodness gracious me," just like Hattie did whenever you see something surprising in the class.
- At nap time you might whisper a line from *Big Red Barn*, "The hens were sleeping on their nests. Even the roosters took a rest."

Intentional Read Aloud

Students will make connections between what happens in a text and what came before (cause and effect).

Before

Consider using concrete examples to demonstrate cause and effect, the relationship between an action and what happened before. As the students observe and participate in causing something to happen, they connect this understanding to naming cause and effect events in a text.

Readers, look what happened to my favorite pencil. (Show your broken pencil.) It broke. If I didn't tell you how it broke, what would you guess happened to cause it to break?

Call on a few students to share ideas about what might have caused the pencil to break.

Those are all good ideas. Sometimes one thing happens, and it causes another thing to happen. Sometimes if you step on a pencil, that can make it break.

This happens in the books that we read, as well. Something happens, and that makes something else happen. Let's revisit *Hattie and the Fox* and see if we can figure out what caused some things to happen.

During

Engage the students in rereading the story. Encourage them to change their voices to match the emotions of the characters. Stop and discuss a few key events and ask the students to name what came before to cause the outcome.

Stop after one of the times Hattie says, "Goodness gracious me."

Readers, what happened that made Hattie say, "Goodness gracious me." Flap your wings like a hen if you want to share your ideas. (For example, "She saw a nose in the bushes" or "She saw the fox in the bushes.")

Stop after reading, "And she flew very quickly into a nearby tree."

Readers, what caused Hattie to fly away? Flap your wings like a hen if you want to share your ideas. (For example, "The fox tried to catch her" or "She was trying to get away from the fox.")

Stop after reading, "…the fox was frightened and ran away."

Readers, what happened that made the fox run away? Flap your wings like a hen if you want to share your ideas. (For example, "The cow said 'Moo' and scared the fox.")

After

Give the students an opportunity to discuss their thoughts and feelings about the story events and what caused them. Help them think of different ways things could have ended up in the story if some things happened differently.

What finally happened to make the other animals listen to Hattie the hen?

Invite the children to share their thoughts. (For example, "She yelled, 'It's a fox!'")

It took a long time for the other animals to pay attention to what Hattie was saying. What do you think Hattie could have done differently to cause the animals to pay attention to what she was saying? Turn and talk with a partner, and then we'll share.

If the children are finding this question difficult, you might ask them to imagine themselves in a similar situation.

What would you do if you were warning your family about something dangerous, and they didn't seem to be listening?

Note: for additional support, you might guide the children to think about what could have caused a different outcome.

What do you think Hattie the hen should have said to the other animals to let them know she saw something in the bushes that was worrying her?

Songs, Rhymes, and Chants

"Old MacDonald Had a Farm"

Practice with gestures again. You can divide the class into two groups, for example hens and roosters. Have the groups take turns singing stanzas.

Sample

Message Time Plus

Students will recognize initial sounds.

Theme 7

DAY 9

Before

Say and chant this week's Snap Word using a cheer from the cheer cup. Then, let the students know you are going to be writing about foxes and hens in your message today. Encourage them to listen to the initial sound in each word.

May I have a volunteer to select one of our cheers from the cheer cup? Ok, let's practice our word so we know it right away, in a "snap." Let's say, spell and say this week's Snap Word, "go."

When we think about animals that live on a farm, we realize that most of the animals are friends. There is one animal that is not friendly – the fox! Foxes are predators. They catch other animals and eat them so they can stay alive. Foxes and hens, for example, are not friends. Foxes like to eat hens. Today, I am going to write about that in my message.

But before I do, let's just practice some important beginning sounds.

Repeat after me: /f/, fox, "f." Repeat after me: /h/, hen, "h."

Look for those letters in the message today.

Write The Message

The message: "Foxes eat hens to stay alive."

Before you write the "f" in fox, emphasize the letter-sound correspondence.

I'm about to write the word "fox" I hear the /f/ sound in the beginning of the word. I know the /f/ sound is made by the letter "f" Everyone, let's make the /f/ sound.

Repeat with "h" in the word "hens" and "s" in the word "stay."

Reread the entire sentence with the group after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point about recognizing initial sounds. Ask the students to listen for the words that began with the /f/ sound and the /h/ sound. Then, sort pictures of words that begin with these two sounds.

Writers, today in my message, I wrote words beginning with the /f/ and /h/ sounds. What words did I write that began with the /f/ sound? I will read my message again so you can hear those words. Make fox ears like this (demonstrate) to share the words you heard that began with the /f/ sound.

Call on a few students.

Yes, "fox" and "friends" both begin with the /f/ sound.

Now, let's listen for the word I wrote that began with the /h/ sound. Flap your wings like a hen to share the word you heard that began with the /h/ sound.

Call on a few students.

Yes, "hen" begins with the /h/ sound.

Now, let's sort some pictures. If I show you a picture that begins with the /f/ sound, make the fox ears. If I show you a picture that begins with the /h/ sound, flap your wings like a hen. Let's practice.

Show some pictures and sort accordingly.

Great work! Now let's reread the entire message again.

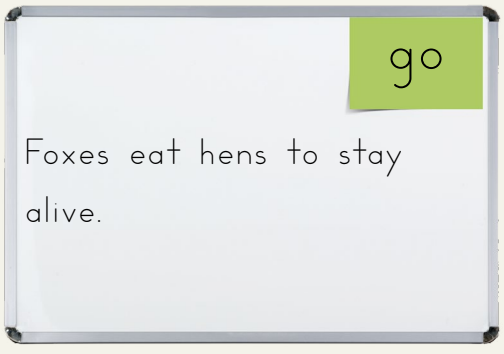
Assessment

Place 3 pairs of rhyming picture cards on a table (6 cards total). Have the student name the pictures and match them up according to the rhyme. You can use the Reproducibles from the Theme 2 guide for this activity.

Materials to Prepare

Picture cards from the Blueprint Curriculum Guide of words that begin with the /h/ sound and the /f/ sound

MTP Message



Sample

Related Activities

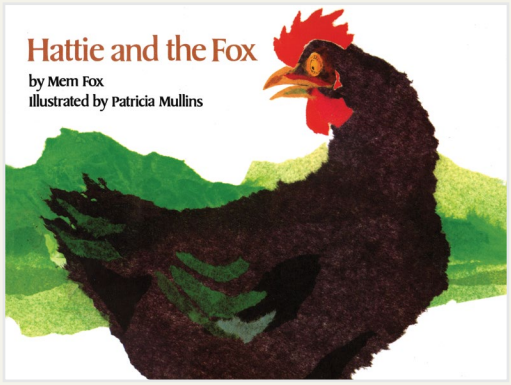
Class Mural

Promote peer collaboration on writing projects in the science center by allowing the students to add illustrations and labels to a class mural representing farm life.

Animal Sound Bingo t

Children will play bingo to associate animals with their sounds. See Resources – Small Group Activities – Literacy.

Theme 7
DAY 10



Materials to Prepare

A stick puppet with each character from ***Hattie and the Fox*** on the front and their repeating line on the back for the Reader's Theater.

Classroom Culture

Remind the students to be polite audience members to look, listen, take turns and clap for one another when the performance is over.

Today's Tip

When planning a Reader's Theater activity, create simple props and simple masks or costumes. These small items will help set the stage for the students' enjoyment and performance.

Intentional Read Aloud

Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.

Before

Pass out the Reader's Theater props and describe the activity. Several students will have a prop, and when it is their turn to speak, they will read their character's line.

Today, we are going to have a Reader's Theater. This is when some of you will be actors and actresses while we read. You will pretend to be one of the characters in the book.

I am going to give out a prop that has a character on the front. Here is the hen. See her picture on the front? In this story, she often says, "Goodness gracious me!" Those words are on the back of the picture. See? There they are.

Point to the words.

Who would like to pretend to be the hen today?

Invite one of the students to be the goose. Have them stand in the front of the room. Pass out all the props. Then, let the other students know they have an important role, as well. They are going to be the audience! The audience must listen and clap at the end!

Now that we have cast all of our story's characters, let the story begin!

During

Read the story and help the "actors" participate. Point to the actors when it is their turn so they know when to say their line.

Who will introduce our Readers Theater? We need someone to announce to the audience, "This is the story of *Hattie and the Fox*."

Choose a child to announce the play or announce it yourself to model this for the group. You might even decide to introduce each character.

Read the story and cue the children to say their lines as you come to their parts. Depending on the child, you might coach them on saying their repeated line with expression and a voice that they imagine for their character.

After

Praise the students for their efforts. Ask the students to discuss what they enjoyed about the retelling. Have them turn and talk with a partner to name their favorite part.

Turn and talk to your partner about what character you pretended to be today. Remember the audience was a part, too.

Ask follow-up questions to prompt a discussion with the children.

- What part do you want to play next time?
- What did you enjoy about our little show today?
- What was your favorite part of the show?

I am going to put these props in the library center, and you can retell the story yourself or with a friend at center time.

Songs, Rhymes, and Chants

"Old MacDonald Had a Farm"

Sing with the whole group. Invite individual students or pairs to sing in front of the group and use gestures.

For an additional activity with the song, make puppets of the animals and use them as you sing. Have the students decorate a picture of each animal on a craft stick. Then use these puppets during the song.

Sample

Message Time Plus

Students will show understanding of common story elements (character, setting, and plot).

Before

Review this week's Snap Word using a cheer from the cheer cup.

May I have a volunteer to select a cheer from the cheer cup? Ok, let's say, spell and say this week's Snap Word, "go." I think if we practice it again today, we'll know it in a snap, and we can add it to our Word Wall.

Let the students know you will be writing about your favorite character from one of the stories you read today. Remind them that characters are the people or animals in their stories.

We are reading many books that have characters in them. Characters are the people or animals in the books we read. My favorite character in the book *Hattie and the Fox* is the cow because he can go and scare the fox away. I am going to write about her today in my message.

Write The Message

The message: "The cow can go and scare the fox away."

Prompt the children to try and read the high-frequency words, or Snap Words, as soon as they see them in your message.

Before you write both the words "go," point out that you are writing a Snap Word that the children should be able to read quickly.

I'm about to write the next word in my message. It is a Snap Word, so I am going to write it and see if you can read it in a snap. (Write the word "go.") What is that word? Repeat with the word "the."

Continue writing until you've finished your sentence. Then lead the class in reading it together.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point that characters are the people or animals in the books we read. Ask the students to name their favorite character from the book, as well.

In my message, I wrote about the cow. She is my favorite character in the book *Hattie and the Fox*. What is a "character?" Turn and tell your partner.

Invite a few children to share.

Yes, characters are the people or animals in our stories. Who was your favorite character in the book? Flap your wings to share.

Let's reread the message together.

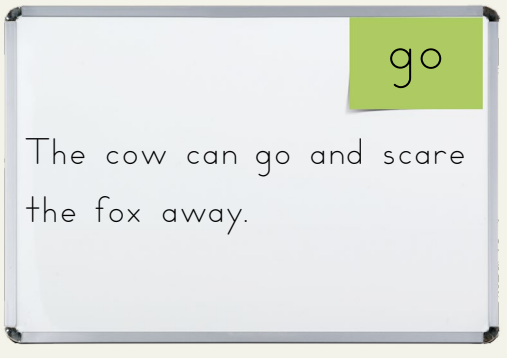
Move this week's Snap Word from above the message board to the Word Wall. Emphasize how the children might use the word in the future.

This week's Snap Word was the word "go." We worked hard to learn how to spell "go." And when we see the letters "g-o," we can read them and know that they spell "go." It's time to put it on our Word Wall. Let's move it under the letter "g." Now, whenever we need to spell this word, we can look at the Word Wall under the letter "g" and find it. We can also practice reading it any time we choose to!

Family Tip

Suggest that families play "what-if" scenarios with their children in order to build their problem solving abilities. They can choose events that happen around the house, such as "**What** might happen **if** you leave your toy on the step?" or "**What** could happen **if** you were to clean up your room the first time you're asked?"

MTP Message



Sample

Related Activities

Temporal Words

Place simple 2- 3-step recipe cards (with words and pictures) in the dramatic play center and encourage the students to use temporal words (first, next, then, last) to pretend to cook.

Silly –ick Words

Children will create new words in the "-ick" word family. See Resources – Small Group Activities – Literacy.

What's My Line?

Children will read from short scripts and act out stories using props, bringing books to life and making reading fun. Learn more about using the Reader's Theater to promote oral language and comprehension by reading *What's My Line* in the Resources section.

WEEKLY TIP — Remember to use your Word Wall as an interactive tool. Each week, lead the children in reading the high-frequency words (or “Snap Words”) that they’ve learned so far. You might lead them in reading all the words in the order they appear or in reading the words written on pink index cards and then all the words written on yellow cards, etc.

sample

Week Three At a Glance

Skills & Concepts for the Week

Students will compare some common Farm Folktales and be introduced to the way that different versions add to our understanding and enjoyment of the purpose of these stories.

Students will:

- Make and confirm predictions about what may happen in a story.
- Choral read refrains, repeated sentences and phrases while participating in oral reading.
- Explore characters and settings.
- Compare two versions of several stories.
- Increase familiarity with common letter-sound relationships.
- Work on onset and rime.
- Develop their vocabulary of action words.
- Begin to orally segment onsets and rimes, identify the beginning sound and letter.

Oral Language Development

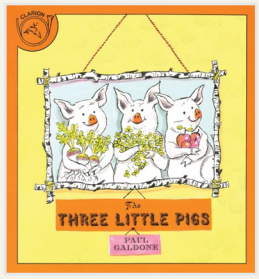
Guiding Questions & Conversation Starters

- Have you ever built something using sticks? What was it?
- What buildings do you know that are made out of brick?
- Have you ever helped someone?
- Do you ever build anything with your brothers or sisters?
- If you could build any kind of house, what would it look like?
- Who would you want to live with you if you could have anyone live with you?

Vocabulary to Highlight

- **Furious** – Someone who is furious is more than just angry. They are extremely angry.
- **Fortune** – A fortune is a lot of money; you might have a fortune if you have a million dollars!
- **Somewhat** – Somewhat means a little, not a lot.
- **Reluctantly** – Reluctantly means you are doing something you don't really want to do; sometimes when you have to get a shot at the doctor's office, you do it reluctantly.
- **Wrecked** – If something is wrecked, it is destroyed; when a building is destroyed, you can say it is wrecked.

Books for the Week



Supplemental Small Group & Center Activities

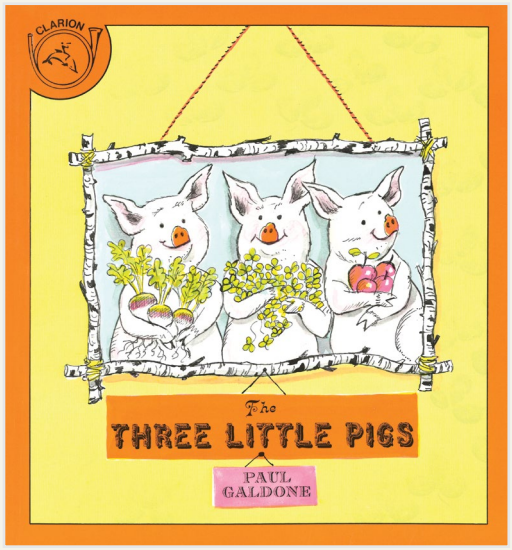
Activity	Content Area	Format
Build a House	Art	Small Group
A Visit from the Big Bad Wolf	Literacy	Small Group
Folk Stories	Literacy	Small Group
Huff and Puff	Science	Small Group
Pig Wolf Patterns	Math	Small Group
Piggie Collage	Art	Centers
Feed the Hungry Hen	Literacy	Centers
Build a Barn	Math	Small Group

Songs & Rhymes

"This Little Piggy"

Sample

Theme 7
DAY 11



Note

This original retelling is somewhat long. It is suggested you only read half of the book today.

Materials to Prepare

Create a story map, with these headings:

Title & Author	
Characters	
Beginning	
Middle	
End	

You can create stick puppets of the three pigs and the wolf for the students to use when they see that character appear during the story. The children will enjoy retelling the story with props at center time.

