

# Sit Together And Read

## Rufus Goes to School by Kim Griswell

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Target	Environmental Print															Metalinguistic Concept of Reading														
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Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context: In the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** Here's a sign that looks like one we have outside our building! Can anyone guess what the sign says?

**Children:** School?

**Teacher:** You're exactly right! The sign has the word **school** written on it.

### REASONING

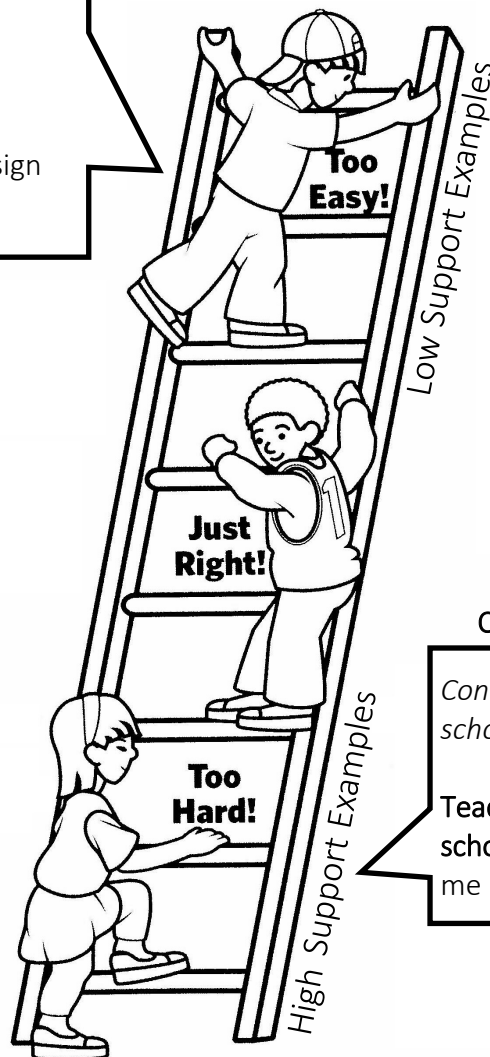
*Context: On a page in the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** Sarah, you knew that this word **school** on the sign was the same as this word **school** in the sentence. How did you know that?

### ELICITING

*Context: In the book, there are pieces of papers with individual alphabet letters written on them that are scattered across the floor.*

**Teacher:** We see letters and words at the top of this page. Who can show me where else we see letters on the page?



### CO-PARTICIPATING

*Context: In the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** This word is **school** and this word is **school**. Ashton, come on up here and help me point to the two words that say **school**.



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### PREDICTING

*Context: The teacher can use this example when looking at the cover of Rufus Goes to School.*

**Teacher:** This book is titled Rufus Goes to School. What do you think this story is about?

**Child:** A pig?

**Teacher:** I think you're right! A little pink pig is going to be in this book, and his name is Rufus. We will learn all about Rufus's day at school.

### ELICITING THE ANSWER

*Context: The teacher can use this example when looking at the cover of Rufus Goes to School.*

**Teacher:** This book is titled Rufus Goes to School. What do you think this story is about?

**Child:** A pig?

**Teacher:** I think you're right! A little pink pig is going to be in this book, and his name is Rufus. We will learn all about Rufus's day at school.

### REASONING

*Context: In the book, Rufus is looking into the window where children are taking a nap.*

**Teacher:** Let's look at this picture. Does this look familiar to you? What are the children doing?

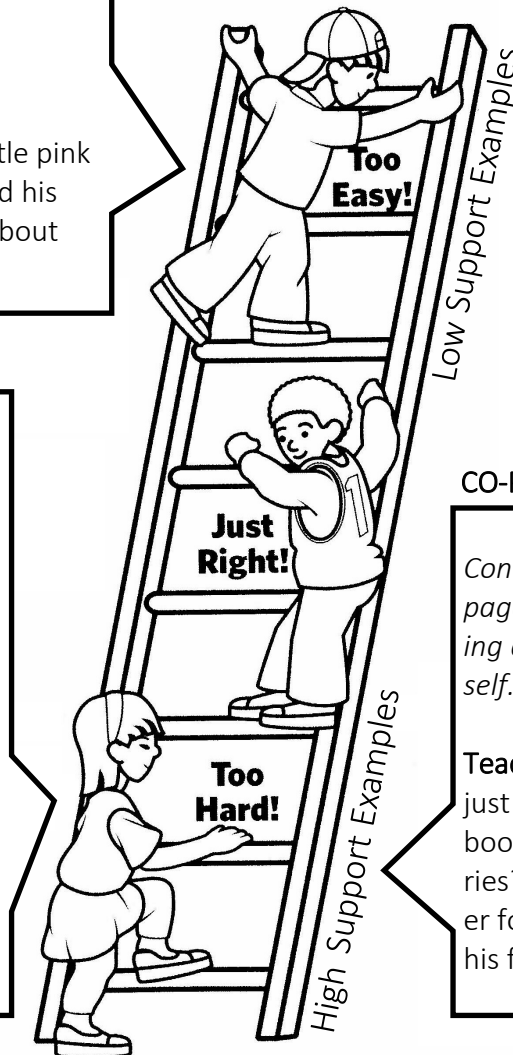
**Child:** It's nap time.

**Teacher:** That's right! We know it's nap time because the kids are lying down and closing their eyes. We should do that during nap time, too.

### CO-PARTICIPATING

*Context: This example relates to the first page that has text on it where Rufus is looking at the pages of his favorite book by himself.*

**Teacher:** We're reading a book right now, just like how Rufus is reading his favorite book. Does anyone know why we read stories? Let's come up with some ideas together for what we might learn about Rufus and his first day of school.



# Sit Together And Read

## Giraffes Can't Dance by Giles Andreae & Guy Parker-Rees

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Print Direction															Concept of Word in Print														



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### GENERALIZING

*Context: This example refers to Week 1's book to help students think about print direction in the context of their own lives, with past and future experiences.*

**Teacher:** Allison, remember when we read Rufus Goes to School last week? Did we read from left to right or from right to left (*follow text with your index finger to indicate left to right and right to left*).

**Child:** Left to right?

**Teacher:** Very good memory! We will read this book the exact same way!

### PREDICTING

*Context: This example can be used on any page where there is text to showcase print direction.*

**Teacher:** Sam, can you show me which way I should read this page? I bet you can since you showed me last time.

**Child:** This way (*runs finger along text from left to right*)!

**Teacher:** I knew you would remember. Good job!

### REDUCING ALTERNATIVES

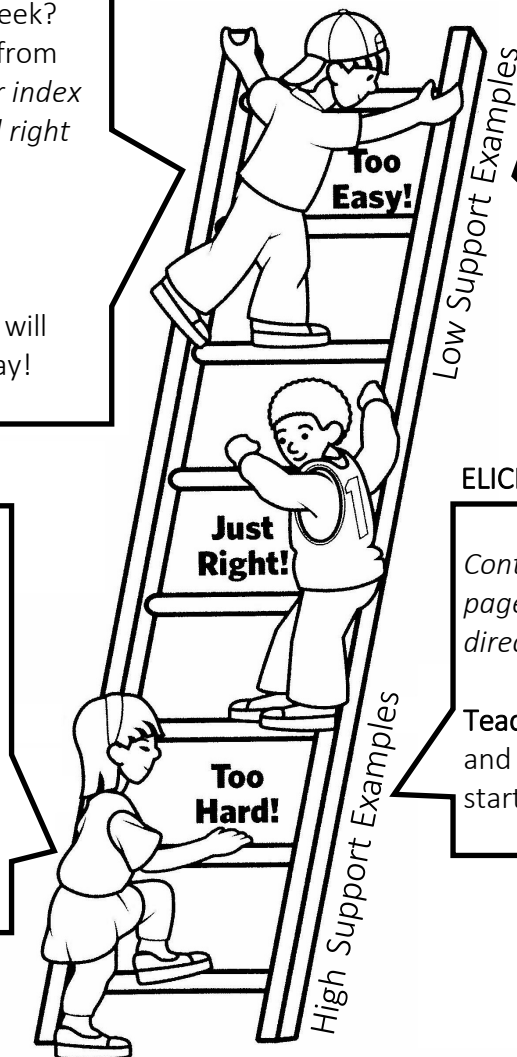
*Context: This example can be used on any page where there is text to showcase print direction.*

**Teacher:** Where should we start reading on this page? Here (*point to first word on the page*) or here (*point to the last word on the page*)?

### ELICITING THE ANSWER

*Context: This example can be used on any page where there is text to showcase print direction.*

**Teacher:** When I read, I start reading here and end here. Who can show me where I start reading?



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## Giraffes Can't Dance by Giles Andreae & Guy Parker-Rees

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Target	Print Direction															Concept of Word in Print														



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context: In the book, there is a sign lined with flowers that says "JUNGLE DANCE" at the top of the page.*

**Teacher:** Look at what all the animals are doing on this page. What word do you think we might find here?

**Children:** Dance!

**Teacher:** I do see the word **dance**. It's right here.

### REASONING

*Context: This example can be used with any page that has a picture of a giraffe or any animal.*

**Teacher:** Is this a word (*Point to the picture of the giraffe*)?

**Children:** No! That's a giraffe!

**Teacher:** That's right. It is a picture of a giraffe. This is a word (*point to a word*).

### ELICITING THE ANSWER

*Context: The teacher can use this example when looking at the cover of Giraffes Can't Dance.*

**Teacher:** This is the title of the book. It is made up of words. Let's count how many words are in the title while I point.

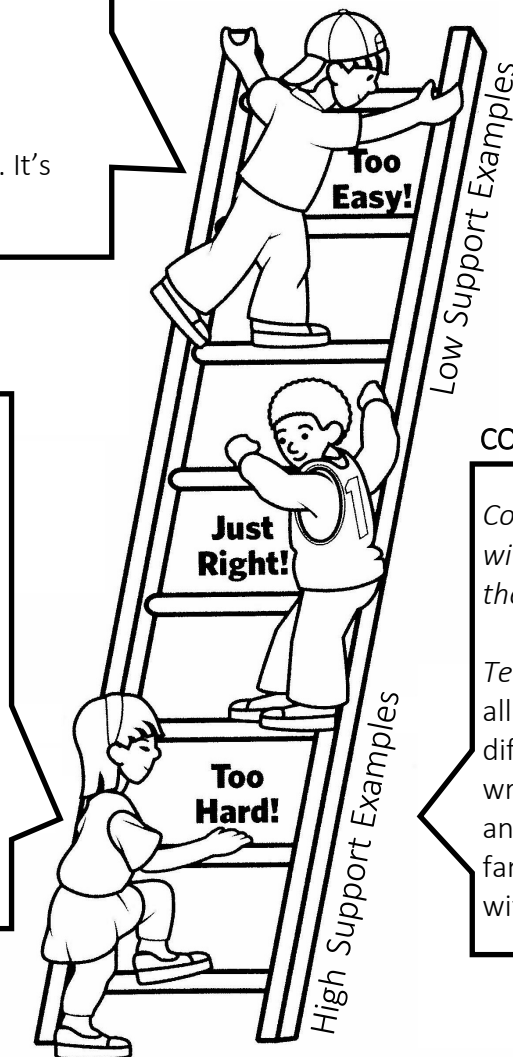
**Child:** 1-2-3.

**Teacher:** You've got it! There are 3 words in the title.

### CO-PARTICIPATING

*Context: In the book, there is a sign lined with flowers that says "JUNGLE DANCE" at the top of the page.*

**Teacher:** Amy, let's find the word that has all capital letters together. It looks a little different than the other words because it is written on a sign and the letters look bigger and thicker than other text we've seen so far in this book. Use your finger to point with me at the word **DANCE**.



# Sit Together And Read

## I Like It When... by Mary Murphy

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Author															Print Function														



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: This example can be used when looking at the cover page or inner title page of the book.*

**Teacher:** Whose name is on the front of this book?

**Child:** The author's!

**Teacher:** That's right! The name "Mary Murphy" is on the front of this book because she wrote the book. Great job!

### GENERALIZING

*Context: This example can be used when looking at the cover page or inner title page of the book.*

**Teacher:** Why do you think this name is on the front of the book? Johnny, I bet you know why, you knew last time!

**Child:** Because they wrote the book!

**Teacher:** You're right!

### ELICITING THE ANSWER

*Context: This example can be used when looking at the cover page or inner title page of the book.*

**Teacher:** The author is the person who writes the book. Can anyone tell me what does an author does?

**Child:** Read the book?

**Teacher:** Not quite, the author is the person who writes the book. The author of this book is Mary Murphy. We see her name right here.

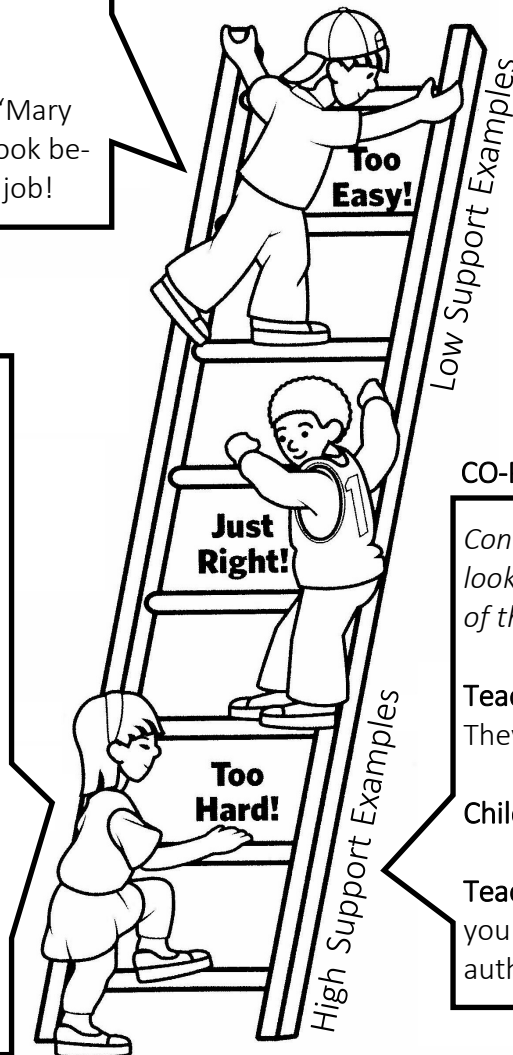
### CO-PARTICIPATING

*Context: This example can be used when looking at the cover page or inner title page of the book.*

**Teacher:** These words are the author's name. They say "Mary Murphy."

**Child:** Where is the name?

**Teacher:** Here, give me your finger. There you go—that says "Mary Murphy." She is the author of the book.



# Sit Together And Read

## I Like It When... by Mary Murphy

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Target	Author															Print Function														



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: This example takes place on the green page featuring a talking momma penguin holding a blue bowl.*

**Teacher:** Can you show me where the momma penguin is talking?

**Child:** Here?

**Teacher:** That's right! We know the momma penguin is talking because she has a word bubble over her head.

### ELICITING THE ANSWER

*Context: This example can apply to any page where one of the penguins is talking and dialogue is displayed in speech bubbles.*

**Teacher:** This is where the penguin is talking. Show me where the penguin is talking.

**Child:** Right here.

**Teacher:** That's right! Those are the penguin's words!

### PREDICTING

*Context: This example takes place on the blue page featuring a talking momma penguin holding her arms out. Adjacent page shows baby penguin saying, "Boo!"*

**Teacher:** What do you think the words in this bubble mean?

**Child:** That the baby wants to say something?

**Teacher:** That's right! The baby is surprising its mom and it says, "boo!"

### REDUCING ALTERNATIVES

*Context: This example takes place on the blue page featuring a talking momma penguin holding her arms out. Adjacent page shows baby penguin saying, "Boo!"*

**Teacher:** Is the baby penguin talking here (points to the word bubble saying, "boo") or here (points to the momma penguin)?

**Child:** Here (points to the momma penguin)?

**Teacher:** The baby penguin's words are here (points to baby penguin's word bubble). This shows the baby penguin is talking.



# Sit Together And Read

## The Dandelion Seed by Joseph P. Anthony

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Uppercase vs. Lowercase Letters														Top and Bottom of Page															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### GENERALIZING

*Context: This example refers to the page that starts with a large capital B. The adjacent page starts with a capital C.*

**Teacher:** What upper-case letter is this? Billy, I bet you know, because you have this letter in your name!

**Child:** B!

**Teacher:** That's right!

### REASONING

*Context: This example refers to the page that starts with a large capital C. The adjacent page starts with a capital B.*

**Teacher:** Can you point to one upper-case letter?

**Child:** Um, this one.

**Teacher:** That's right! This O is an upper-case letter. It is bigger than all the other letters.

### CO-PARTICIPATING

*Context: This example refers to the page that starts with a large capital I. The adjacent page says, "more lonely."*

**Teacher:** This is an upper-case letter.

**Child:** Where?

**Teacher:** Here, give me your finger (takes child's finger and places it on an upper-case letter). This is an upper-case letter. It is an upper-case I.