Classroom Culture

In the classroom, you might hear the questions "why?" and "how?" with great frequency, as preschoolers are curious and want to know everything! To spark their natural curiosity and interest in the world around them, rearrange familiar items in a new way.

Today's Tip

A folktale is a popular story that was passed on in spoken form, from one generation to the next. Usually the author is unknown, and there are often many versions of the tale. Folktales comprise fables, fairy tales, old legends and even urban legends. Some tales may have been based on a partial truth that has been lost or hidden over time.

Intentional Read Aloud

Students will make and confirm predictions about what may happen in the story.

Before

Introduce the book by asking the students if they are familiar with the tale. Describe what a folktale is and tell the students today they will make predictions. Volunteers can hold the stick puppets for engagement.

Readers, this week we are going to read the story of the *Three Little Pigs.* If you know this story, give me a thumbs up.

This is a popular story. In fact, it's called a folktale because folktales are stories that have been told and retold many times. In fact, I bet your parents and grandparents heard this story when they were little.

As we read, we are going to stop and make predictions to see if we can guess what is going to happen next. If you know this story or if you don't, you can use what you know to make good predictions.

During

Model your thinking as you make predictions. Pause when you turn the page and see the wolf for the first time.

Readers, oh no! I see a wolf on this page, and do you know what? Last week, we read a book called *Hattie and the Fox*. In that book, the fox tried to eat Hattie and the other farm animals. I think this wolf is just like that fox. I think he will try to eat that pig! Thumbs up if you think so, too!

Let's keep reading. I want to see if what I think could happen actually does happen.

Engage the students while you read by asking for their predictions and encourage the students to join in on reading the repeating lines. After the wolf eats the first pig, share that your prediction was correct.

What a terrible tragedy! I knew it! I just knew that wolf was going to eat the pig. What do you predict will happen next? Gently pull on your chinny-chin chins if you want to share.

Call on a few students.

Let's keep reading to see if your predictions are correct.

After the second pig gets eaten, pause to talk about the children's predictions. Were they correct? Then, ask them to make another prediction. What will happen to the third pig?

Read to the end of the page where the wolf tries to blow the third pig's house down. It reads: "But he could not blow the house in." Close the book for today. Again, ask the children about their predictions. Were they correct?

After

Review the students' understanding of who the characters in the story were and how they acted.

This is a good place to stop reading. Since the wolf can't blow down the brick house, I wonder what he will think of next! What do you predict the wolf or the little pig will do next? Turn and talk with your partner, and then we'll share.

Ask a few children to share their predictions.

Great! We have some predictions about what we think will happen next.

The next time we read this book together, we will find out what actually does happen.

Optional: Complete part of the story map. You can use a photocopy of the book cover for the title/author box. Ask the children who the main characters were and write their names in the appropriate row.

Songs, Rhymes, and Chants

"This Little Piggy"

Read the poem aloud for children one time to let them hear the word as you read it again. Then, start over and engage children in echoing you singing.

Teacher: This little piggy went to market.
Students: This little piggy went to market.

Teacher: This little piggy stayed home.
Students: This little piggy stayed home.

Teacher: This little piggy had roast beef.
Students: This little piggy had roast beef.

Teacher: This little piggy had none.
Students: This little piggy had none.

Teacher: This little piggy cried "wee, wee, wee" all the way home.
Students: This little piggy cried "wee, wee, wee" all the way home.

Sample

Message Time Plus

Students will recognize some high-frequency words.

Theme 7
DAY 11

Before

Remind the students that there are words, just like their names, that they should recognize every time they see them.

At the beginning of every week, we like to learn one important Snap Word. These are words we want to be able to read in a snap. Every time you see them in a book or in a poem or on a sign, you will be able to recognize and read them. Today, I am going to teach you one new word that you can learn how to read in a snap!

Introduce the word card "you." Point to and say the word, "you."

Let me post this word at the top of our message board so we can remember what it looks like. "You" is another person you are talking to. "You" are 4 years old. "You" are smart! "You" are my friend!

Ask the children to use the word "you" when speaking with a partner.

Turn to your partner and give them a compliment. Say something nice about them. Say, "You are…."

Practice the Snap Word.

Let's use a new cheer, the jump rope cheer, to learn how to spell this word.

Stand up for this cheer. Turn a pretend jump rope with one little jump for the letter. Then, turn a pretend jump rope once with a BIG jump for the word. Let's practice.

Say "you." Now, let's spell the word – "y" (a little jump), "o" (a little jump), "u" (a little jump). Say the word again and give a BIG jump – "you!" (BIG jump).

Now, I am going to write a message about something that I like. Writers do that all the time! They write about things they like. One thing I really like is when you join in and read with me, like you did earlier when you read, "I'll huff, and I'll puff, and I'll blow your house down." That was so much fun! As I write, be sure to look for our new Snap Word, "you."

Write The Message

The message: "I like when you read with me."

When it's time to write the high-frequency word you just introduced, point to the word card before and after you write it to reinforce the connection between the Snap Word on the index card and the use of the word in your writing.

I just wrote the word "you." Look, there it is on our index card, and there it is in the message.

Let's reread this sentence again.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the high-frequency words and emphasize the importance of knowing how to read and write some words in a snap.

Now, I want everyone to be detectives and find the word "you." Put on your I Spy Goggles and read the message again to find the word "you." I'm going to ask someone to come up and point to the word. Great! Let's all use the jump rope cheer to spell "you."

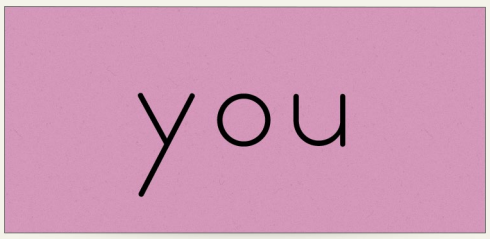
Reread the sentence one more time.

Family Tip

Remind families that they shouldn't hesitate to keep you informed about events at home that may affect their children. Is one of you going away on a trip? Did Grandma move in with you? Is a new baby on the way? Did your child have a sleepless night for some reason? The more you know, the easier it will be to offer support.

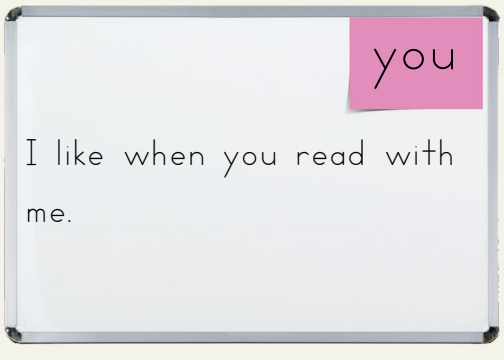
Materials to Prepare

One index card with the word "you" written on it and taped the top of your Message Time board



The jump rope cheer card from the Blueprint Resource Box

MTP Message



Related Activities

Little _ig, Let me _in – Blueprint Application

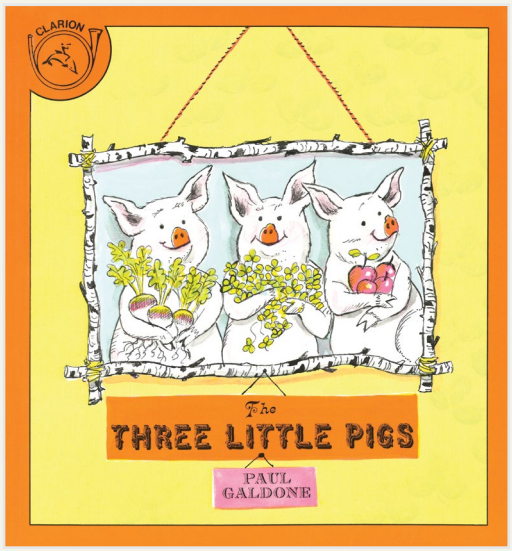
The children will develop their phonological awareness as they compare and contrast the ending sounds in words.

A Visit from the Big, Bad Wolf

Children will write their version of the Three Little Pigs. See Resources – Small Group Activities – Literacy.

Sample

Theme 7
DAY 12



Materials to Prepare

Use the story map you created yesterday.

Classroom Culture

Choose a method to regain the students' attention and call them back after talking with their partners during turn and talk. One option is for you to say, "One, two, three, eyes on me!" The children then respond, as they are turning their bodies to face you, "One, two, eyes on you!" Take the time to teach this and practice it with the children so that turn and talk can be done with ease. Keep your language consistent and stick with one "call back" for a few weeks at least in order to avoid confusion.

Today's Tip

Sometimes, you may want a choral or group response to a question. Saying "Everyone?" after asking a question can act as your signal to the children that they can call the answer out together without raising their hands.

Intentional Read Aloud

Students will show an understanding of basic story elements, including character, plot and setting.

Before

Briefly summarize the events from the part of the story you read yesterday. Begin to talk with the children about character traits, focusing on what the character is like or how the character usually acts.

Hello, little piggies! Yesterday, we read half of a classic folktale, *The Three Little Pigs*. Let's think back to what happened in the story. First, Mama Pig asked her three little pigs to leave home and find their fortune because she didn't have enough money to feed them. What did the first little pig do then? Pull on your chinny-chin-chins to share!

Call on a student.

Yes, he built a house out of straw! And who came along and blew the house down? Everyone?

Yes, the big bad wolf! He ate the first little pig up. Raise a hand to tell us what happened next.

Continue to review the events until you get to the point where the wolf is unable to blow down the third little pig's house. Ask the children to think about the pig's character traits.

The third little pig built a house that the wolf could not blow down. It seems to me that building a house made of bricks was a good idea. What does that tell us about the third little pig?

Call 1 to 2 children. If they don't arrive at the idea that he is smart or intelligent, then model your own thinking about his character trait.

I'm thinking the little pig was a really smart or intelligent pig to have chosen bricks to build with. Bricks are strong and last a long time. Do you agree that he seems smart?

Let the students know that today they will be focusing on the third little pig's character trait – intelligence!

Let's finish reading this folktale and listen for other ways that the third little pig shows he is smart. If you hear a part where you think he is acting smart, you can pull on your chinny-chin-chins, just like this. That way, I'll know you have an idea to share.

During

Highlight places where the character's trait of intelligence is seen in his actions. Pause after reading, "I got a nice potful of turnips for my dinner."

That third little pig is so smart. The wolf told him he would meet him at 6 o'clock in the morning so he could eat him up. And what did the little pig do that shows us he is intelligent, or really smart? Instead of meeting the wolf at 6 o'clock, the little pig went to the farm earlier, got the turnips and ran home before the wolf even came to get him!

Here are other good places to stop and talk about how the pig outsmarts the wolf:

- When the pig throws an apple far away for the wolf to chase.
- When the pig jumps into the butter churn and rolls down the hill to escape.
- When the pig catches the wolf in a pot of water.

After

Recap all the places where the pig acted in a smart way.

Thumbs up if you are surprised that the little pig ate the wolf! It appears that the third little pig was surely a smart creature. He tricked the wolf over and over again.

Little pig was smart when he woke up early and went to collect turnips without wolf. He was smart when he threw an apple far away for wolf to chase while he escaped… (continue with other examples).

Optional: Complete the rest of the story map with the children's help.

- **Beginning - The Three Little Pigs left home to find their fortune, and they each build a home.**
- **Middle - The wolf ate two of the pigs but was outsmarted by the third pig.**
- **End - The third little pig trapped the wolf in a pot of boiling water and ate him up!**

Songs, Rhymes, and Chants

"This Little Piggy"

Recite the nursery rhyme with the children echoing you after you read each line.

Sample

Message Time Plus

Students will distinguish shades of meaning among common adjectives that share the same general characteristics.

Theme 7
DAY 12

Before

Review this week's Snap Words using the cheer of the week.

Let's do our jump rope cheer to practice spelling this week's Snap Word, "you."

Explain that your message today will be about how the little pig made the wolf furious. Help the children learn that "furious" and "angry" are similar feelings, but furious means someone is very angry.

Readers, we just finished reading this classic version of the folktale *The Three Little Pigs.* In the second half of the book, the third little pig made the wolf angry, but not just a little angry. That wolf was furious! Someone who is furious is more than just angry. They are extremely angry! Let's make an angry face. Now, let's make a furious face! That's so much angrier. When I'm furious, I feel like I can blow steam out of my nose!

In my message today, I want to ask you if you have ever felt furious! Look for the word "furious" in my message today.

Write The Message

The message: "Have you ever felt furious?"

Help the children predict that you are writing the word "furious" by signaling them when you are writing it.

I just wrote the letter "f." Can you predict what word I am going to write? It means really angry.

Reread the message after it's been written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point that words that describe feelings may have slightly different meanings. Then, offer a few examples so the students can see how these might be applied.

In today's message, I used a special vocabulary word that means super angry. Let me read my message to you one more time. When you hear that word, pull on your chinny-chin chins.

Read the message and observe the students' response.

What was the word? Everyone? Yes, furious.

Give examples to help the children learn how to distinguish "angry" from "furious."

Let's think more about the word "furious" so that we really understand what that word means. I am going to tell you a quick story. I want you to tell me if you think I might get angry (make an angry face) or furious and super-super angry (make a furious face).

Here are some examples you might use.

- I stubbed my toe one time. ("angry")
- I stubbed my toe ten times in a row. ("furious")
- My sister took my spoon at breakfast. ("angry")
- My sister took my favorite toy and hid it from me! ("furious")

Reread the sentence one more time.

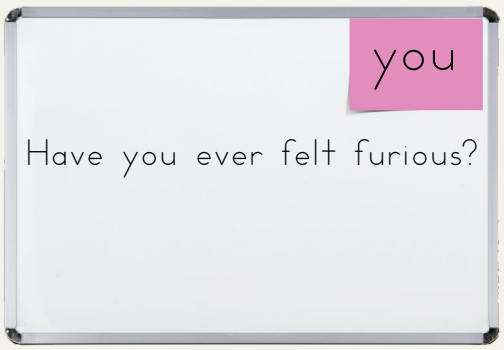
ELL Tip

To develop oral language, have the children talk about what they are drawing and writing to you and their peers. Drawing is particularly important for language learners, as it can support both their ability to express an idea and your ability to successfully understand it. It also provides an opportunity for you to extend the students' learning by modeling the English language necessary to express some of the ideas the children may have represented in print.

Vocabulary

Furious – Someone who is furious is more than just angry. They are extremely angry.

MTP Message



Sample

Related Activities

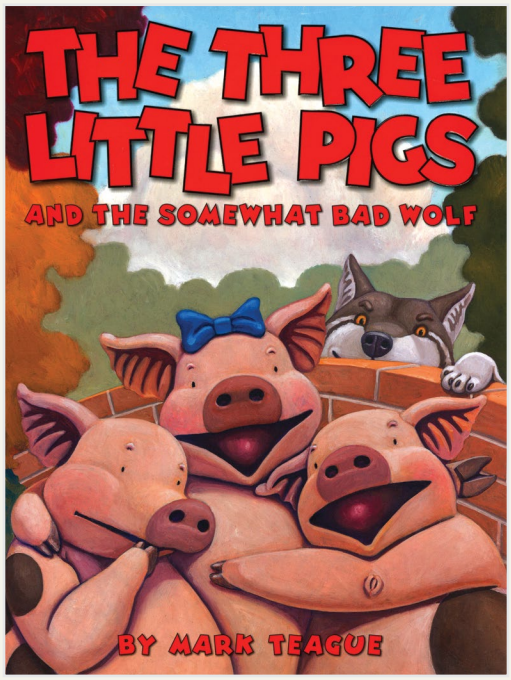
Build a House

Children will use craft sticks to build their own house for the pigs. See Resources – Small Group Activities – Art.

Pig Wolf Patterns

Children will recognize and create simple patterns. See Resources – Small Group Activities – Math.

Theme 7
DAY 13



Note

It is suggested you read this book over the course of two days since it is long.

Materials to Prepare

Your copy of *The Three Little Pigs* by Paul Galdone should be on display in the lesson area so you can easily compare it with this version of the story.

Create stick puppets of the three pigs and the wolf for the students to hold up whenever their character is mentioned in the story.

Classroom Culture

Just as the three little pigs built their houses with their hands, young children need sensory experiences to discover and learn. Hands-on activities are essential to their discovery, creativity and learning. Encourage play with blocks, clay, water and other items.

Today's Tip

When comparing different versions of a story, turn to the pages in both books to illustrate the similarities and differences and make the comparisons more concrete and manageable as the children share their ideas. For example, show the page from each book that shows the three pigs leaving their home, which is a similarity in both versions. In one version they all walked, which was different from the other version where they had a scooter, bike and wheelbarrow.

Intentional Read Aloud

Students will compare and contrast the similarities and differences within a text and across texts.

Before

Introduce this new version of the folktale *The Three Little Pigs*. Ask the children to notice things that are different about this version and the Paul Galdone version read recently.

Readers, we have been reading the classic version of the folktale, *The Three Little Pigs*. People love this story so much that they have even written their own versions of it. Sometimes they even change parts of the story. Today, we are going to read one of these changed versions of the story called *Three Little Pigs and the Somewhat Bad Wolf* by Mark Teague. While I read, I bet you'll notice some things that are different. Let's talk about what you notice as we read today.

When you notice something that is different from the version we read earlier, use both of your hands like this (demonstrate) to give me a time out signal like referees do in a sports game. Then I'll know you want to take time out to share your idea with us.

During

Model how you are looking and thinking carefully about the differences between the two versions. Stop on the page after the title page where pigs are playing soccer on a farm.

Readers, I see a barn and a silo where a farmer stores grain. I think that in this story the pigs live on a farm, not in the country like they did in the classic version.

Read the first page of text, where the pigs are in their pen.

In this version, the pigs need to leave because the farmer is moving! That's different. In the other book we read, they left because their mother had no money to take care of them. Let's keep reading to look for what is different.

Stop frequently to ask the children, "What's different?"

Elements that are different include:

- **The first little pig loves potato chips; the second loves sody-pop; and the third is a girl who seems to make healthier food choices.**
- **The first and second little pig watch the third little pig build her house.**
- **The wolf walks through a town and can't find any food, so he's in a bad mood.**

Stop reading when it states, "He left in a VERY bad mood."

After

Continue the discussion about what was the same and different in the two versions. Consider referring to the story map you created for the Paul Galdone version. Then, ask the children to make predictions about what might come next.

Readers, what else did you notice was the same or different?

Call on a few students. Turn to the pages in both books to illustrate the similarities and differences as the children share.

In the last version we read, the wolf blows down the houses of the first and second pigs, and he eats them! Then, the third little pig outsmarts the wolf and ends up eating him. Will the ending of this book be the same or different? Share your predictions with your partner, and then we'll share with the group.

Songs, Rhymes, and Chants

"This Little Piggy"

Recite the nursery rhyme and add gestures to make it a finger play.

This little piggy went to market. (Use one hand to hold and wiggle the thumb of the other hand.)

This little piggy stayed home. (Use one hand to hold and wiggle the index finger of the other hand.)

This little piggy had roast beef. (Use one hand to hold and wiggle the middle finger of the other hand.)

This little piggy had none. (Use one hand to hold and wiggle the ring finger of the other hand.)

This little piggy cried "wee, wee, wee" all the way home. (Use one hand to hold and wiggle the pinky finger of the other hand and then tickle the palm.)

Sample

Message Time Plus

Students will orally segment and blend onsets and rime.

Theme 7

DAY 13

Before

Review this week's Snap Word using the cheer of the week.

Let's do our jump rope cheer to practice spelling this week's snap word, "you."

Then, let the students know the topic of your message will be about the second little pig's love of sody-pop. To make the students aware of what they hear at the beginning of a word, focus the students on how to decide what letter to write to begin each word. This is an ongoing process and a very important stage in the development of literacy skills.

I am having so much fun reading this new version of *The Three Little Pigs.* One thing that struck me as funny was how much the second pig likes soda, and he calls it sody-pop. I have never read a book where a pig drinks sody-pop! I have to write about that today because it is so funny and unusual.

Also, when you see me start to write on the board, I have to listen very carefully to what I say so I can choose the right letter to begin! If I want to write "pig," you will hear me saying /p/, /p/, /p/, and then I'll write the letter that stands for that sound, the letter "p." After that beginning sound, I try to stretch the rest of the word /-ig/ so that I can hear the sound in it. Watch closely as I do this.

Write The Message

The message: "The second pig likes sody pop. Do you?"

Before you write the word "pig," emphasize the onset and the rime by separating, or segmenting, the word into /p/ and /ig/ as you are sounding them out.

"Pig," /p/, /ig/. Let me try that again. "Pig," /p/, /ig/. Listening to the first sound and then stretching the rest of the sounds helps me write the word "pig."

Repeat this process for other single-syllable words in your message such as "likes" and "pop."

Lead the children in reading each sentence after you've written it. Reread the entire message at the end.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point that we can separate and blend the first sound in a word and the sounds that come after that. Practice this with the children using familiar words.

We are learning that sometimes it's easier to read and write a word if you can separate the first sound from the rest of the word. For example, I really listened closely to the first sound in "pig," /p/, and then I stretched out the rest of the word.

Let's practice that. Make a clap for the first sound and then stretch out the rest of the sounds you hear while stretching out your arms.

Pig

- Clap when you say /p/.
- Stretch out your arms while you stretch out the /ig/ sound.

Likes

- Clap when you say /l/.
- Stretch out your arms while you stretch out the /ikes/ sound.

Pop

- Clap when you say /p/.
- Stretch out your arms while you stretch out the /op/ sound.

Reread the message one more time.

Sample

Differentiation

The children may be more inclined to notice what is different between two objects or two stories than to notice what is similar. Offer more support while pointing out similarities.

Onset and Rime

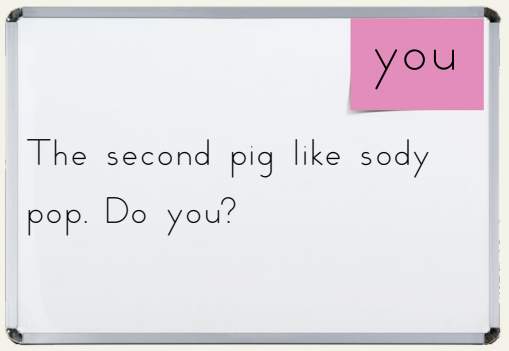
The onset is the part of the word that comes before the vowel (not all words have onsets).

The rime is the vowel and everything that follows it.

Examples:

word	onset	rime
I	-	I
it	-	it
sit	s	it
spit	sp	it
pie	p	ie

MTP Message



Related Activities

Feed the Hungry Hen

Children will practice identifying initial sounds. See Resources – Center Activities – Literacy.

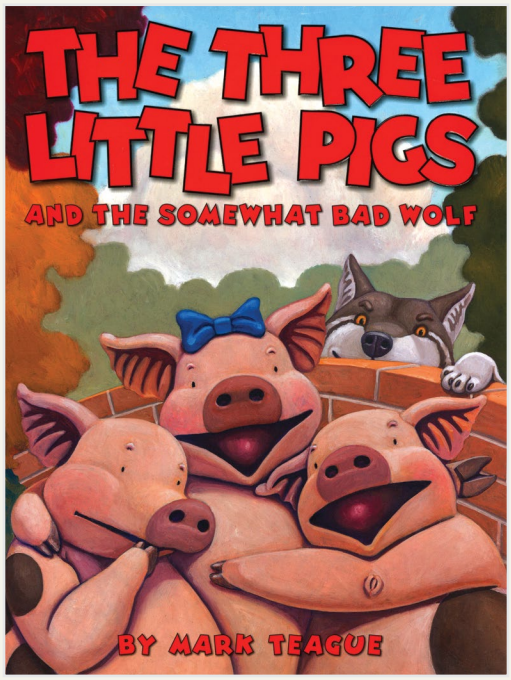
Huff and Puff

Children will blow, or huff and puff, on light objects to see if they can move them to explore properties of air. See Resources – Small Group Activities – Science.

Build a Barn

Children will build barns using geometric shapes. See Resources – Small Group Activities – Math.

Theme 7
DAY 14



Materials to Prepare

Your copy of *The Three Little Pigs* by Paul Galdone should be on display in the lesson area so you can easily compare it with this version of the story.

Have the stick puppets of the three pigs and the wolf available for the students to use during the story.

Classroom Culture

Behavior is often needs-based. Some children need more attention than other children. They distract you and the class to take center stage by pulling on you, calling your name, etc. They NEED attention for validation and to feel important. For these students, give them positive attention. Intentionally praise them and give them tasks they'll be successful at so you can praise them. Be intentional or you will feel frustrated! Set yourself up to do this positively.

Today's Tip

It is important to plan your stopping points in a read aloud, but be mindful of the children's needs and responses. If they are truly engaged and need to talk, make time for them to do so. Be flexible with the implementation of your lesson and always consider teachable moments.

Intentional Read Aloud

Students will compare and contrast the similarities and differences within a text and across texts.

Before

Today, you will be reading the second half of the book. Summarize some of the differences between texts that were discussed yesterday. Continue to encourage the children to notice things that are different about these two versions. Volunteers can hold the stick puppets to keep them engaged by listening for their character to be mentioned.

Readers, we had so much fun noticing all the differences between the original *Three Little Pigs* and this newer version, *The Three Little Pigs and the Somewhat Bad Wolf.* We noticed that the characters in both books were the same – there are three little pigs, but the third little pig is now a girl. We also noticed that the pigs lived on a farm with a farmer, not their mother. They also ate potato chips and drank sody pop.

Today, let's think about how the rest of the book will be different. Will the third little pig trick the wolf and eat him like the pig did in the other book? Let's read to find out.

During

On almost every page there are opportunities to notice differences between the two versions of this tale. Stop often and ask, "What's different?" Model your thinking and then support the children in identifying the differences.

After reading about how the first pig escapes on a scooter, stop to think aloud.

What's different? Well, he seems like he surprised himself because he had never done that before, and the first little pig escapes on a scooter. The wolf doesn't eat him like he did in the other book. That's different from the other book.

Let's keep reading to notice what is different. I'll stop and ask you, "What's different?"

Here are some elements that are different:

- **None of the three pigs are eaten by the wolf!**
- **The first two pigs escape to the third pig's brick house.**
- **The wolf passes out after trying to blow down the brick house.**
- **The third pig doesn't catch the wolf, but all three pigs feel sorry for him. They invite him into the house and feed him.**
- **All the animals move in together.**

After

Continue the discussion about what was the same and different so far in these two versions.

Readers, what else did you notice was the same or different?

Call on a few students.

Discuss preferences for one story over the other.

Which ending of the story did you like better? Turn and talk with your partner, and then we'll share.

As the students share, encourage them to explain why they liked one ending more than the other.

Sample

Songs, Rhymes, and Chants

"This Little Piggy"

Divide the group into two smaller groups (for example, those with one-syllable names and those with more-than–one-syllable names). Sing the song, with each group taking turns singing it one time through and using the gestures while the other group acts as the audience.

Message Time Plus

Students will distinguish shades of meaning among common adjectives that share the same general characteristics.

Theme 7

DAY 14

Before

Review this week's Snap Words using the cheer of the week.

Let's do our jump rope cheer to practice spelling this week's Snap Word, "you."

Review the three words that describe the size of the wolf's breaths from the read aloud *The Three Little Pigs and the Somewhat Bad Wolf.* Explain the slight differences in meaning and have the children act out the meanings of the words, taking increasingly bigger breaths as you move from a big breath, to enormous, to humongous.

In the book we read today, each time the wolf tried to blow down one of the pig's houses, he took a deep breath. To blow down the straw house, he took a big breath. Everyone, take a big breath with me and blow that house down! When he blew down the stick house, he took an enormous breath. Take an enormous breath with me and blow that house down! When he tried to blow down the brick house, he takes a humongous breath. Take a humongous breath with me!

Wow! These words – big, enormous and humongous – all tell you slightly different ways to talk about how big the wolf's breaths were. They all tell us that his breaths were big. But an enormous breath means it was a really big breath, and a humongous breath means it was a really, really big breath.

I'm going to use the words "big," "enormous" and "humongous" in my message today by making a list. I will compare the size of the breaths the wolf used.

Write The Message

The Message: "big, enormous, humongous"

Make a list for your message today. Write the words in size order to match their meaning.

Before you write the word "enormous" let the children know that you'll be writing this word bigger than the previous word.

Now I am going to write the word enormous. Remember, this means bigger than big. So I'm actually going to write this word larger than the way I wrote the word big.

Repeat the process for the word "humongous."

Then lead the children in rereading the message.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point that describing words may have slightly different meanings. Let the students show you they understand the difference in the meaning of these words by stretching out their arms.

In my message today, I used different words to describe how much huffing and puffing it took to blow down each type of house.

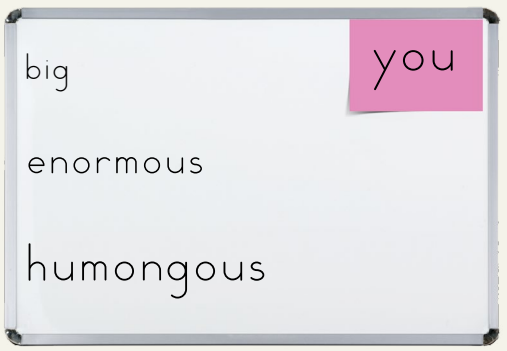
Let's show that we know what these words mean. This might be silly. Are you ready? Let's pretend we are hugging a big pig. Now, let's hug an enormous pig who is even bigger! Now, let's spread our arms out as wide as we can to hug a humongous pig. Great job!

Let's reread the message again.

Assessment

Recognizing beginning sounds is a developmental stage toward conventional writing. Each child is different, but being familiar with writing development stages will allow you to observe and support your students in the stage they are currently in.

MTP Message



Related Activities

Folk Stories

Children will create their own versions of familiar folktales. See Resources – Small Group Activities – Literacy.

Piggie Collage

Children will use collage to make houses for the three little pigs. See Resources – Center Activities – Art.

Sample

Theme 7
DAY 15

Materials to Prepare

Have *The Three Little Pigs* and *The Three Little Pigs and the Somewhat Bad Wolf* available to show the children.

Classroom Culture

When a child is repeatedly acting out, remember to focus on the present behavior. Let go of any other unacceptable things the child may have done during the day. If you focus on the past, the child will pick up on your exasperation and annoyance and may give up. Focus on the issue at hand, the present problem, to allow you to help the child see that he can change future behavior.

Today's Tip

Remember to use your Word Wall as an interactive tool. Each week, lead the children in reading the words on the Word Wall, both in the order they appear and then sometimes out of order so the children need to truly focus on the word. You might suggest that they read all the words written on blue index cards and then all the words written on yellow cards, etc.

Intentional Read Aloud

Students will begin to identify their favorite books.

Before

Today, you will help the students identify their favorite book. Create a chart that captures the votes each book receives. The book that was most popular will be the one that you read aloud today.

Readers, we spent this week reading two different versions of the folktale *The Three Little Pigs*. One thing that readers do is to think about which book is their favorite.

Let's look at these two books together so you can decide on your favorite!

Hold up the two books to help the children remember the books they are choosing from.

We read this version of the story called *The Three Little Pigs* and this version called *The Three Little Pigs and the Somewhat Bad Wolf*. Both books are great stories, and we enjoyed each one. Which one would you say is your favorite?

Turn and talk about which book you will vote for. Say "I'm choosing…" and tell your partner why you are choosing it.

Give the books to two children, asking them to stand on opposite sides of the meeting area with the cover showing so everyone can see it. Ask the children to choose their favorite and stand in a book club near the person holding that book.

Let's vote on our favorite. If *The Three Little Pigs* was your favorite, you will stand next to our friend who is holding that book. If your favorite was the *The Three Little Pigs and the Somewhat Bad Wolf,* you'll stand over here. Great! We have two book clubs!