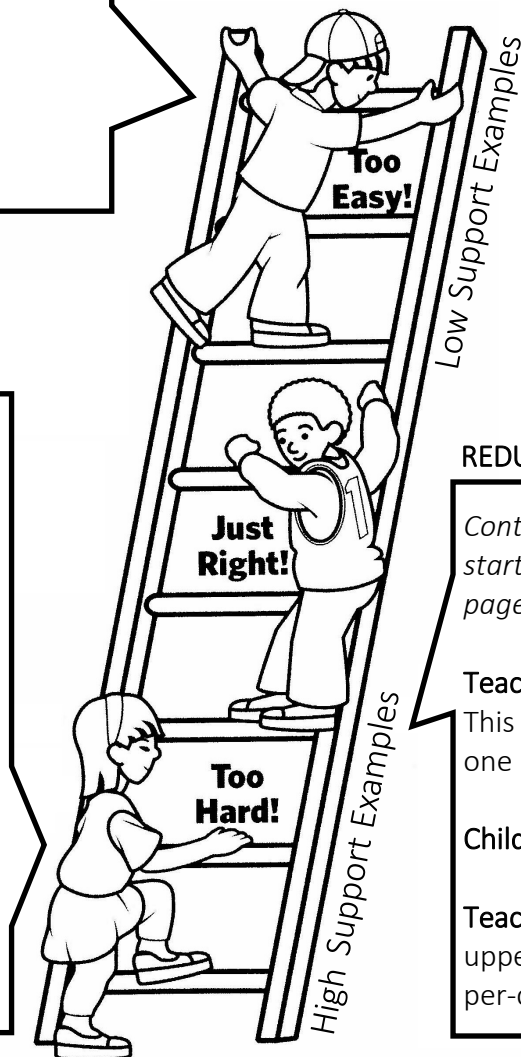
### REDUCING ALTERNATIVES

*Context: This example refers to the page that starts with a large capital T. The adjacent page does not have words.*

**Teacher:** Which one is an upper-case letter? This one (points to an upper-case T) or this one (points to a lower-case t)?

**Child:** (points to t)

**Teacher:** That one is a lower-case t. This is an upper-case letter (points to T). This is an upper-case T.



# Sit Together And Read

## The Dandelion Seed by Joseph P. Anthony

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Target	Uppercase vs. Lowercase Letters														Top and Bottom of Page															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: This example can be used on the first page where the story begins, or on any page with text.*

**Teacher:** Can you show me the top of the page?

**Child:** Here?

**Teacher:** That's right! The top of the page is right here and that's where we find the words to start reading!

### PREDICTING

*Context: This example can be used on any page where there is text present.*

**Teacher:** Johnny, do you think that the story starts at the top of the page, or the bottom of the page?

### ELICITING THE ANSWER

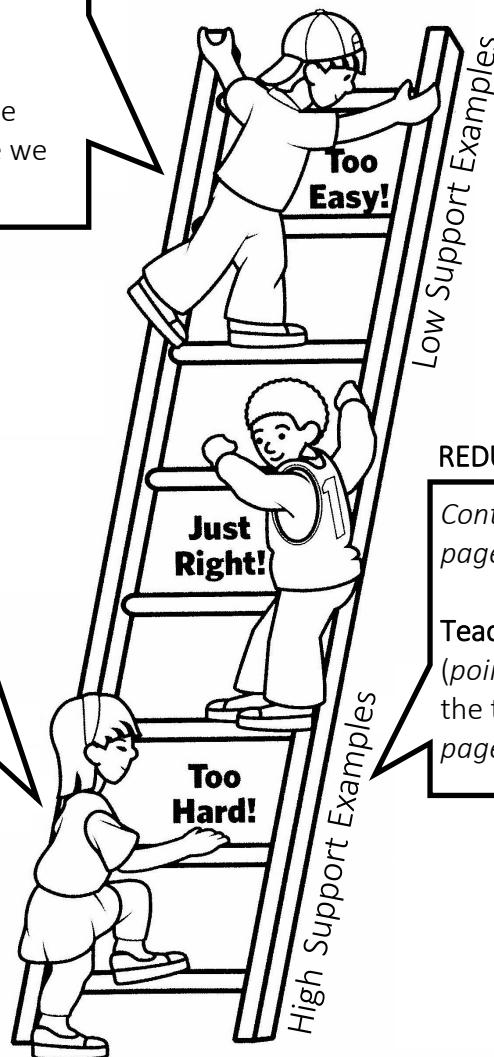
*Context: There is a house surrounded by trees in the middle of the page. The text is at the bottom of the page.*

**Teacher:** Look, the words are all at the bottom of the page. Mary, can you tell me where the words are?

### REDUCING ALTERNATIVES

*Context: This example can be used on any page where there is text present.*

**Teacher:** Ahmed, is this the top of the page (points to the bottom of the page) or is this the top of the page (point to the top of the page)?





# Sit Together And Read

## Down by the Cool of the Pool by Tony Mitton

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Title of Book															Word Identification														



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

Context: Front cover.

**Teacher:** Let's look at the cover of the book. The title of the book is Down by the Cool of the Pool (*emphasize the words **cool** and **pool** to enunciate rhyme scheme*). Tina, what do you notice about some of the words in the title of the book?

**Child:** They rhyme?

**Teacher:** Very good! Let's try to brainstorm another word that rhymes with **cool** and **pool**.

### PREDICTING

Context: Look on the front cover, but this example can be used with the inner title page as well.

**Teacher:** We've talked about the title of our book being on the front cover. Where else can we find the title? Why would the title be written in a book more than one time?

### ELICITING THE ANSWER

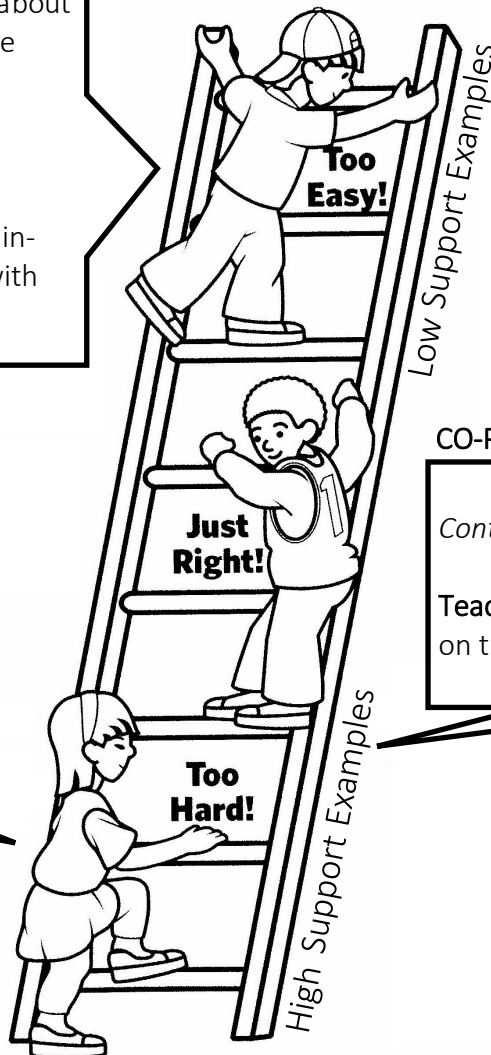
Context: Front cover.

**Teacher:** The title is the name of the book. This book's title is Down by the Cool of the Pool. Billy, can you tell me the title of the book?

### CO-PARTICIPATING

Context: Front cover.

**Teacher:** We can find the name of the book on the front cover. Let's point to it together!



# Sit Together And Read

## Down by the Cool of the Pool by Tony Mitton

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### REASONING

*Context: The word "splash" is written at the top of the page. There is mayhem as all the animals tumble into the water.*

**Teacher:** What sound does water make when you jump into the pool?

**Child:** Splash!

**Teacher:** That's right! And this is the word **splash**.

### GENERALIZING

*Context: On the page, a cat is leaping through the air towards a sheep. There is also a pig and dog dancing. If your student has a dog, it may be more appropriate to point to the dog instead of cat.*

**Teacher:** Lauren, I know you have a pet at home. I bet you know this word because you have this as a pet (*point to the word cat*)!