When the children have gathered around the book of their choice, ask each of them to tell one of the other children in their book club why they like that book and chose it as their favorite. Ask a couple of the children in each group to tell the whole class why they chose that book as their favorite. Then lead the class in counting and deciding which book had more votes.

Let's count how many people like each book to see which book more people chose as their favorite.

Both of these books are great stories, and we enjoyed them both. One of them was chosen as a favorite book by more people. Let's read it!

During

Read the book that the majority of the class chose. As you read, remember the reasons the children gave for that book being their favorite and engage them in talking about examples of that as you read.

For example:

- Jonah and Briana, you said that you liked this book because you enjoyed seeing how the third little pig outsmarted the wolf. Have we read a part where the little pig has tricked the wolf?
- Mateus, you said you liked this version of the story because the pigs are so nice to the wolf. Let's look for that first page where we see them being nice to the wolf.
- Riana you said you liked the fun words in this version. Have we read any of those words yet? Yes? What were they? I'll reread them for the class.

After

Restate that readers have favorite books and can explain why. Congratulate the readers on their hard work this week!

Nice work today, readers! You all thought about your favorite books. Readers think about that because knowing what books you love will help you know which books you want someone to read to you, which ones you'll chose to read on your own and which ones you might choose from the library.

Songs, Rhymes, and Chants

"This Little Piggy"

Invite individual students or pairs to perform for the group by reciting the rhyme and using gestures.

Sample

Message Time Plus

Students will orally segment and blend onsets and rime.

Theme 7

DAY 15

Before

Review this week's Snap Word using the cheer of the week. Explain that the topic for your message will be about what the wolf does when he goes to the pigs' houses.

Let's do our jump rope cheer to practice spelling this week's snap word, "you."

We have been talking about our favorite version of *The Three Little Pigs* stories. One thing I know is this: if the wolf knocked on my door, I wouldn't let him in. I would say, "I will not let you in." I'm going to write that for my message today.

Also, let them focus on how you decide what letter to write as you begin each word. The purpose is to make the students aware of what they hear at the beginning of a word and then in the rest of the word.

While I'm writing today, I will be concentrating on the first letter in my words. If I want to write "will," you will hear me saying, "will," /w/, /w/, /w/, and then I will write the letter that stands for that sound – the letter "w." After that beginning sound, I try to stretch the rest of the word /ill/. Watch closely as I do this.

Write The Message

The message: "I will not let you in."

Before you write the word "will," emphasize the onset (w) and the rime (-ill).

"Will," /w/ /ill/, /w/ /ill/, listening to the first sound and then stretching the rest of the sounds help me write the word "will."

Repeat the process for other single-syllable words in your message, such as "not" and "let."

Read the sentence after you finish writing it.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, have the children practice segmenting or separating the first sound in a word from the sounds that come after that.

We are learning that sometimes it's easier to read and write a word if you can separate the first sound from the rest of the word. For example, I really listened closely to the first sound in "will," /w/, and then I stretched out the rest of the word.

Let's practice. Make a clap for the first sound and then stretch out the rest of the sounds you hear while stretching out your arms.

Will

- Clap when you say /w/.
- Stretch your arms while you stretch out the /ill/ sound.

Not

- Clap when you say /n/.
- Stretch your arms while you stretch out the /ot/ sound.

Continue with "let." Then, reread the message one more time.

Move the Snap Word to the Word Wall.

This week's Snap Word was the word "you." When we see the letters "y-o-u," we can read them and know that they spell "you." It's time to put it on our Word Wall. Let's move it under the letter "y." Now, whenever we need to spell this word, we can look at the Word Wall under the letter "y" and find it.

Family Tip

Suggest that families play guessing games when passing the time, waiting for a bus or sitting at home, for example. Introduce them to "I Spy with my little eye, something that…." Suggest they use colors, shapes or even letters when their children are ready for it.

Onset and Rime

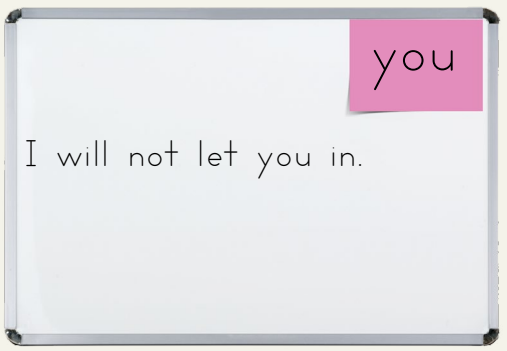
The **onset** is the part of the word that comes before the vowel (not all words have onsets).

The **rime** is the vowel and everything that follows it.

Examples:

word	onset	rime
and	-	and
puff	p	uff
will	w	ill

MTP Message



Related Activities

Huff and Puff

Children will try to move objects by blowing on them. See Resources – Small Group Activities – Science.

I Can Read to Someone

Add a group of stuffed animals or dolls to your library and encourage the children to "read" stories to them. Help the children settle the stuffed animals or dolls on a pillow or their lap so they can be read to.

Sample

WEEKLY TIP — During a large group gathering, highlight and support the imaginary play of children by using the strategy of "*Tell Your Story of Play Today or Play the Story We Tell Today.*" You simply start a conversation with the children about what they already pretended or about what they might pretend when they enter into play later on in the day.
(See "Teachers at Play" on page 11 for more details.)

Sample

Week Four At a Glance

Skills & Concepts for the Week

Students will continue to explore new farm folktales, comparing and contrasting different versions of the same stories and working on their comprehension skills.

Students will:

- Make and confirm predictions about what may happen in a story.
- Choral read refrains, repeated sentences and phrases while participating in oral reading.
- Explore characters and settings.
- Compare two versions of several stories.
- Infer the authors' meaning.
- Increase familiarity with common letter-sound relationships.
- Work on onset and rime.

Oral Language Development

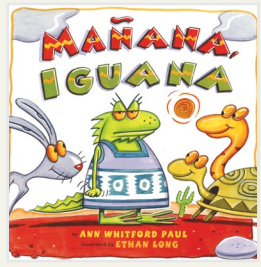
Guiding Questions & Conversation Starters

- How do you help at dinnertime at home?
- Have you ever worked in a garden?
- Have you ever grown anything (e.g., a plant from a seed)?
- Who would you like to invite to a fiesta? You can name anyone, not just our school friends.
- Which part of getting ready for a fiesta would you most like to help with?
- Tell me about a time when you helped a friend? Or a friend helped you?

Vocabulary to Highlight

- **Scratch** – When you scratch yourself, you rub your fingernails against your skin because it is itching.
- **Sigh** – When you sigh, you let out a deep breath to show that you are tired, frustrated, disappointed, or even pleased.
- **Twitch** – If you have a twitch, then some part of your body makes a little jumping movement.
- **Tear** – To tear something is to pull it into two pieces, or pull it so that a hole appears in it. You can tear a piece of paper in half or you can tear a hole in your pants.

Books for the Week

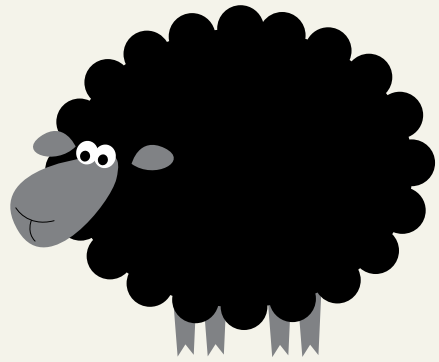


Supplemental Small Group & Center Activities

Activity	Content Area	Format
Piñata	Art	Small Group
Mañana Iguana Timeline	Literacy	Small Group
Cactus Needles	Math	Small Group
Fiesta!	Music & Movement	Small Group
Who Will Play Charades?	Music & Movement	Small Group
Food Coloring Exploration	Science	Small Group
Our Week	Social Emotional	Small Group
Bread, Bread, Bread	Social Studies	Small Group
How Can We Help the Little Red Hen?	Literacy	Centers
Baking Bread	Science	Centers

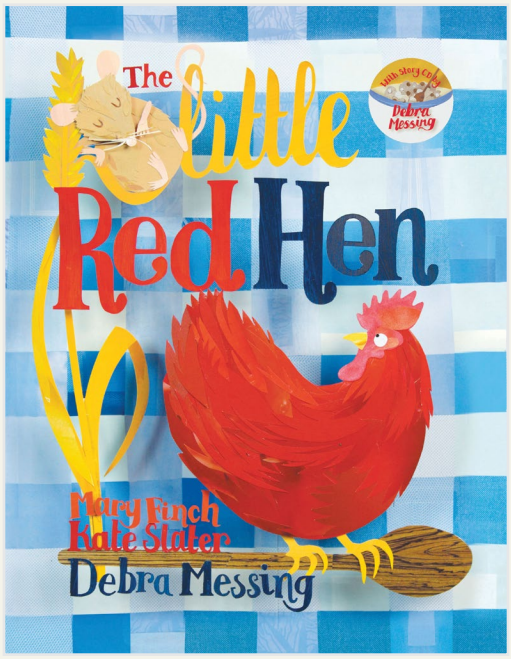
Songs & Rhymes

"Baa, Baa, Black Sheep"



Sample

Theme 7
DAY 16



Classroom Culture

Stick puppets of the hen, mouse and rooster from the story

Create a story map, with these headings:

Title & Author		
Characters		
Where		
When		

Make a copy of the book cover.

Classroom Culture

In a thriving learning environment, saying, "Because I said so," to the children in order to get them to act kindly and responsibly is not helpful. They need to know the reason why. Explain why it's important to act in a certain way and how their actions affect others so they are prepared to be good citizens both inside and outside the classroom. "Friends share things and help each other. You are really being a good friend when you help clean up the block area. You are caring for our classroom too."

Today's Tip

Oral storytelling helps prepare the children for writing stories. Sit in a circle with your children and begin telling a story with the common opener, "Once upon a time…." After you start the story, ask another child to suggest what happens next. Then, another child can add on to that.

Intentional Read Aloud

Students will make and confirm predictions about what may happen in a story.

Before

Encourage the students to use the cover and title to infer what the story might be about.

Readers, today I want to talk to you about friends. We are all good friends in this classroom. We share books with each other. We speak kindly to one another. What other ways do we show that we are good friends? Raise your hand to share.

Call on a few students. Try to elicit the idea that good friends are helpful.

Yes, good friends are helpful. Well, last week we read the popular folktale *The Three Little Pigs.* This week, we are going to read another folktale *The Little Red Hen.*

Here is the little red hen (hold up the stick puppet). Remember Hattie from *Hattie and the Fox*? She was a hen, too.

In this story, our friend, the little red hen, finds a little grain of wheat (show the picture in the book) so she decides she wants to plant it. She asks her friends, the mouse and the rooster (hold up these puppets), for help. What do you think they will do when the little red hen asks for help?

Call on a few students to share their predictions.

Let's read to see if her friends are helpful like you are!

During

Give the students an opportunity to predict events in the story using pictures and word clues. Allow the students to join in the repeating lines and change their voices to match each character.

Pause on page 3 after reading, "Who will help me?"

Readers, do you think the rooster and mouse will help her? Nod "yes" or shake your head "no."

Call on a couple of the children to share why they think they will or won't help.

Let's read on to see.

No, they don't help! I'm surprised! Let's continue reading.

You can pause after each "Who will help me…?" to engage the children in making predictions about whether or not the mouse and rooster help the hen.

After reading, "Who will help me eat this tasty, fresh bread?" pause again to ask the children to predict. When the mouse and rooster answer that they will help eat the bread, talk to the students about how they have given a different answer.

Oh, I see that they will eat the bread even though they didn't help make it. Why are they willing to help now? Do you think the little red hen will share her bread? Nod "yes" or shake your head "no". Let's read on to find out.

After

Give the students an opportunity to discuss their opinions about the characters and events in the story. Ask if they have any advice to share with the characters now that they confirmed their predictions and know the outcome of events.

Readers, were mouse and rooster acting like helpful friends at the beginning of the story?

Call on a few children.

No, they were not. They didn't help at all! But were they more helpful at the end?

Call on a few children.

Yes, they were!

Why do you think they changed? Turn and talk with your partner, and then we'll share.

Optional: Complete the story map. Add a copy of the front cover to the title/ author row. Ask the children to help you fill out the names of the characters in the story, where the story took place (farm) and when the story took place (spring, summer and fall).

Songs, Rhymes, and Chants

"Baa, Baa, Black Sheep"

Post the lyrics to the song. Sing it through while the students listen to you. Then, sing each line again and let the students echo you.

Teacher: Baa, baa, black sheep, have you any wool?
Students: Baa, baa, black sheep, have you any wool?

Teacher: Yes sir, yes sir, three bags full.
Students: Yes sir, yes sir, three bags full.

Teacher: One for the master, one for the dame,
Students: One for the master, one for the dame,

Teacher: And one for the little boy who lives down the lane.
Students: And one for the little boy who lives down the lane.

Sample

Message Time Plus

Students will recognize some high-frequency words.

Theme 7

DAY 16

Before

Remind the students that there are words, just like their names, that they should recognize every time they see them.

At the beginning of every week, we like to learn one important Snap Word. This is a word we want to be able to read in a snap. Every time we see it in a book, in a poem or on a sign, you will be able to recognize and read it. Today, I am going to teach you one new word that you should learn how to read in a snap!

Introduce the word card "to." Point to and say the word, "to."

Let me post this word at the top of our message board so that we can remember what it looks like. We use the word "to" in many different ways. For example, you can point to something. (Point to the board.)

May I have a volunteer to select a cheer from our Snap Word cheer cup so we can practice how to spell the word "to?"

After a student selects the cheer, use it to spell this week's Snap Word with the class.

Now, after reading about all that baking in our book *The Little Red Hen*, it made me want to bake some bread. I'm wondering if you feel that way, as well. Do you want to bake bread? I'm going to ask you that question in my message today. Be sure to look for our new Snap Word, "to," as I write the message.

Write The Message

The message: "Would you like to make bread?"

When you write the high-frequency word you just introduced, point to the card before and after you write it to reinforce the connection.

I just wrote the word "to." Look, there it is on our index card, and there it is in the message.

Let's reread this sentence again. Follow my finger as I sweep across the words all the way to the end and then back to the green dot again.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the high-frequency word and the importance of knowing how to read and write some words in a snap.

Now, I want everyone to be detectives and find the word "to" in our message. Put on your I Spy Goggles and read the message again to find the word "to." I'm going to ask someone to come up and point to the word. Great! Let's use today's cheer to spell the word again!

Say, spell and say the word again. Then, ask the students to vote on whether or not they would like to make bread.

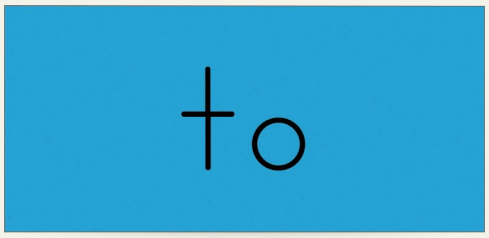
Reread the sentence one more time.

Family Tip

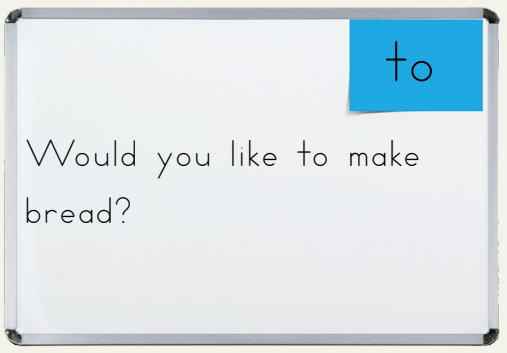
Remind families that local libraries are a good place to spend time with their child. There may be a scheduled story time or a children's room where reading aloud is encouraged, not shushed! Also, suggest they look for other versions of the popular folktales you have been reading in class.

Materials to Prepare

One index card with the word "to" written on it and taped the top of your Message Time board.