**Child:** A kitty!

**Teacher:** Almost! This word says **cat**. It is spelled c-a-t!

### ELICITING THE ANSWER

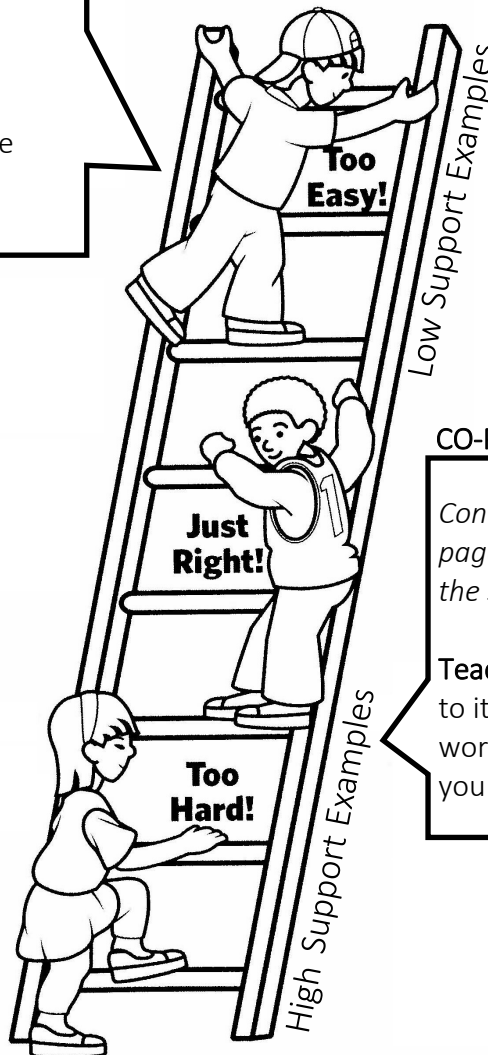
*Context: A frog is stretched out across the page. This is the first page of the book where the story starts.*

**Teacher:** This word is **pool**. Can you tell me what is this word?

### CO-PARTICIPATING

*Context: A frog is stretched out across the page. This is the first page of the book where the story starts.*

**Teacher:** This word says "whee." Let's point to it and say it together! I bet we'll see this word again. Remember what it looks like so you can help me read it on the next page!



# Sit Together And Read

## “More More More,” Said the Baby by Vera B. Williams

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Target	Metalinguistic Concept of Letter															Top and Bottom of Page														



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### GENERALIZING

*Context: Front cover.*

**Teacher:** Bobby, can you find one letter on this page that you have in your name?

**Child:** (points to letter **b** in baby)

**Teacher:** That's right! Just like baby, your name has the letter **b** in it! Do you know how many **b**'s are in baby?

**Child:** 1-2. Two!

### PREDICTING

*Context: There is a green page with the phrase “Little Guy” in the middle.*

**Teacher:** Gemma, where do you think we can find T's on this page?

### REDUCING ALTERNATIVES

*Context: There is a green page with the phrase “Little Guy” in the middle.*

**Teacher:** Samantha, is there the letter L in the word **little** or in the word **guy**?

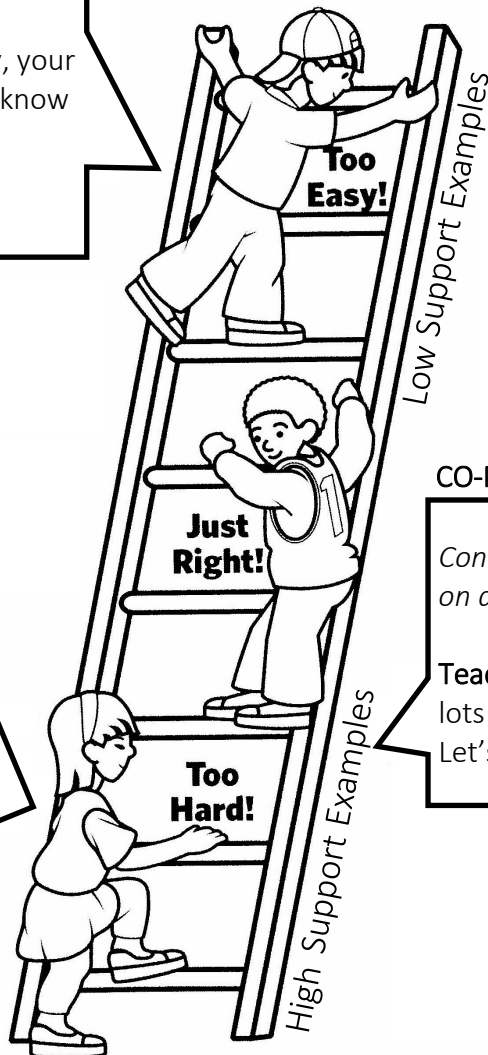
**Child:** Little!

**Teacher:** That's exactly right. We see the letter L in little!

### CO-PARTICIPATING

*Context: In the book, there is the baby sitting on a blue chair in the middle of the page.*

**Teacher:** This letter is **M**. We see this letter in lots of words. We see **M** in the word **middle**. Let's point to all the **M**'s on this page!



# Sit Together And Read

## “More More More,” Said the Baby by Vera B. Williams

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------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Target	Metalinguistic Concept of Letter															Top and Bottom of Page														
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### PREDICITING

*Context: This example can be used on any page with text present.*

**Teacher:** Where do you think the top of the page is? Austin, I know you'll know this because you knew it before!

### REASONING

*Context: On the page spread, the baby is running away from the blue chair. Text is at the bottom of the page.*

**Teacher:** Can you show me the bottom of the page?

**Child:** Here?

**Teacher:** That's right! The bottom of the page is right here. This is a good place to look for words to start reading.

### ELICITING THE ANSWER

*Context: On the page, the father is hugging the baby. The text is at the top of the page.*

**Teacher:** This is the top of the page. Can you show me the top of the page?

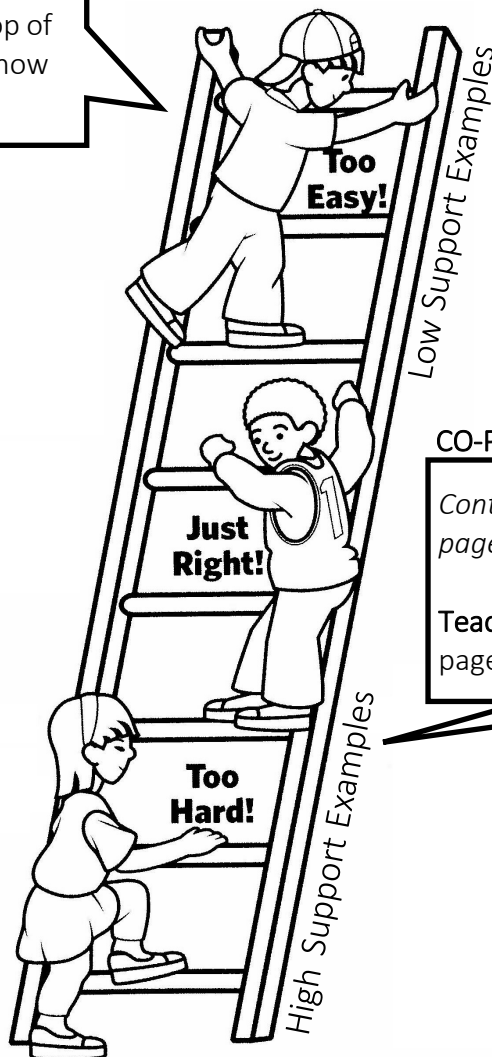
**Child:** Here (points to the top of page)?

**Teacher:** Right! This is where I start reading.

### CO-PARTICIPATING

*Context: This example can be used on any page with text present.*

**Teacher:** Joe, let's point to the top of the page together.



# Sit Together And Read

## Farmer Duck by Martin Waddell

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Page Order														Names of Letters															



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### PREDICTING

*Context: This example could be used before reading or at the end of the story, as a way to reinforce page order.*

**Teacher:** If I started reading this book on this page near the end, would the story make sense?

**Child:** No.

**Teacher:** That's right! We start at the beginning of the book so we can read the whole story.

### GENERALIZING

*Context: Front cover.*

**Teacher:** Christy, you knew where we started reading last time. Can you come up and show me the page where I start to read?

### ELICITING THE ANSWER

*Context: This example can be used on any page with text.*

**Teacher:** Now that I've read the first page, I want to keep reading. Which way should I turn the page?

**Child:** This way!

**Teacher:** Exactly! I turn pages this way to read the story.

### REDUCING ALTERNATIVES

*Context: Front cover.*

**Teacher:** Should I start reading on this first page or on a page in the middle of the book?

**Child:** The first page?

**Teacher:** That's right! We start reading the book on the first page so we can understand the story.



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## Farmer Duck by Martin Waddell

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Target	Page Order															Names of Letters														



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### GENERALIZING

*Context: Front cover.*

**Teacher:** The word “duck” starts with the letter **D**. Danny, can you tell me what other words start with the letter **D**?

**Child:** Danny starts with **D**!

**Teacher:** That's right! Your name starts with the letter **D**.

### REASONING

*Context: On the two page spread, there is three hen, a sheep, a cow, and a duck.*

**Teacher:** The duck asks, “Quack,” the cow goes, “Cluck,” and the sheep goes, “Baa.” Can anyone tell me which one of those sounds is wrong?

**Child:** That's not the sound the cow makes!

**Teacher:** Very good! Can you tell me why is that the wrong sound?

### ELICITING THE ANSWER

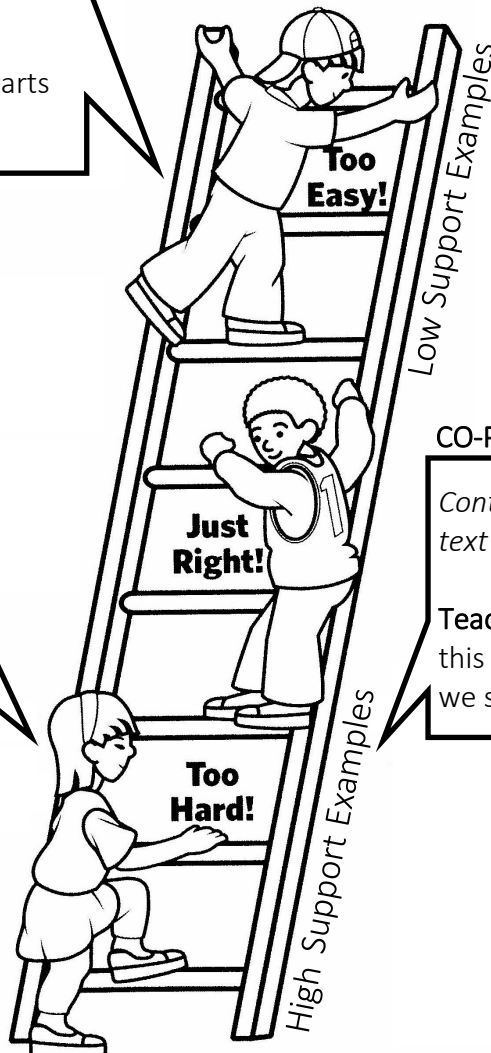
*Context: Front cover.*

**Teacher:** This is the letter **R** (points to an **R** in the title). Can anyone find another **R**?

### CO-PARTICIPATING

*Context: This is the first page where there is text and the story begins.*

**Teacher:** Do you see any letters you know on this page? Let's point together at the letters we see on the page.



# Sit Together And Read

## Rumble in the Jungle by Giles Andreae

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Word Identification														Metalinguistic Concept of Letter															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: On the page, there is a red and green snake wrapped around a tree branch. Text is in the middle of the page.*

**Teacher:** John, the way words are written can help us understand what they mean. How do you think the word **snake** might look?

### PREDICTING

**Teacher:** Let's look at the cover of the book. Based on these pictures, what kinds of words do you think we'll see in this book?

**Child:** I think we'll see names of animals, because there are animals on the front of the book!

**Teacher:** Let's see, I see lots of words about animals. This word is **lion** and this word is **tiger**.

### ELICITING THE ANSWER

*Concept: On the page where there is a mischievous-looking crocodile peeking out from behind weeds.*

**Teacher:** This word says "crocodile." What word is it?

### CO-PARTICIPATING

*Context: Front cover.*

**Teacher:** This word is **jungle**.

**Child:** Where?



**Teacher:** Here, let's point to it together. This word says, "**Jungle**."



# Sit Together And Read

## Rumble in the Jungle by Giles Andreae

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Word Identification														Metalinguistic Concept of Letter															


 Don't forget to talk about the highlighted topic 1-3 times as you read this book!
 

### GENERALIZING

*Context: On the two page spread with chimpanzees swinging from trees.*

**Teacher:** Look at all the chimpanzees hanging out. They look like they are friends! Can you think of the names of your friends? Do any of their names start with the letter C?

### ELICITING THE ANSWER

*Context: Front cover.*

**Teacher:** Letters make up words. What do letters do?

**Child:** Make up words?

**Teacher:** That's right! Letters make up words!

### REASONING

*Context: On this page, there is a pink hippopotamus at the bottom of the page.*

**Teacher:** We see a lot of words. Nicky, can you tell me what makes up a word?

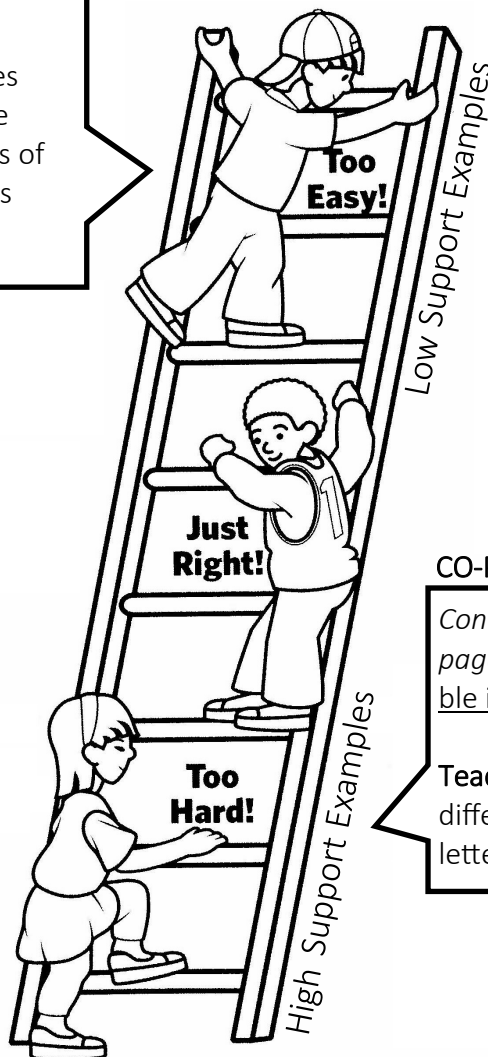
**Child:** Letters?

**Teacher:** That's right! Words are made of lots of different letters. And you will see that the same letter can be used to make up different words, like h is in "hippo" and h is also in "happy."

### CO-PARTICIPATING

*Context: This example can be used on any page that contains letters from the title Rumble in the Jungle.*

**Teacher:** Jennifer, we see the same letter in different parts of the book. Let's point to a letter we saw on the front cover.





# Sit Together And Read

## David Gets in Trouble by David Shannon

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Author										Letters vs. Words																			



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: Front cover*

**Teacher:** Jill, we see the name David Shannon on the front of the book. Why is this person's name written here?

### GENERALIZING

*Context: Front cover*

**Teacher:** Can anyone tell me the name on the front of the book? David, I bet you'll know this, because he has the same name as you!

**Child:** David!

### ELICITING THE ANSWER

*Context: Front cover*

**Teacher:** The person who wrote the book is called the author. His name is right here. Who can point to the author's name?

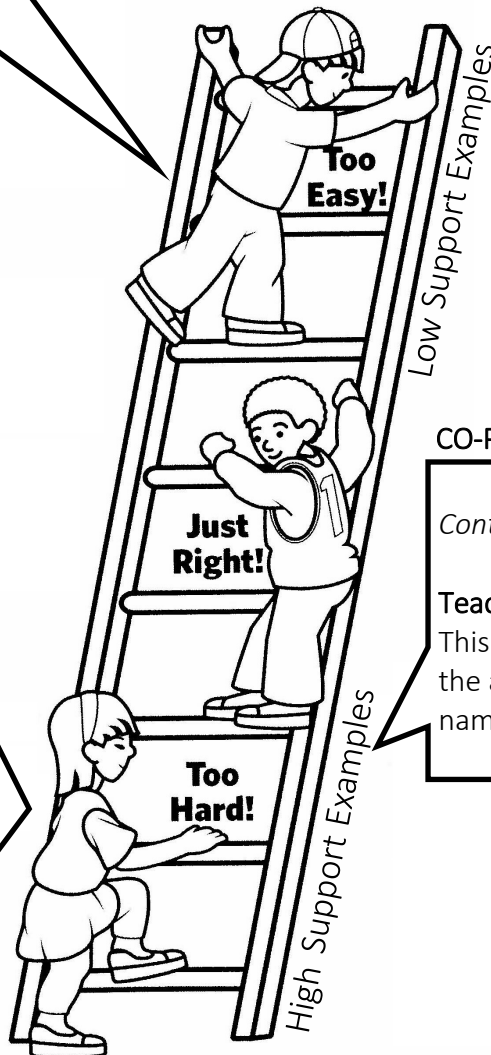
**Child:** Here?