MTP Message



Sample

Related Activities

What's Alive - Blueprint Application

The children will develop their understanding of living things as they sort picture and word cards into living and non-living categories.

How Can We Help the Little Red Hen?

Children will draw and label pictures of themselves doing something to help the Little Red Hen. See Resources – Center Activities – Literacy.

Theme 7
DAY 17

Classroom Culture

At various times during a lesson, the children may have the opportunity to join in as a chorus with repeating phrases or to answer a question together. This benefits the children, especially ELL students or insecure speakers, by giving them the opportunity to chime in successfully while still learning.

Intentional Read Aloud

Students will show a steady increase in receptive and expressive vocabulary.

Before

Explain that an author will sometimes use interesting action words to help us see and understand what the character is doing. Action words make books more fun to read.

Hello, readers! Thumbs up if you want to garden and bake with me and the little red hen today!

Terrific! As the little red hen gardens and bakes, we are going to help her by doing all the same actions that she does. For example, when the little red hen scratches the ground, we are going to scratch the ground. Try it with me!

Model how to scratch the ground gently.

As I read today, let's listen for the actions that the little red hen does as she gardens and bakes. We'll get the chance to do them along with her.

During

Stop at interesting verbs in the book. Show the students how to perform the actions and encourage them to do it along with you.

Some action words you might pause to teach include:

- **Scratched the earth,**
- **Planted the grain,**
- **Watered the earth,**
- **Picked the ear of wheat,**
- **Mixed the flour,**
- **Kneaded the dough.**

After

Remind the class that authors use interesting action words to help us see and understand what the character is doing, and action words make books more exciting. Ask the class to recall the different actions that the little red hen did with her body. Use pictures in the book as a support, if necessary.

Today, we listened to *The Little Red Hen,* and we pretended to help her garden and bake. The author included interesting action words to help us understand what she was doing and to make the book exciting. Let's think again about some of those words. I'm going to show you an action, and then I'll give you two choices. You decide which word from our story describes the action I'm doing. When I say, "Everyone?" you can say it out loud together.

Act out "watering" by pretending to pour water out of a watering can.

Was I watering or mixing? Everyone?

Once the children decide if you were watering or mixing, together, they can say, "You were watering!"

Continue for a few rounds.

Songs, Rhymes, and Chants

"Baa, Baa, Black Sheep"

Review the song by echo singing.

Sample

Message Time Plus

Students will become increasingly familiar with common letter-sound relationships.

Theme 7
DAY 17

Before

Review this week's high-frequency word, "to." After the student selects a cheer, say, spell and say the word again.

Who would like to volunteer to select a cheer from the cheer cup that we can use to practice our Snap Word for the week?

Let the students know that, surprisingly, this is the first book you have read during this farm unit that doesn't have a pig in it. Focus them on the letter "i," which will be highlighted in this lesson.

Do you know what I just realized? This is the first book we have read during our farm and folktales unit that does not have a pig in it! Every book we have read so far had at least one pig in it.

Optional: review the books you have read this unit and point out the pigs in each book.

I want to write about that in my message today.

Also, I want to teach you about the letter "i." The short letter "i" sounds like /i/, as in "it" and "pig."

Show magnetic letters for uppercase and lowercase "i."

This is the letter "i." This is the uppercase "I." It has one long line going up and down, one line across the top and one line across the bottom. This is the lowercase "i." It only has one line and then a little dot on top. While I write today, please look for the letter "i." We are going to learn how to read it together.

Write The Message

Encourage the students to read along as you write each word in the message, "There was no pig in this story."

Before you write the "i" in "pig," model how you listen for the short "i" sound in the word "pig."

Watch me as I write the middle letter in the word "pig." I hear a short /i/ in the middle of the word "pig." First, I make a little line. Then I put a dot right on top. There it is – a lowercase "i." "I" says /i/. Now, you try it. Skywrite the letter "i" with me.

Now, I will finish writing the rest of the word "pig." Please read along with me.

Finish writing the message. Reread the entire message after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point about the letter-sound correspondence for the letter "i." Ask the students to say the letter name and the letter sound (short "i," as in "pig"). If there is a student in your class whose name begins with this letter, point it out.

Writers, today in my message, I wrote the word "in." It begins with the letter "i."

Point to the uppercase and lowercase letters in different order at least 3 times, asking the students to identify the sound.

The letter "i" says the sound /i/. Let's practice saying the sound of this letter. Say the /i/ sound with me 3 times.

Then, reread the message one more time.

ELL Tip

Whenever an ELL student joins your class, have your class use a greeting that requires only a simple word, such as "Hello." Add a wave or smile to help make the child feel welcome.

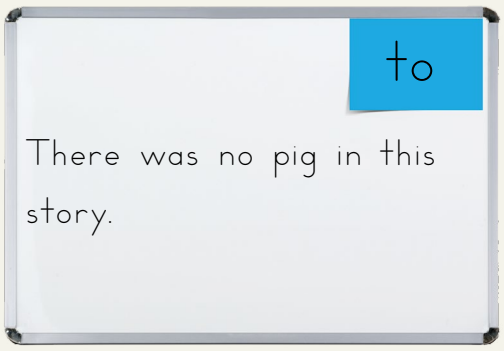
Materials to Prepare

Magnetic letters for uppercase and lowercase "i"

Today's Tip

When a single vowel letter is in the middle of a word (or syllable), it usually says its short sound, for example, "got" and "bed." Teaching short vowels before long vowels prepares the students to decode simple, three-letter words that have a consonant-vowel-consonant pattern.

MTP Message



Sample

Related Activities

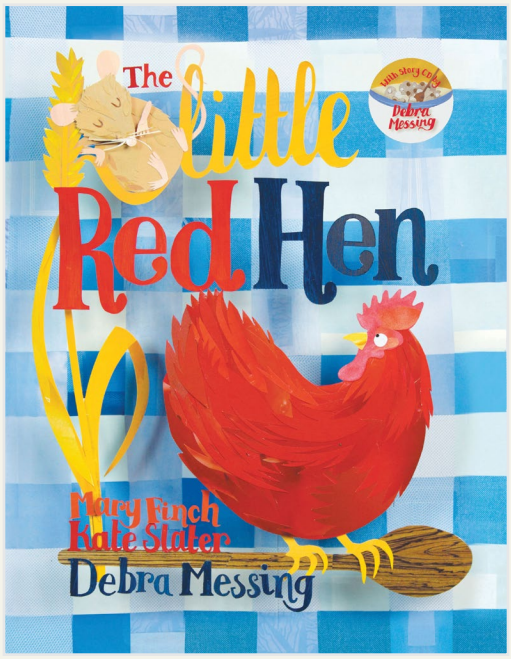
Bread, Bread, Bread

Children will make bread in the classroom for a hands-on cooking experience. See Resources – Small Group Activities – Social Studies.

Baking Bread

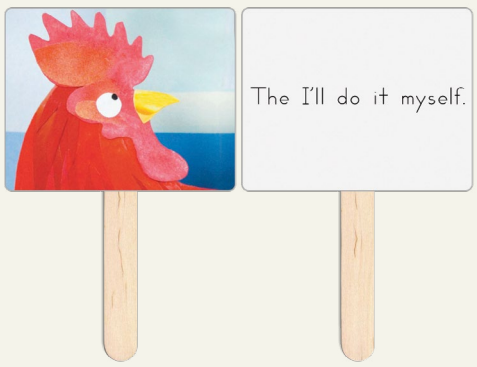
Children will use the sand table to pretend to bake bread. See Resources – Small Group Activities – Science.

Theme 7
DAY 18



Materials to Prepare

A stick puppet with each character on the front and their repeating line on the back to use for Reader's Theater.



Classroom Culture

Sharing can be very difficult for the Pre-K child. Try to differentiate between "sharing now" when talking about something that can be shared in the present (i.e., a snack) and "sharing later" when asking a child to share something that they are actively playing with, such as the one fireman's helmet in dress-up. For those "share later" situations, teach the children to respond: "You can have it as soon as I am done with it."

Today's Tip

Research indicates a strong relationship between early phoneme awareness and later reading success, and it links some reading failure to insufficiently developed phoneme awareness skills. Intervention research clearly demonstrates the benefits of explicitly teaching phoneme awareness skills, such as onset and rime recognition.

Intentional Read Aloud

Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.

Before

Pass out the Reader's Theater props and describe how the activity will go. Several students will have a prop. When it is their turn to speak, they will read their character's line.

Today, we are going to do Reader's Theater. This is when some of you will be actors and actresses while we read. You will pretend to be one of the characters in the book.

I am going to give out a prop that has a character on the front. Here is the little red hen. See her picture on the front. In this story, she says a lot of things, but she has one line that repeats over and over again. Almost every time she asks for help and no one will give it, she says, "Then I'll do it myself." Those words are on the back of the picture. See, there they are.

Point to the words.

Who would like to be the little red hen today?

Invite one of the students to be the hen. Have the student stand in the front of the room. Pass out the props for the rooster and mouse, the other two characters from the book. Then, let the other students know they have an important role, as well. They are going to be the audience! The audience must listen and clap at the end!

Now, that we have cast all our story characters, let the story begin!

During

Read and help the student "actors" participate. Point to the actors when it is their turn to say their line.

Who will introduce our Readers Theater? We need someone to announce to the audience, "This is the story of The Little Red Hen."

Choose a child to announce the play or announce it yourself to model this for the group. You might even decide to introduce each character.

Read the story. Cue the children to say their lines as you come to their part. Depending on the child, you might coach them on saying their repeated line with expression and a voice that they imagine for their character.

After

Praise the students for their efforts. Ask the students to discuss what they enjoyed about the retelling. Have them turn and talk to name their favorite part.

Turn and talk to your neighbor about what character you pretended to be today. Remember the audience was a part, too. What part do you want to play next time?

We had so much fun acting out the story today. What did you enjoy about our show?

Invite student responses. If they share a favorite part, ask them why it was their favorite.

I am going to put these props in the library center, and you can retell the story yourself or with a friend at center time.

Songs, Rhymes, and Chants

"Baa, Baa, Black Sheep"

Baa, baa, black sheep,

Have you any wool?
(Hands up and palms facing out.)

Yes sir, yes sir, (Nod head up and down.)
Three bags full. (Hold up three fingers on one hand.)

One for the master,
(Hold up one finger and shake.)

One for the dame,
(Hold up another finger and shake.)

And one for the little boy
(Hold up another finger and shake.)

Who lives down the lane.

Sample

Message Time Plus

Students will orally segment and blend onsets and rime.

Before

Review this week's Snap Words using a chant from the cheer cup.

Who would like to volunteer to select a cheer from the cheer cup that we can use to practice our Snap Word for the week, "to?"

Let the children know the topic for your message will be that the little red hen really needed help in the story. Also, help the children see how to segment or separate and stretch their words.

After hearing our actors and actresses perform, there is one thing I learned! The little red hen wanted and needed help to make bread. She is always saying, "Who will help me?" I am going to write about that today. Also, I'm going to practice separating and stretching out some words.

If I want to write "red," you will hear me saying /r/ /r / /r/, and then I write the letter that makes that sound, the letter "r!" After that beginning sound, I try to stretch out the rest of the word /ed/ like a rubber band so I can hear the sounds in that part of the word. Watch closely as I do this.

Write The Message

The message: "The red hen needs help to make bread."

Before you write the word "red," emphasize the onset (r) and the rime (ed).

"Red," /r/ /ed/, /r/ /ed/. Listening to the first sound and then stretching the rest of the sounds help me write the word "red."

Write the "r" and then the "ed" to make the word "red." Repeat the process for some other single-syllable words in your message, such as "hen," "needs" or "make." Then lead your children in rereading the message after it's been written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review separating the first sound in a word and the sounds that come after that. Practice this with the children using familiar words.

We are learning that sometimes it's easier to read and write a word if you can separate the first sound from the rest of the word. For example, I really listened closely to the first sound in "red," /r/, and then I stretched out the rest of the word.

Let's practice that. Make a clap for the first sound and then stretch out the rest of the sounds you hear while stretching your arms.

Red
- Clap when you say /r/.
- Stretch your arms while you stretch out the /ed/ sound.

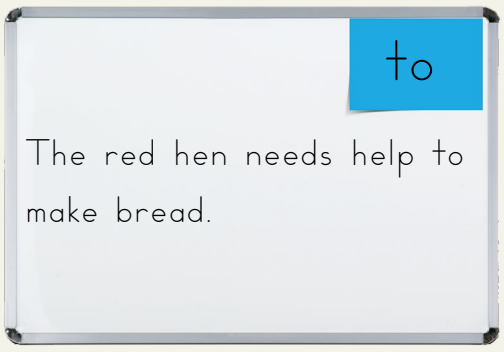
Hen
- Clap when you say /h/.
- Stretch your arms while you stretch out the /en/ sound.

Continue with the other single-syllable words from the message. Then, reread the message one more time.

Differentiation

Use the MTP Scaffolding Guide in the Resources section of this theme guide for new ideas on how to scaffold individual students.

MTP Message



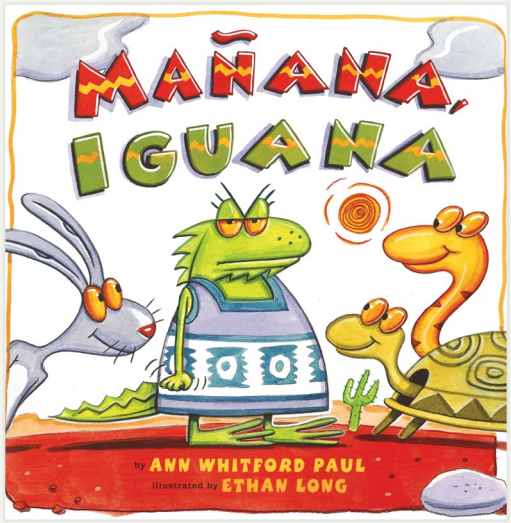
Sample

Related Activities

Food Color Exploration

Children will experiment with different food colors, making and verifying predictions. See Resources – Small Group Activities – Science.

Theme 7
DAY 19



Materials to Prepare

Create a story map, with these headings:

Title & Author		
Characters		
Beginning		
Where		
When		

Stick puppets of the characters in the story – iguana, conejo, tortuga and culebra

Write “Yo no” and “Yo si” on sentence strips or index cards.

Classroom Culture

Give the children a minute or two to think about what they want to say in response to a question to remind them to prepare an answer! Often children raise their hands but do not have anything prepared.

Today’s Tip

When reading a bilingual book, such as this one, practice pronouncing the words in the book before you read it aloud. Use the glossary on the second page of the book.

Intentional Read Aloud

Students will make and confirm predictions about what may happen in a story.

Before

Show the cover of today’s story and read the title. Tell the class this is a Spanish title. If you have Spanish speakers, ask if anyone can tell the class what it means in English. Otherwise, tell them that it means “Tomorrow, Iguana,” or even “Later, Iguana.” Point out the main character, who is an iguana, as well as the other characters in the story.

Now that you know the title, what else do you see in this picture?

Take suggestions from the class, which may include noticing cactus, a desert and the other characters, who may be hard to name due to the nature of the drawings.

Yes, right away you mentioned that there is a snake, a tortoise, a rabbit and this main character, Iguana. The characters are all named in Spanish, so I will tell you those names!

Show each of the stick puppets and use them to introduce the Spanish and English names for each character.

All these friends are planning a fiesta, a party! But Iguana is the one in charge, and Iguana wants help. Do you think she will get the help she needs from her friends? Let’s make a prediction.

During

Pause after reading the first page where Iguana asks, “Who will help me write the invitations?”

What do you think the friends are going to say?

Call on 1 to 3 children. Turn the page to find out. Use your word cards as needed for “Yo no.”

You’re right! That’s exactly what they said, except they also said it in Spanish. “Yo no!” means, “Not I!” Let’s say that together: “Yo no!”

And they also gave all kinds of good reasons why they couldn’t help. This reminds me of another story we just read! What do you think?

Allow time for the children to think about whether this sounds like *The Little Red Hen*. Continue to read, briefly noticing that each time Iguana asks for help, they find reasons to say “Yo, no!” Allow the children to chime in with each reply by giving a hand signal to cue them.