**Teacher:** Almost, that's the title of the book. Here is the author's name. His name is David Shannon.

### CO-PARTICIPATING

*Context: Front cover*

**Teacher:** Let's look at the name on this page. This name is David Shannon. It's the name of the author. Let's all point to the author's name together!



# Sit Together And Read

## David Gets in Trouble by David Shannon

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Author										Letters vs. Words																			



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context:*

**Teacher:** How many letters are in the word **mom**?

**Child:** Three?

**Teacher:** That's right! There are three letters in the word **mom**—m-o-m.

### GENERALIZING

How many letters are in the word **excuse**? Chris, I bet you'll know this because we counted letters yesterday!

**Child:** 1-2-3-4-5-6

**Teacher:** Good job! Those six letters make up the word **excuse**.

### ELICITING THE ANSWER

**Teacher:** This page has five words on it. Does this page have five words or five letters on it?

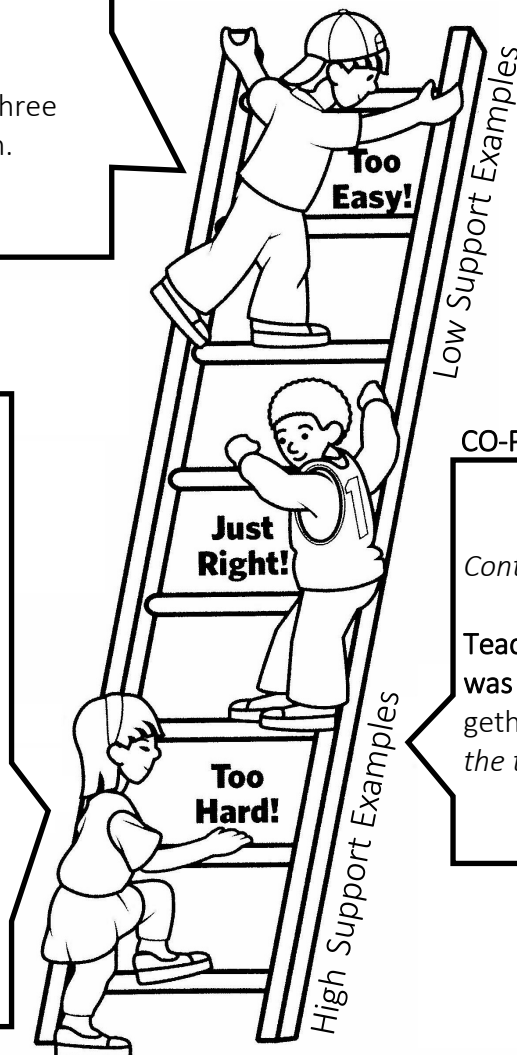
**Child:** Letters?

**Teacher:** Almost, this page has five words on it. Let's count them, 1-2-3-4-5. Now let's count the letters in the words. We're going to find that there are many more letters since they make the words (*begins counting the letters*).

### CO-PARTICIPATING

*Context:*

**Teacher:** This page has three words on it: I **was hungry**. Let's point to all the words together! (*After pointing to the words, counts the total number of letters in each word.*)



# Sit Together And Read

## The Way I Feel by Janan Cain

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Short vs. Long Words										Print Function																			



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

Context: On this page, a young boy is seen crying in a tree.

Teacher: Let's take a look at the words on this page. Ariel, can you point to the shortest word on the page?

Child: (points to the word *sad*)

Teacher: Great! Now, why is this word shorter than the word *playing*?

### PREDICTING

Context: On this page, a young boy is seen crying in a tree.

Teacher: Let's look at this page. This is the word *sad*. Do you think the word *sad* will be one of the shortest words on the page or one of the longest words on the page?

Child: Shortest!

Teacher: Yep, we know that because it only has three letters in it. Lots of words have more than three letters in them.

### ELICITING THE ANSWER

Context: A boy looks like he is shooting up from the ground, smiling.

Teacher: Look at this boy. It looks like he's jumping up and down! This word (points to the word *excited*) is a long word. It has (begins counting) seven letters in it. Is "*excited*" a long word or a short word, do you think?

Children: Long word!

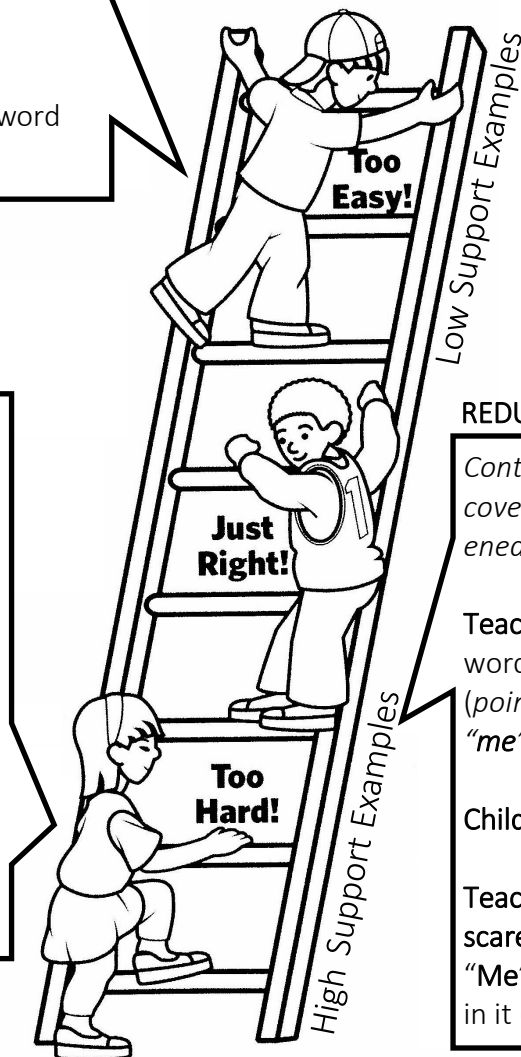
### REDUCING ALTERNATIVES

Context: On this page, a young girl has the covers pulled up to her chin and looks frightened in her bed.

Teacher: Look at these two words. Which word do you think is a long word? This word (points to "*scared*") or this word (points to "*me*")?

Child: (points to "*scared*")

Teacher: You are exactly right. The word *scared* is a long word. It has six letters in it. "*Me*" is a short word; it only has two letters in it (counts letters with finger).



# Sit Together And Read

## The Way I Feel by Janan Cain

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Short vs. Long Words										Print Function																			



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### GENERALIZING

*Context: Context: A boy looks like he is shooting up from the ground, smiling.*

**Teacher:** Look at this boy. He looks very, very happy. And look at this word. It looks like it's jumping up and down. too. And it's all swirly and colorful. How do you feel when you feel swirly and colorful?

**Children:** *(Work through answers of happy, surprised, until they get to excited—with or without teacher's support.)*

**Teacher:** Yes! When you look at the word **excited** like it is written here, you think of being excited!

### REASONING

*Context: On this page, the background and young boy are both red.*

**Teacher:** We all have feelings, just like these characters. Think about a time you felt angry.

**Children:** *(Work through answers relating to anger.)*

**Teacher:** Does the way this word is written make you think of how he feels? Why is this word all thick and dark with jagged edges? The dark letters and jagged edges give us a clue to what the word is. The word is **angry**. We can tell by the way it is written.

### ELICITING THE ANSWER

*Context: This page relates to the word silly. A clown-like character is sticking its tongue out.*

**Teacher:** Oh my. Look at this word! This word is **silly**. Look at the shapes of the letters. Squiggly, colorful, and look at the eyes! They really look silly, don't they? This word looks like what it means, doesn't it? What is this word?

### CO-PARTICIPATION

*Context: On this page, a young boy is seen crying in a tree.*

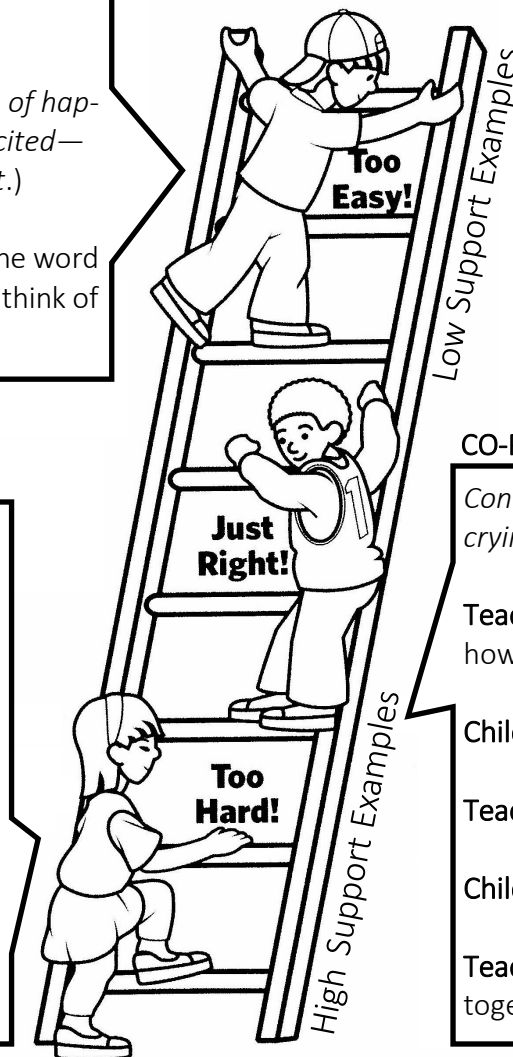
**Teacher:** Based on the picture of the boy, how do you think he feels?

**Child:** He's crying!

**Teacher:** Usually you cry when you are...?

**Child:** Sad!

**Teacher:** Exactly! Let's point to the word sad together.



# Sit Together And Read

## Spot Bakes a Cake by Eric Hill

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Target	Metalinguistic Concept of Letter											Environmental Print														
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Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: This takes place on the first page of text where the story begins.*

**Teacher:** Can anyone point to all the words with the letter d in them?

**Child:** (Points to all the words.)

**Teacher:** You did that very well. All of these words have the letter **d** in them, even though they are very different words. (Reads over the words while pointing to the letter **d**.)

### PREDICTING

*Context: Front cover.*

**Teacher:** When we read Rumble in the Jungle, we talked about how the same letter can be seen in many different words. We're going to do that again with Spot Bakes a Cake. Tamika, do you think there are any words with the letter **o** in them?

### ELICITING THE ANSWER

*Context: On this page, there is a stack of groceries in front of Spot.*

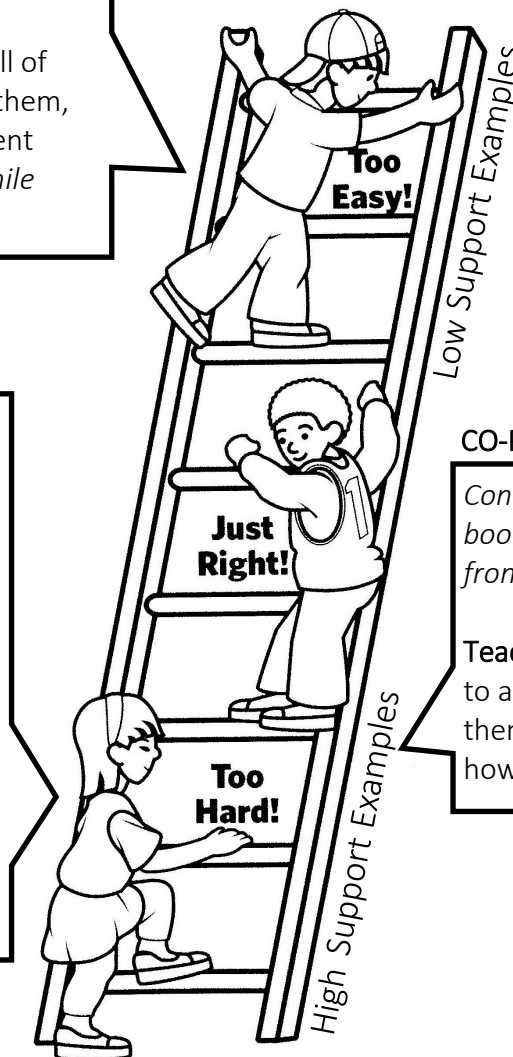
**Teacher:** Take a look at this page. This sentence reads, "Now we can make the cake." I see the letter **a** many times (points to the words with **a** in them). Can someone point to all the words with the letter **a** in them?

**Child:** (Points to all the words.)

### CO-PARTICIPATING

*Context: On this page, there is a yellow book titled How to Decorate a Cake in front of Spot.*

**Teacher:** Sandy, can you please help me point to all the words that have the letter **o** in them? We'll count while we do it and see how many there are.



# Sit Together And Read

## Spot Bakes a Cake by Eric Hill

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Target	Metalinguistic Concept of Letter	Environmental Print
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Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### GENERALIZING

*Context: On the page, Spot is writing in a birthday card.*

**Teacher:** How many of you remember making birthday cards for people in your family? It looks like Spot is doing the same thing for his Dad. Can someone point to what Spot has written on the card for this Dad?

### REASONING

*Context: This is on the first page of text where the story begins.*

**Teacher:** Ooooh, can anyone tell me what this chart is used for? We have one in our classroom that we talk about every morning!

**Child:** It's a calendar!

**Teacher:** Awesome! Why does it have all the numbers on it?

### ELICITING

*Context: On this page, Spot and his mom are looking at a calendar.*

**Teacher:** We can tell Spot is saying something because we see this bubble by his mouth. He is saying, "Let's bake a cake!" Yum! Who can show me where Spot is saying "Let's bake a cake!"?

**Child:** (Points to the speech bubble.)

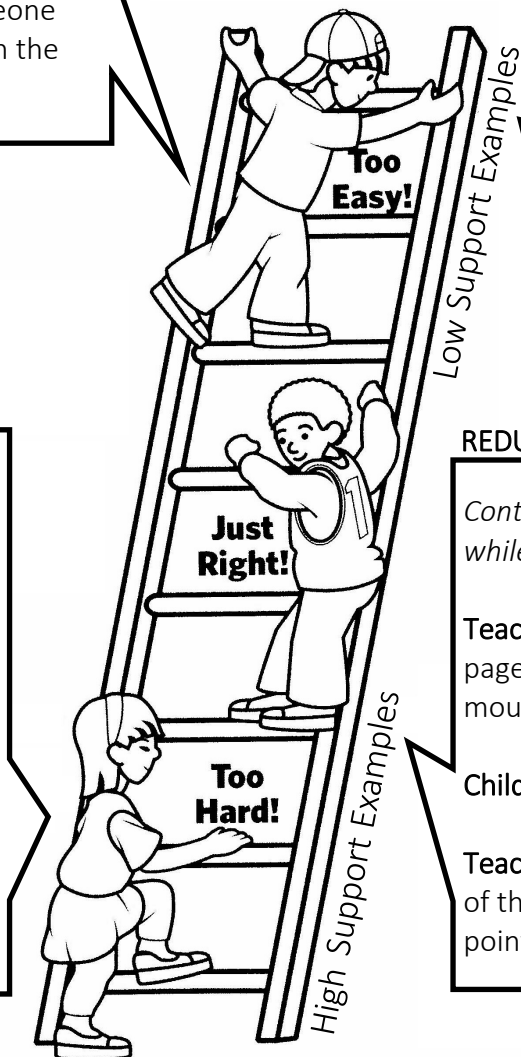
### REDUCING ALTERNATIVES

*Context: On this page, Spot is making a mess while mixing the cake batter!*

**Teacher:** Who is saying "Wheee!" on these pages? Is it the mother dog or is it the mouse?

**Child:** Mouse!

**Teacher:** Very good. You knew that because of the bubble right here, and this line that points right to the mouse.



# Sit Together And Read

## We're Going on a Bear Hunt by Michael Rosen

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Uppercase vs. Lowercase Letters												Page Order																	



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: On this page, there are several panes showing different scenes in the book.*

**Teacher:** Tonya, why do you think we use the uppercase letter **B** at the beginning of this sentence instead of a lowercase letter **b**?