And Conejo said…(hand signal). And Tortuga said… (hand signal).

Pause to allow the students to make predictions. Good stopping points are:

- **where the Iguana has finished the decorations and is admiring her work and**
- when Iguana is sleeping after the fiesta. and the three friends peek out from behind the cacti.

After

Review the students’ understanding of the similarities between T*he Little Red Hen* and *Mañana, Iguana.* If the students mentioned the connection, ask if it helped them to make predictions.

Some of you already mentioned that this story reminded you of *The Little Red Hen*. Think about how the little red hen felt when no one would help her in that story (mad, frustrated, annoyed, etc.) What does that make you think about how Iguana was feeling?

Allow discussion of these questions depending on the level of the students’ interest, which may vary.

Optional: Complete the story map. Add a copy of the front cover to the title/author row. Ask the children to help you fill out the names of the characters in the story, where the story took place (the desert) and when the story took place (a week).

Songs, Rhymes, and Chants

“Baa, Baa, Black Sheep”

Divide the group into two smaller groups (for example, conejos and torutgas). Practice singing the song, with each group taking turns singing a stanza and using the gestures.

Sample

Message Time Plus

Students will develop increasing familiarity with common letter-sound relationships.

Before

Review this week's Snap Words using a chant from the cheer cup.

Who would like to volunteer to select a cheer from the cheer cup that we can use to practice our Snap Word for the week, "to"?

Discuss the content of your message so that the children can hear you use the language that will be in your message and then predict words as you are writing. Review the letter-sound correspondence for the letter "c."

I just love the names of some of the characters in our book, *Mañana, Iguana.* It's so much fun to learn how to say words and names in other languages. Coincidentally, two of the characters have names that both begin with the letter "c," and both names make the /k/ sound. Say them after me: Conejo, which means "rabbit," and Culebra, which means "snake." I am going to write about them today.

Write The Message

The message: "Iguana wants Conejo and Culebra to clean up!"

Sound out words and write the message, exaggerating each beginning /k/ for the letter "c" as you write. Mention how you place your fingers on the board between each word, as you draw attention to each beginning letter.

Before writing the "c" in "Conejo," exaggerate the /k/ sound.

"Conejo," I hear the /k/, /k/, /k/ sound. I will use the letter "c." But I will use an uppercase "C" because "Conejo" is his name. Names always begin with uppercase letters.

Repeat this process for the word "Culebra." Lead the children in rereading the message after it's written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the letter-sound correspondence for the letter "c."

In my message, I wrote several words that began with the /k/ sound. I am going to read the message again so you can help me count how many words begin with the /k/ sound. Ready?

Read the message slowly so the students can count.

Now hold up the number of fingers that show how many words in my message began with the /k/ sound.

Yes, three words. Raise your hand to share one of those words. I'll make a list on the bottom of the board.

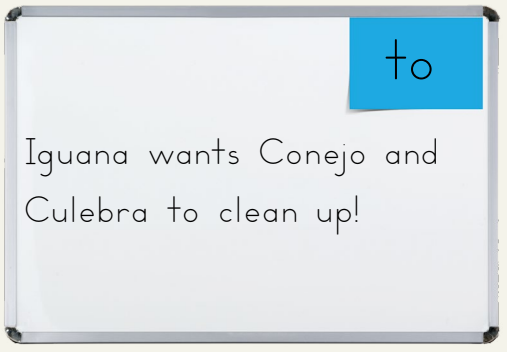
If there is interest, ask the students to share other words they know that begin with the /k/ sound (i.e., "cat," "cow" and "candy," as well as "kite" and "key"). The children might offer words that start with the letter "k." Record those words in another space on the board opposite the "c" words.

Reread the message one last time.

Assessment

Use the class name grid to enter what each student finds when scaffolded at the MTP board and what you taught them. This will help you keep a running record of each student's progress.

MTP Message



Sample

Related Activities

Mañana Iguana Timeline

Children will create a timeline, of the events in the book *Mañana Iguana.* See Resources – Small Group Activities – Literacy.

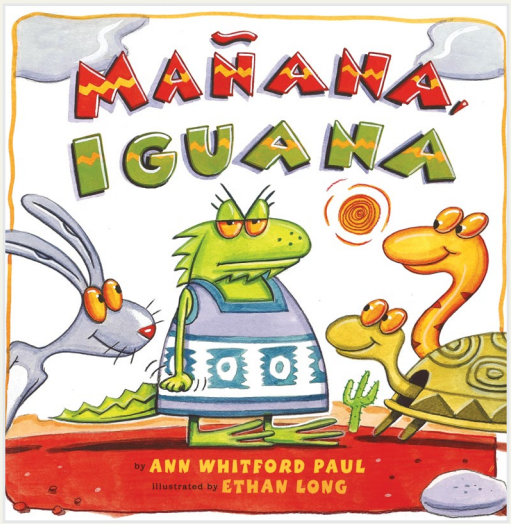
Our Week

Children will draw and write about a class activity on the daily schedule. See Resources – Small Group Activities – Social Emotional.

Piñata

Children will fill a piñata and take turns trying to break it. See Resources – Small Group Activities – Art.

Theme 7
DAY 20



Materials to Prepare

Have the story map available.

Classroom Culture

During your morning meeting calendar activity, mention the Spanish names for the days of the week.

Today's Tip

As this unit ends, give the children time to reflect on their favorite books and activities. Create a bulletin board called "We learned… or "We liked…

Intentional Read Aloud

Students will show steady increase in receptive and expressive vocabulary.

Before

Explain that authors sometime use interesting action words to make books more fun to read.

Hello, readers! Thumbs up if you want to plan a fiesta with me today!

Terrific! As Iguana prepares, or gets ready, for the fiesta, we are going to help her by doing all the same actions she does. For example, when Iguana writes her invitations, we are going to pretend to write invitations, as well. Try it with me!

Model how to pretend to write an invitation.

As I read today, let's listen for how Iguana gets ready for the fiesta. We'll get the chance to do it along with her.

During

Stop at the places in the book where it names what Iguana is doing each day. Show the students how to perform that action and encourage them to do it along with you. Review the days of the week when the actions occur.

Pause at action words to teach their meaning by having the children act them out.

- **Write the invitations (Monday, lunes).**
- **Deliver the invitations (Tuesday, martes).**
- **Stuff the piñata (Wednesday, miercoles).**
- **Cook the food (Thursday, jueves).**
- **Hang the streamers (Friday, viernes).**
- **Greet the guests (Saturday, sabado).**
- **Eat the leftovers (Sunday, domingo).**

Make a list of the days of the week in English and Spanish.

After

Authors use many action words to make their books exciting. Ask the children to recall the different ways Iguana got ready for the fiesta. Use pictures in the book as a support, if necessary.

Today, we listened to *Mañana, Iguana*, and we helped Iguana prepare, or get ready, for a fiesta. Let's review the story and use the action words in our retelling. I remember that on lunes, or Monday, Iguana wrote the invitations. Who would like to tell us what else she did?

Continue through the entire week.

Let's add to our chart that this book takes place over one week, or seven days.

Optional: Discuss the students' understanding of the moral of both stories you read this week.

Readers, I'm noticing that there seems to be a lot of things that are different between *The Little Red Hen* and *Mañana, Iguana*. They don't have the same characters. They don't happen in the same place. One story happens in a week, and the other happens in spring, summer and fall! But there is an important lesson in these two stories. What do the writers want little children like you to learn from these two stories?

Have the children turn and talk to their partners about the lesson in the story. With support, they might be able to infer the message about being a good helper. You should help do the work to get to the fun, or the reward, at the end.

Sample

Songs, Rhymes, and Chants

"Baa, Baa, Black Sheep"

Sing with the whole group. Invite individual students or pairs to sing in front of the group and use gestures.

Message Time Plus

Students will develop increasing familiarity with common letter-sound relationships.

Before

Review this week's Snap Words using a chant from the cheer cup.

Who would like to volunteer to select a cheer from the cheer cup that we can use to practice our Snap Word for the week, "to?"

Discuss the content of your message as the unit on farms and folktales comes to an end. Review the letter-sound correspondence for the letter "f."

We are finishing up our learning about farms and folktales. This was so much fun. It might be time for us to celebrate and have our very own fiesta! I am going to write about that today. Also, I will be using a lot of words that begin with the /f/ sound. Say it after me. /f/, "farm," "f."

Write The Message

The message: "We love to read about farms and folktales."

Before you write the word "farm," emphasize the /f/ sound.

I'm about to write the word "farm." I hear the /f/ sound in the beginning of the word. I know the /f/ sound is made by the letter "f." Everyone, let's make the /f/ sound.

Repeat the process for the word "folktales."

Lead the children in rereading the message after it's been written.

After

Invite 1 to 3 students to come up to the board to find something they know. After working with individual students, review the teaching point about the letter-sound correspondence for the letter "f."

In my message, I wrote two words that began with the /f/ sound. I am going to read the message to you again, and I want you to count the words that begin with the /f/ sound. Ready?

Read the message slowly so the students can count.

Now hold up the number of fingers that show how many words in my message began with the /f/ sound.

Yes, three words. Raise your hand to share one of those words. I'll make a list on the bottom of the board.

Write the "f" words on the board or on chart paper.

If we were going to have a fiesta, what would we need in order to have a party? Turn and talk to your partner, and then we'll share.

Reread the message one last time.

Move this week's Snap Word from above the message board to the Word Wall since the week is coming to an end. Emphasize how the children might use the word in the future.

This week's Snap Word was the word "to." We worked hard to learn how to spell "to." When we see the letters "t-o," we can read them and know that they spell "to." It's time to put it on our Word Wall. Let's move it under the letter "t." Now, whenever we need to spell this word, we can look at the Word Wall under the letter "t" and find it. We can also practice reading it any time we choose to!

Family Tip

Remind families to allow times for prediction and discussion when they read books with their children. Allow the children to take their time to study the pictures and to interpret expressions. For the children, getting to the end of the story is not as important as it may be to adults.

MTP Message

Sample

Related Activities

Who Will Play Charades

Children will play charades, using action words from the book. See Resources – Small Group Activities – Music and Movement.

Fiesta

Children will dance to Latin music. See Resources – Small Group Activities – Movement and Music.

Cactus Needles

Children will match pictures of cacti according to the numbers of needles that they have. See Resources – Small Group Activities – Math.

Comparing Two Folktales

Using both versions of the folktale *Little Red Hen* you read this week, compare the stories. How are they different? How are they the same? Focus on the character, setting, problem, and moral of the story.

Small Group Activities

Literacy

A Visit from the Big, Bad Wolf

- Children will represent stories and experiences through pictures, scribbles, letter-like forms and dictation.

Materials: paper, writing supplies

Preparation:
Create a mini-book for each child by folding a piece of 8 1/2 x 11 paper in half and then in half again.

Activity:
Ask the children to imagine they built a house and the Big, Bad Wolf came to visit them. Have them write their version in their mini-book.

Silly –ick Words

- Children will create and invent words by substituting one sound for another.

Materials: sentence strips, marker, magnetic letters of consonants that you have been working on

Preparation:
Write "-ick" on a sentence strip.

Activity:
Using magnetic letters and the sentence strip, show the children the words "stick" and "brick." Encourage them to make other words, real or silly words, with other magnetic letters. Stress the letter sounds while making the new words.

What Sounds Do You Make?

- Children will differentiate sounds that are the same and different.
- Children will be able to identify initial sounds in words.

Materials: index cards, markers, "read the room" glasses

Preparation:
Create animal words cards for the animals in This Little Chick (chick, pigs, ducks, cows, frogs, lambs), highlighting the initial sounds.

Activity:
With the children, list other words that start with these sounds. Have the children "read the room" for more words with these sounds.

Differentiation:
Make additional picture word cards using the letter cards in the back of the *Blueprint Curriculum Guide* for the following sounds /p/, /d/, /c/ and /l/.

Animal Sounds Bingo

- Children will differentiate sounds that are the same and different.

Materials: oak tag or card stock, bingo chips or colored dots

Preparation:
Create bingo cards using pictures of animals. Be sure to include the animals in *This Little Chick.*

Activity:
Play animal sounds bingo and call each animal by making the animal sound.

Mañana, Iguana Time Line

- Children will sequence a story.

Materials: chart paper or butcher paper, art supplies

Activity:
Introduce the concept of a time line, explaining that it is a graphic organizer that shows events in order. Tell the children that you want their help in creating a time line for the book *Mañana, Iguana*. Discuss the events of the story using the calendar from the read aloud activities for support. Ask each child to illustrate an event from the story. Arrange their illustrations in order along the time line. Remember to include the days of the week in Spanish.

Folk Stories

- Children will become familiar with the structure of stories.

Materials: index cards

Preparation:
Create the following picture word cards taken from book illustrations: pig, big bad wolf, the little chick, Iguana, Conejo, Tortuga, Culebra, the Little Red Hen, Rooster, Mouse, the country, the desert and the farm. Divide the cards into two stacks, one for characters and the other for settings.

Activity:
Create a new folk story. Have a child draw two character cards and a setting card and tell the group a story about the characters in that setting.

Differentiation:
Add a third stack of event cards using some of the sequencing cards from other read aloud activities. Have the children draw from all three sets of cards to tell a story.

Sample

Math

Pig, Wolf Patterns

- Children will recognize, duplicate and extend simple patterns.

Materials: index cards, sentence strips

Preparation:
Create simple patterns on sentence stripes of a pig and a wolf, using picture from the Reproducibles in the Resources section. Create additional pig and wolf cards to allow the children to extend the pattern or create patterns of their own. Try AABB or AAAB patterns.

Activity:
Using the sample patterns on sentence strips, ask the children to extend the patterns.

Big and Little Barns

- Children will sort, categorize and classify objects by one attribute.
- Children will sort objects based on size.

Materials: paper

Preparation:
Using the Reproducibles in the Resource section, create a big barn and a little barn. Create a big version and a little version of the following animal cards: pig, chick, duck, cow, sheep, hen.

Activity:
Have the children sort the animals into the appropriate size barn.

Build a Barn

- Children will recognize and describe basic geometric shapes.
- Children will use shapes to create work.

Materials: construction paper, glue, art supplies

Preparation:
Using the Reproducibles in the Resources section, cut out different shapes, such as triangles, squares, rectangles and hearts.

Activity:
Show the children the picture of the little red hen's house on the second page of the story. Discuss the different shapes that the illustrator used to create her house. Have the children create a new house for the little red hen using the shapes. Encourage the children to write about their house.

Cactus Needles

- Children will be able to count in sequence to 10 and beyond
- Children will match like quantities.

Materials: paper

Preparation:
Using the Reproducibles in the Resources section, create 2 sets of 16 cacti with needles from 0-15. Write the numeral on the back of each cactus as a self-check.

Activity:
Have the children compare cactuses and match the ones with the same number of needles to each other.

Science

Huff and Puff

- Children will explore the properties of air.

Materials: classroom objects, chart paper, markers

Preparation:
Collect classroom objects of varying weights, such as a paperclip, toothpick, marker, feather, book and block. Create a simple checklist with a picture or drawing of each object followed by a Yes and No column and make a copy for each child.

Activity:
Have the children "huff and puff" on each object to see whether they can move it. As the children test each object, they check the appropriate column. Post the results, discuss what the children noticed and write a few sentences about what they discovered.

Food Color Exploration

- Children will experiment with different colors.
- Children will make and verify predictions.

Materials: plastic cups, food coloring, eyedroppers, a pitcher of water, a container for emptying water, smocks, newspaper, paper towels

Activity:
Cover a table with newspaper and have the children put on smocks. Give each child half a cup of water. Have the children use the eyedroppers to drop food coloring into the water, experimenting with mixing different colors. As they play, occasionally ask the children to use full sentences to orally predict what might happen when a new color is added. For example, "I predict the water will turn purple when I add blue." Discuss the results they see and support their exploration by pointing out when a child mixes two colors that make a new one (e.g., "You just made purple by mixing the red and the blue"). Note: The children will frequently need to empty and refill their cups when making new colors.

Sample

Small Group Activities

Social Studies

Bread, Bread, Bread

Materials: bread mix, bread machine

Activity:
If possible, make bread in the classroom using a bread machine. Show and discuss the ingredients and describe and chart the process (e.g., mix, knead, rise, knead, bake).

Art

Build a House

- Children will use different art media and materials to create work.
- Children will explore the properties of air.

Materials: craft sticks; plastic grass or straw; tooth picks; clean, empty milk cartons; sand; scale; fan or hair dryer

Preparation:
Make two house frames from craft sticks.

Activity 1:
Have the children construct houses for the three pigs. Using the craft stick frames, glue on plastic grass for the straw house and toothpicks for the stick house. Use blocks or small milk cartons filled with sand for the bricks. If you have scales, have the children weigh the houses and record their results.

Activity 2:
Make a T-chart with What We Think Will Happen on the left and What We Learned on the right. Show the children the houses made in small groups and ask them to predict what will happen if the house is blown on. Record their predictions. Blow on each house using a fan or a hair dryer on a cool setting. Discuss what the children observe and record the observations on the right side of the T-chart.

Masks

- Children will use different art media and materials to create work.

Materials: paper plates, scissors, construction paper, art supplies, yarn

Activity:
Have the children create masks of different characters and props for Reader's Theater activities.

Piñata

- Children will use different art media and materials to create work.

Materials: piñata, simple prizes

Activity:
Fill a piñata with the children. Have the children take turns trying to break the piñata.

Movement & Music

Dancing in the Barn

- Children will express themselves through movement.

Activity:
Have the children pretend the classroom is a barn. Designate certain areas in the room for certain animals. Have the children act like the farm animal of their choice.

Fiesta!

- Children will respond to different forms of music.

Materials: Latin music

Preparation:
Find a recording of Latin music.

Activity:
Have the children dance at the fiesta.

Who Will Play Charades?

- Children will express themselves through movement.

Materials: index cards, markers

Preparation:
Create picture word cards with the action words written from *Mañana, Iguana*, such as squiggle, squirm, yawn, stretch, poke, slither, hop, etc.

Activity:
Play action word charades. Have the children act out the word while their classmates guess what they are doing.

Sample

Social Emotional

Our Week

- Children will develop independence in routines and the daily schedule.

Preparation:
Create another weekly schedule using the Spanish words for the days of the week.

Activity:
Discuss your weekly schedule with the children. Have the children write and illustrate one of the activities that they do during the week.

I Need Help

- Children will develop the ability to find more than one solution to a problem, task or question.

Materials: sentence strips, marker, magnetic letters of the consonants you have been working on

Preparation:
Create different scenarios involving problems/solutions that have been coming up in the classroom. For example, what to do if you spill something or if you need help tying your shoes, etc.

Activity:
Discuss with the children how they can get help solving the problems in the scenarios.

Sample

Center Activities

Literacy

Sounds in the Barnyard

- Children will differentiate sounds that are the same and different.

Materials: recording device, index cards, writing materials

Preparation:
Record animal sounds. Create picture word cards for each of the animals on the tape.

Activity:
Have the children listen to the animal sounds tape and sequence the animals.

Differentiation:
Create speech bubbles with animal sounds. Then, have the children match the animal card with the appropriate speech bubble.

How Can We Help the Little Red Hen?

- Children will experiment with a variety of writing tools and materials.
- Children will demonstrate an understanding that print conveys meaning.

Materials: writing supplies, art supplies

Activity:
Have the children draw and label pictures of themselves doing something to help the little red hen. Under the children's labels, take dictation of a full sentence to describe their work. Post these by a picture of the hen and the label, We Will Help the Little Red Hen.

Feed the Hungry Hen

- Children will differentiate sounds that are the same and different.
- Children will identify initial sounds.

Materials: shoe box, paper, index cards

Preparation:
Using the Reproducibles in the Resources section, draw or copy a large hen and glue the picture to a shoe box. Label it Hungry Hen. Make picture cards of things that begin with /h/ and a few things that begin with other letters. Make a slit in the lid of the box just big enough to put the picture cards through.

Activity:
Have the children place all the words that start with the /h/ sound in the hen house. The pictures that do not should not be fed to the hungry hen.

Math

Shape of the Barn

- Children will recognize and describe basic geometric shapes.

Materials: construction paper, markers

Preparation:
Using the Reproducibles in the Resources section, copy and cut out the geometric shapes (circle, square, triangle, rectangle). Outline each shape in a unique color. For example, outline the circle in red. Then write the word "circle" on a separate index card in red. Do this for all four shapes.

Activity:
Have the children match each shape card to its shape word card.

Sample

Science

Barnyard Blocks

- Children will represent fantasy and real-life experiences through pretend play.

Materials: blocks, farm toys

Activity:
Use blocks to build barns, hen houses, haylofts and other farm buildings. Add toy tractors, trucks and farm animals. Have the children draw their barnyards and label their pictures.

Baking Bread

- Children will represent fantasy and real-life experiences through pretend play.

Materials: measuring cups and spoons, cake mix boxes, simple bread recipe, bread pans

Activity:
Using the sand table, have the children “bake bread.” Encourage the children to follow simple recipes using the measuring cups and spoons.

Art

Piggie Collage

- Children will use different art media and materials.

Materials: construction paper, glue, art supplies

Activity:
Have the children make a collage illustration using brown, red and yellow construction paper to make the pigs’ houses. Provide markers and crayons to draw the pigs and the wolf. Display the pictures or make a class book.

Just Like the Little Chick

- Children will use different art media and materials.

Materials: stamps, ink, paint

Activity:
Explain to the children that the illustrator of *This Little Chick* used vinyl stamps to create the illustrations. Have them experiment using stamps to create similar illustrations.

Bread

- Children will use different art media and materials.
- Children will represent fantasy and real-life experiences through pretend play.

Materials: play dough, bread pans, cookie cutters

Activity:
Have the children use play dough to create bread and cookies.

Sample

“Here We Go ’Round the Big Red Barn”

Sung to the melody of “Here We Go ’Round the Mulberry Bush”

Here we go ’round the big red barn, the big red barn, the big red barn.
Here we go ’round the big red barn, so early in the morning.

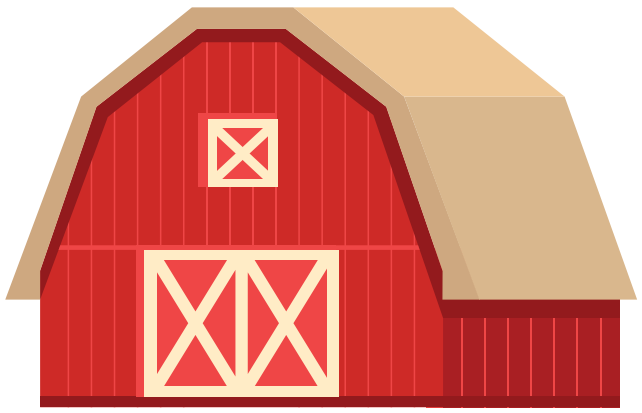
This is the way we milk the cows, milk the cows, milk the cows.
This is the way we milk the cows, so early in the morning.

This is the way we feed the pigs, feed the pigs, feed the pigs.
This is the way we feed the pigs, so early in the morning.

This is the way we ride the horse, ride the horse, ride the horse.
This is the way we ride the horse, so early in the morning.

Sample

Here we go ’round the big red barn, the big red barn, the big red barn.
Here we go ’round the big red barn, so early in the morning.



“Old MacDonald Had a Farm”

Old MacDonald had a farm,
Ee i ee i oh!
And on his farm, he had some chickens,
Ee i ee i oh!
With a cluck, cluck here,
And a cluck, cluck there.
Here a cluck, there a cluck,
Everywhere a cluck cluck.
Old MacDonald had a farm,
Ee i ee i oh!

Old MacDonald had a farm,
Ee i ee i oh!
And on his farm, he had some cows,
Ee i ee i oh!
With a moo, moo here,
And a moo, moo there.
Here a moo, there a moo,
Everywhere a moo, moo.
Old MacDonald had a farm,
Ee i ee i oh!

Old MacDonald had a farm,
Ee i ee i oh!
And on his farm, he had some pigs,
Ee i ee i oh!
With an oink, oink here,
And an oink, oink there.
Here an oink, there an oink,
Everywhere an oink, oink.
Old MacDonald had a farm,
Ee i ee i oh!

Sample

“This Little Piggy”

This little piggy went to market.

This little piggy stayed home.

This little piggy had roast beef.

This little piggy had none.

This little piggy cried, “Wee, wee, wee” all the way home.

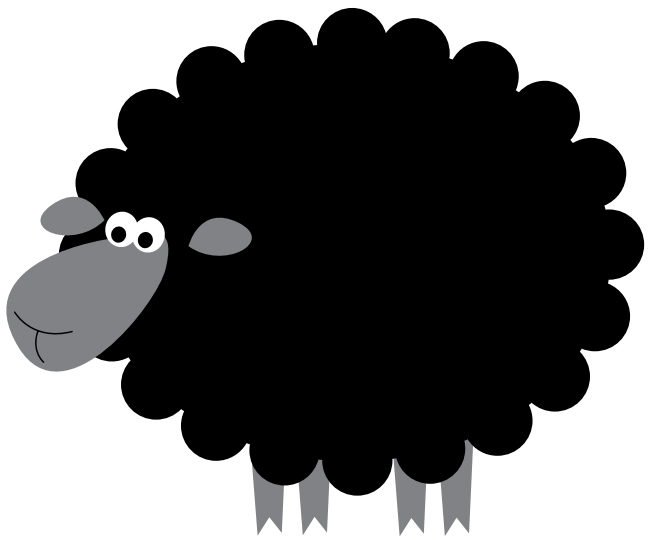
Sample

“Baa, Baa, Black Sheep”

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.



Sample

High Frequency, High Fun

Using Your Word Wall

Using Your Word Wall as a Resource for Learning

- Knowing high-frequency sight words is a vital reading skill, and a classroom Word Wall can be a tool for great learning.
- Adding new words to the Word Wall is only the first step. The Word Wall should also be a regular center activity. Help the children have fun with print!
- New words can be introduced through Message Time Plus® and already posted words should be incorporated into messages often.

Word Wall Reading Activities

One way for the children to practice the words on the Word Wall is reading them aloud each day. Make this fun by:

- reading in rhythm or using a chant.
- having the children cheer after each word or after the words under each letter.
- snapping or clapping after each word is read.
- reading in different voices, such as reading each word three times, once in a loud voice, once in a soft voice and once in a squeaky or deep voice. The children can suggest different voices each day.

Word Wall Flashlight Game

1. Gather the children in a large group facing your Word Wall. Tell them that you are going to play a Word Wall game with the lights off.
2. Turn off the lights. Ask the children for suggestions on how to read the words in the dark. Then show them your flashlight.
3. Shine the light on the first word on the Word Wall. Ask the children to read the word aloud with you. Continue to read the Word Wall together one word at a time, pointing your flashlight at each word as it is read.
4. After practicing, let the children who are ready control the flashlight.

Word Wall Matching

To Prepare

1. Use 3 x 5 inch index cards to make each word posted on your Word Wall.
2. Put these cards in a box labeled Word Wall Words.
3. Remember to make more cards as words are added to the Word Wall.

In Class

1. Have the children read aloud all of the words on the Word Wall.
2. Invite the children, one at a time, to pick a card out of the Word Wall Words box.
3. Each child then holds up the card, reads the word aloud and matches it to the appropriate word on the wall. If the child is struggling, provide prompts, such as “What letter does the word start with?” “Where is that letter on our Word Wall?”
4. When the child finds the matching word, he points to it and reads it aloud.
5. After all of the words have been matched, or every child has had a turn, the class reads the entire Word Wall again together, this time with a chant or cheer.

Word Wall Mind Reader

1. Tell the class that you are thinking of a Word Wall word and invite the children to listen to the clues you give and guess the word.
2. Give clues aloud, leaving time after each clue for the children to guess. Your clues should start with a general description, such as “I am thinking of a word that starts with the letter ‘b.’” Then, give more details, such as “The word I’m thinking of has three letters,” or “The word rhymes with cat.”
3. Keep providing clues until the children guess the word.
4. Repeat with different Word Wall words.

Go Word Fishing

To Prepare

1. Choose eight Word Wall words.
2. For each word, make two cards. Use index cards or stick mailing labels on regular playing cards and write the words on the labels.

In Class

Have the children, in groups of two to four, play Go Fish with the cards.

1. Give each child two cards. Leave the remaining cards face down in a pile.
2. The children take turns, trying to match pairs. The first child asks another child if she has a word to match a word the first child is holding. If the child doesn’t have that word, she tells the first child to “go fish” by taking the top card from the pile.
3. When a match is made, the matched pair of cards is laid face up on the table. The game continues until the cards are all matched.

Sample

Continuing Conversations

Modeling Conversation Skills

Good conversation skills are also good thinking skills. Learning to engage in conversations – to listen, think and respond – supports the children's comprehension. Through conversations, they learn to take in and evaluate new information, to form opinions and to express their thoughts as they make social connections with others. Teaching and modeling conversation skills and providing opportunities for guided practice will increase the children's oral language development and their social skills.

Good Conversation Chart

Using shared writing, create a classroom chart of guidelines for good conversations using positive language. Explain that a conversation is when we listen to others' ideas and share our own. Brainstorm and record a list of the behaviors that support this, including:

- put on your listening ears,
- look at the person talking (unless your children's home culture understands this to be rude),
- pay attention to the person talking.

Model & Praise Good Conversation

Children naturally imitate what they see and increase behaviors for which they or their peers are praised. You can lay the groundwork for conversational skills by:

- drawing attention to and describing your own conversational behavior. Talk with children about what you do, such as, "I'm waiting for Evan to finish speaking before I take my turn," or "Mrs. Johnson is coming down later to tell us something important. Who remembers how we act when we need to listen closely?"
- praising children who model good conversations. Remember to describe the details of what you are praising, such as "Marcus, I really like the way you waited for Carla to finish talking before you started talking," or "Joshua, I can tell from your comment that you were really doing a great job listening to the book during read aloud."

Make Conversations Part of Whole Group / Circle Time

When children are talking, such as answering open-ended questions, praise their conversation skills explicitly, such as, "I really liked the way that Malik listened attentively throughout the whole story. I also loved the way that Olivia waited until Lauren was finished before she started talking."

As children learn to attend to conversation skills, invite them to share comments about their classmates' actions. Ask them to praise friends who listen or take turns. Make this part of each day's whole group time.

Model Making Connections

Young children often wait for a peer to finish speaking and then say what they are thinking about, even if it is an entirely different topic. To help children learn to respond in a focused and not merely a random way, try these:

- Model giving a response. After a child speaks, pause and point out to the class that you are going to say something back to the child about his idea.
- Ask children for their ideas. After modeling giving a response, pause after a child speaks and ask the group for suggestions about how they might respond. Draw attention to and praise responses related to the original idea.

Role Play

As children are learning conversation skills, use frequent role plays to help them practice. Begin with groups of two children. When children are comfortable with the skills, work up to groups of three or four. Try these steps.

1. Get ready to talk. Have the children arrange themselves for a discussion by sitting facing one another or in a small circle.
2. Choose a topic. Help the children brainstorm a few topics they would like to discuss and then quickly pick one. You could create a list during whole group time and have each small discussion group choose from this list.
3. Everyone contributes. Give each child a block, marble or other marker to put into the center of the circle when they've had a turn. Begin with one or two markers each and work up to four or five.
4. Practice taking turns. To support children's ability to avoid interrupting, use a speaking object, such as decorated stick, which each speaker holds until he is done speaking. This gives children who are quiet, or who speak slowly, the chance to fully participate. Monitor the conversation and help the children stay on topic. This is a new skill for four-year-olds, but it will develop with practice and support.
5. Practice making connections. Help children make connections and stay on topic by having each child repeat what was just said before speaking. For example, David might begin his turn by saying, "Maria just said she thinks the story is funny. I think the story is funny, and I liked the part where Mole's hill had a lot of flowers."
6. Ending. Make a way for the children to end conversations, such as having everyone shake hands and say, "Thank you for conversing with me today." As the children's skills increase, the conversation groups could report back to the whole group and review what they discussed.

Sample

What's My Line

Creating Readers' Theater

Readers' Theater, in which children read from short scripts and act out stories using props, brings books to life and makes reading fun. For pre-kindergarten children, Readers' Theater begins when they engage in imaginative play in the dramatic play area and when they retell stories using props or puppets. With support and practice, the children's unstructured play can be guided to increase their fluency and comprehension.

Prepare a Story to Act Out

Choose a story with a clear beginning, middle and end that the children know very well, such as *The Three Little Pigs.* Gather a few props, such as plastic pig noses, blocks to represent bricks, sticks, straw or grass, and apples. Make a name tag on string for each character in the story.

In Class

1. Review the book with the children, having them describe what happens. You may decide to chart the events.
2. Ask for volunteers to come forward and act out the story. Help the children decide who will play which character and pass out props and name tags. Explain that you will tell the story and they will act out what you are telling. Encourage audience members to join in on the repeated refrains.
3. Tell the story orally, referring to the events chart. Guide the children to help them learn to wait for their parts, take turns, etc.
4. After you've done this several times with different children, move the props to the dramatic play center and help small groups of children act out the story themselves. Encourage children to use the story's repeated refrains, such as "Not by the hair of my chinny chin chin," when they act out the story.

First Scripts for Groups - Nursery Rhymes

To move the children toward reading from simple scripts, begin with a rhyme you've used for shared reading. Divide the rhyme into lines for two groups, such as:

Jack and Jill
Group 1: Jack and Jill went up the hill
Group 2: To fetch a pail of water.
Group 1: Jack fell down and broke his crown,
Group 2: And Jill came tumbling after.

To Prepare:

Write the entire rhyme on a large piece of chart paper and write the individual lines on large index cards to give to the children. Because young readers who believe they can read actually will become readers, it is important to duplicate scripts and distribute them to all children, regardless of reading abilities.

In Class

1. Practice the rhyme as a whole class. Divide the class into two groups and have them take turns reading the different lines.
2. Introduce the word script and distribute the index card scripts to the children.
3. Take the chart paper down and have the children focus on their scripts. Have the two groups again perform the rhyme by reading from their scripts.
4. Repeat with many other rhymes.
5. When the children are ready, use the scripts in small groups and move them into the dramatic play area or library corner for center activities.

Individual Scripts - Bringing it All Together

In pre-kindergarten Readers' Theater, the teacher is the narrator, while the children join in by reading from scripts with simple words or phrases, short sentences, chants or repeated lines.

For *The Three Little Pigs* or *The Little Red Hen*, the children's scripts would have only the repeated lines such as "Not by the hair of my chinny chin chin" or "Not I."

To Prepare: Choose a story with a clear plot and short, repeated phrases. Make name tags for the characters and write a script for each character on a large index card.

In Class

1. Ask for volunteers to play the characters.
2. Talk through the story slowly, helping each child read and repeat his lines. To keep children in the audience engaged, ask them to join in on some lines.
3. Tell the story orally, cueing children to read their lines. Encourage children to get dramatic; Readers' Theater is where your class clowns can really shine.
4. Repeat with other children in the roles.
5. Ask the children for other stories they'd like to act out. Make more scripts and have fun!

Sample

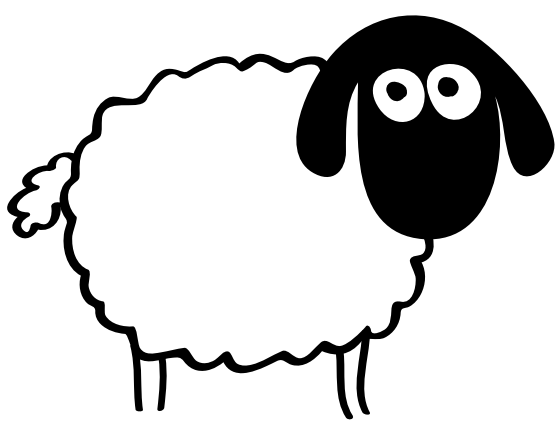
Sample

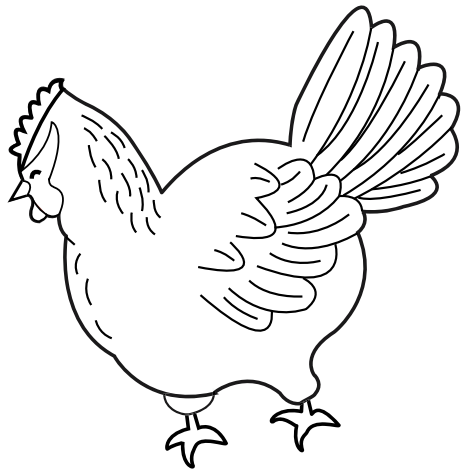
Reproducibles

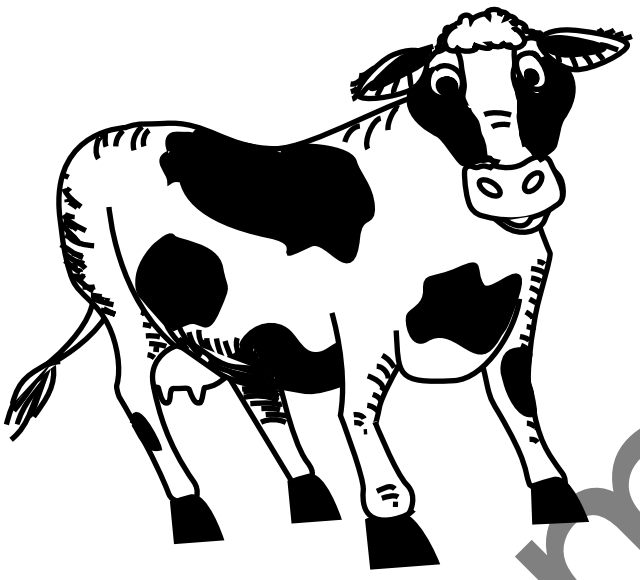
Sample

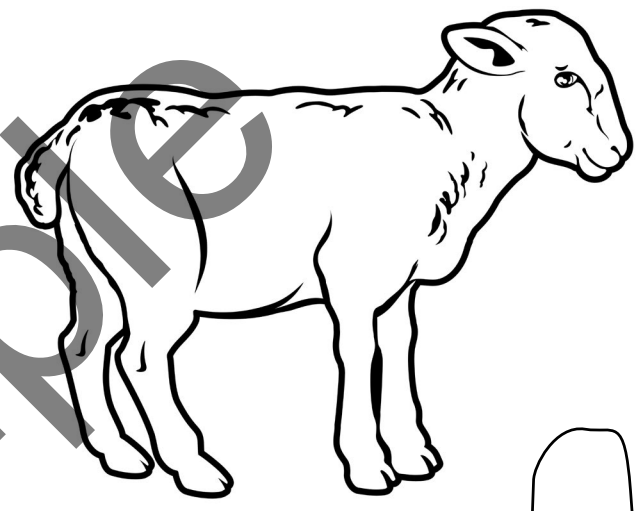
Photocopy this page as needed.

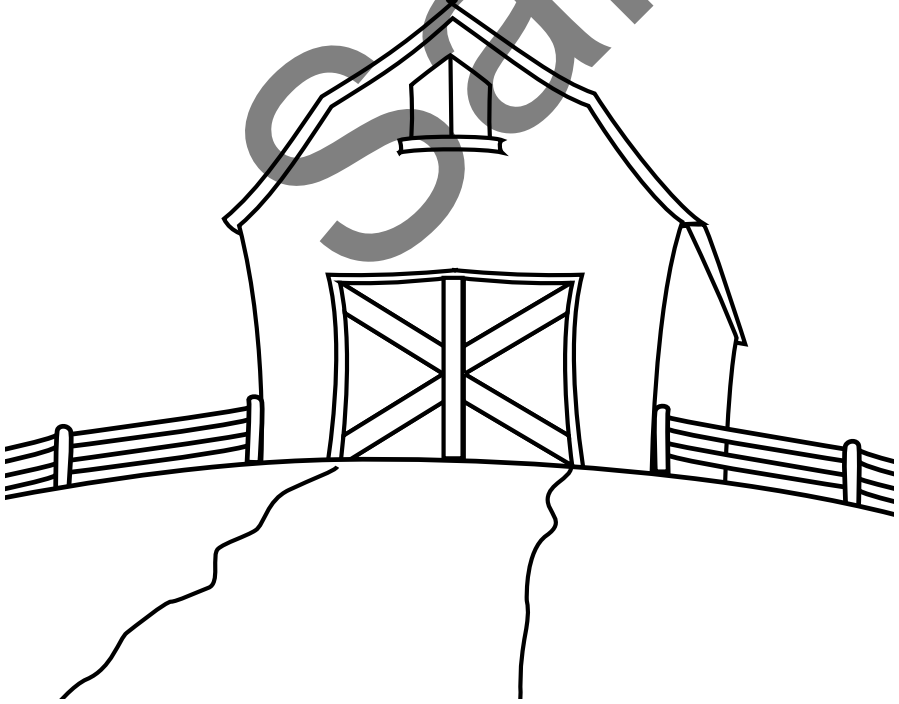
Reproducibles

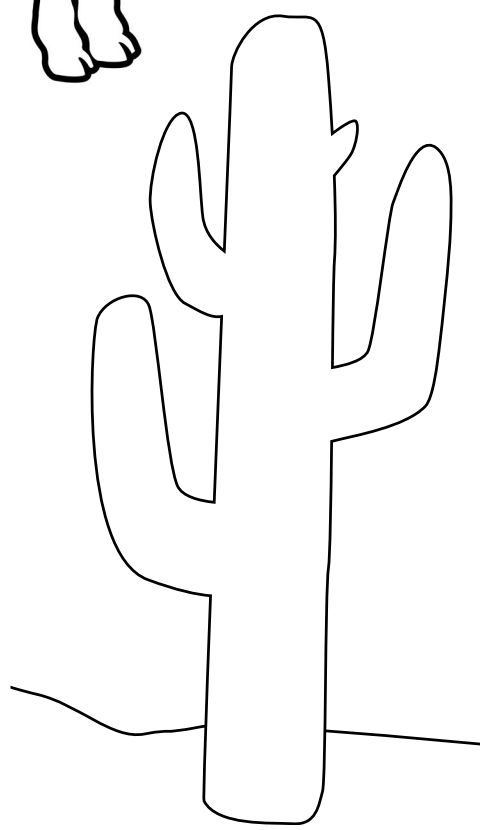












Sample

Pre-K Scaffolding Questions

How to scaffold toward the development of...	You can ask... (Remember to choose the question or questions that make the most sense based on the individual student's needs and zone of proximal development. You don't need to ask all of them.)
Letters	• Can you say the name of the letter? • Can you say the sound that letter makes? • Can you find this letter in your name? (Write the child's name at the bottom of the board or use a preprinted card with the child's name on it when asking this question.) • The letter you found has a long stick (short stick, curve, circle, tunnel, tail, cross, dot, slant, etc.) Can you find another letter that has a long stick (short stick, curve, circle, tunnel, tail, cross, dot, slant, etc.)? • Can you find that letter in another word in the message? • Here are two magnetic letters. One is the same as the letter you found. The other is different. Which is the same? • Can you find that letter somewhere else in the room? • Is the letter you found an uppercase letter or a lowercase letter?
Words	• How did you know that was a word? • Can you find a letter in that word? • What letter does the word start with? End with? • How many letters are in that word? • How many words are in this sentence? • Can you show me the first letter of the word? The last letter of the word? • You found the word ____ (dog). Is that one dog or more than one dog? • You found the Snap Word _____. Can you spell it for me? • You found the Snap Word _____. Can you use it in a sentence?
Phonological Awareness	• Can you think of a word that rhymes with that word? • I'm going to say some words. Give me thumbs up if the word I say rhymes with _____. Give me thumbs down if it doesn't. • That word has (two) chunks or syllables. Can you clap the word chunks? • You found the word _____. Can you clap the word chunks or syllables? • What sounds do you hear in that word? • Can you tell me another word that begins with the same sound? • I am going to say some words that start with the sound____. Give me thumbs up if it starts with the sound _____ or thumbs down if it doesn't. • You found the word _____. What is the beginning sound in that word?
Vocabulary	• Can you act out this word? • What does this word mean? • Can you tell me a word that is the opposite of this word? • Can you tell me a word that means the same thing as this word? • Can you use this word in a different sentence?
Concepts of Print	• Can you show me where the message begins? Where the message ends? • Can you point to each word in the order you should read the sentence? • Frame a letter or a word and ask: Is this a letter or a word? • Frame a letter or number and ask: Is this a number or a letter? • Can you show me the word that comes after this word? The word that comes before? • What is the name of the punctuation mark you found? • Why is that mark of punctuation there? • What does that punctuation mark tell your voice to do?

Sample

Photocopy this page as needed.

Supplemental Books

Atwell, Debby	*Barn*
Barton, Byron	*The Little Red Hen*
Beaton, Clare	*One Moose, Twenty Mice*
	There's a Cow in the Cabbage Patch
Boynton, Sandra	*Barnyard Dance*
	Moo, Baa, La La La!
Brett, Jan	*Gingerbread Baby*
Brown, Margaret Wise	*Big Red Barn*
Cronin, Doreen	*Click, Clack, Moo: Cows That Type*
Demi	*The Empty Pot*
Egielski, Richard	*The Gingerbread Boy*
Ehlert, Lois	*Color Zoo*
	Mole's Hill: A Woodland Tale
Fleming, Denise	*Mama Cat Has Three Kittens*
Ho, Minfong	*Hush! A Thai Lullaby*
Hort, Lenny	*The Seals on the Bus*
Hutchins, Pat	*Rosie's Walk*
Kasza, Keiko	*The Wolf's Chicken Stew*
Kellog, Steven	*The Three Little Pigs*
Marshall, James	*Hansel and Gretel*
	Goldilocks and the Three Bears
McDermott, Gerald	*Zomo the Rabbit: A Trickster Tale from West Africa*
	Papagayo: The Mischief Maker
Most, Bernard	*The Cow That Went Oink*
Numeroff, Laura Joffe	*The Chicken Sisters*
Pearson, Tracey Campbell	*Bob*
Root, Phyllis	*Kiss the Cow*
Shapiro, Arnold I	*Mice Squeak, We Speak*
Slobadinka, Esphyr	*Caps for Sale*
Williams, Sue	*I Went Walking*
Young, Ed	*Seven Blind Mice*

Sample

Lead Curriculum Development

Michele Coulombe and Dave Younkin

Primary Content Development

Sara Binnington, Beth Ellor, Gina Molinari-Schiano, Theresa Ormond, and Sharon Weldon

Creative Direction, Design and Layout

Michael Jones

Book Collections

Galen Longstreth

Thanks to the following colleagues and consultants who helped in a variety of invaluable ways:

Gil Aquino, Kathie Bowes, Jennifer Chen, Salvatore Dell'Aquila, Meg Engelhard, Caryn Henning, Sara Lasrow, Stan Melusky, Amelia Mumford, Bridget Nolen, Jordanne Owen, Nicole Pepper, John Phillips, Kelly Phillips, Ted Rudofker, Cameron Voss, Laura Wood

Special thanks to Jen Van Zandt and her terrific Pre-K colleagues at Belmont Academy Charter School, as well as Annette Hanagan at St. Helena School.

Children's Literacy Initiative

Copyright © 2015. All Rights Reserved.

"Children's Literacy Initiative", "CLI", and "Blueprint For Early Literacy" are trademarks of Children's Literacy Initiative.

Children's Literacy Initiative
2314 Market Street
Philadelphia, PA 19103
215-561-4676

www.cli.org

Sample

Blueprint For Early Literacy

Children's **Literacy** Initiative