**Tonya:** We use the uppercase **B** when we start a new sentence!

### GENERALIZING

*Context: On this page, there are several panes showing different scenes in the book.*

**Teacher:** Let's look at this sentence. It says "Back through the river! Splash splosh! Splash splosh! Splash splosh!" Those are silly words, aren't they? I'll bet Lauren can show us the upper-case **S**'s in this sentence.

### CO-PARTICIPATING

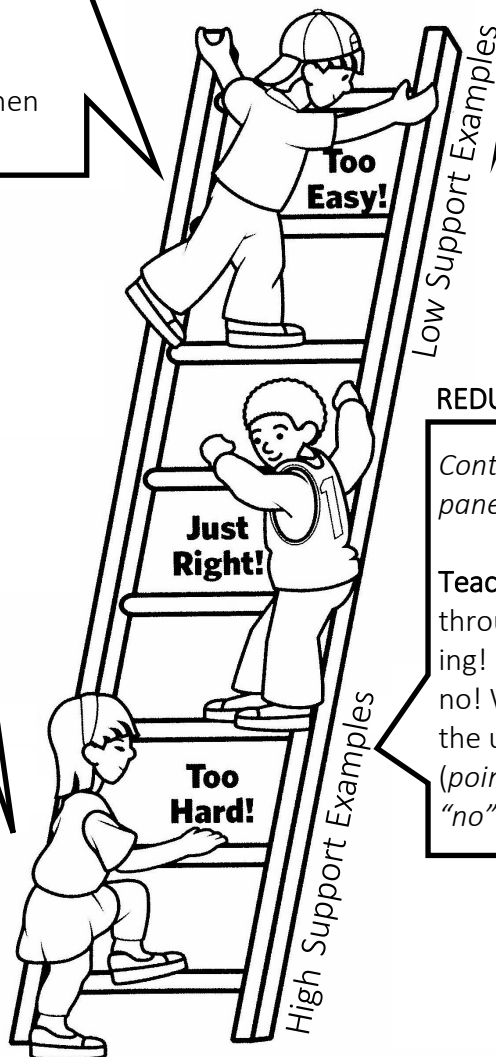
*Context: On this page, a family is entering a cave with trepidation.*

**Teacher:** Okay now. I'm going to point to the upper-case **T** in "Tiptoe" (*points to letter*) and to the lower-case **t** in Tiptoe" (*points to letter*). When I point, you call out upper-case or lower-case.

### REDUCING ALTERNATIVES

*Context: On this page, there are several panes showing different scenes in the book.*

**Teacher:** It looks like the family has to go through long grass to get where they're going! Let's read the bottom of this page, "Oh no! We've got to go through it!" Which is the upper-case **O**, this one or this one (*points to the letter O in both "Oh" and in "no"*)?



# Sit Together And Read

## We're Going on a Bear Hunt by Michael Rosen

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Uppercase vs. Lowercase Letters												Page Order																	



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context: Front page of text where the story begins.*

**Teacher:** Here I am on the first page of the story. If I want to peek at the end of the book to see the last page, which way do I turn the pages?

**Child:** This way to peek (*turns pages to the end to the end of the book*).

### REASONING

*Context: Any page where there is text.*

**Teacher:** Laura, you helped me turn the pages of the story we read last week. I think you are ready to do this all by yourself. Why don't you come up and hold the book and turn the pages while I read it?

### ELICITING

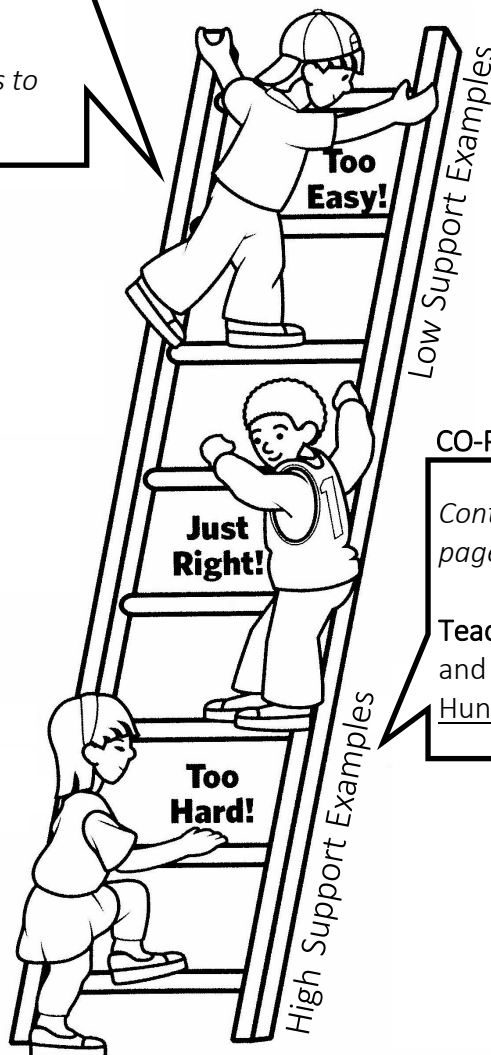
*Context: Any page where there is text.*

**Teacher:** I am going to turn the pages this way (*shows how pages turn from left to right*) so that I understand what is happening. Now you show me which way we turn the pages so that we can read this story.

### CO-PARTICIPATING

*Context: This example can be used on any page with text.*

**Teacher:** Jamal, why don't you come up here and turn the pages of We're Going on a Bear Hunt while I read it to everyone. I'll help you.





# Sit Together And Read

## Dear Mr. Blueberry by Simon James

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Title of Book													Print Function																



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

Context: Front cover.

**Teacher:** We are going to read this book called Dear Mr. Blueberry. We've done a lot of reading since we started school and I think someone can come up here and point to the title for us. Latisha, can you guess and show us where the title is?

### REASONING

Context: Front cover.

**Teacher:** Why do we have these big, bold words on the front of the book?

**Child:** It's the title of the book!

**Teacher:** Excellent! We have a title on the front of the book so we know what the name of the book is!

### ELICITING THE ANSWER

Context: Front cover.

**Teacher:** Today we are going to read Dear Mr. Blueberry. The title is right here (*points to title*) on the cover. Who can show me where the title is?

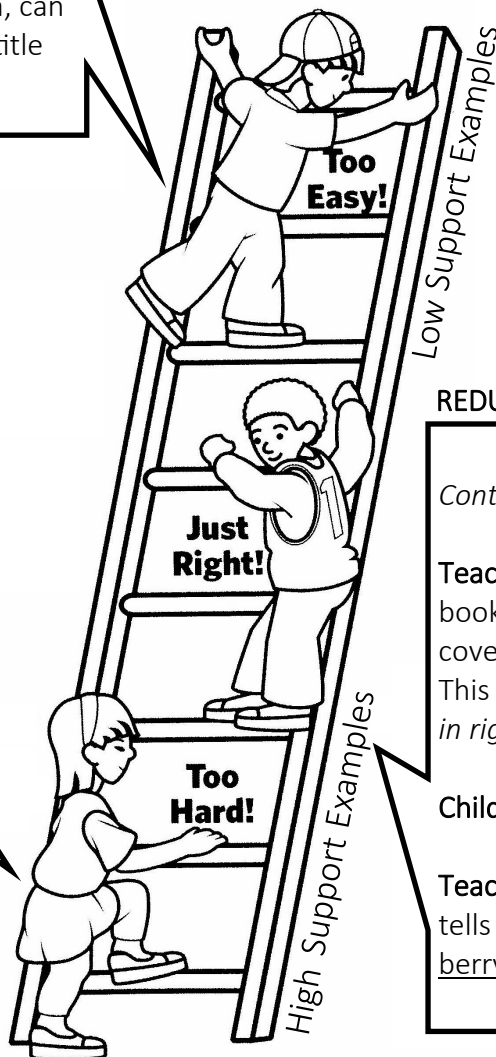
### REDUCING ALTERNATIVES

Context: Front cover.

**Teacher:** Today we are going to read this book. We find the title of the book on the cover. Which one do you think is the title? This (*points to title*) or this (*points to picture in right corner*)?

**Child:** (*Points to the title*)

**Teacher:** Good job! Yes, that is the title and it tells us the name of the book, Dear Mr. Blueberry.



# Sit Together And Read

## Dear Mr. Blueberry by Simon James

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Title of Book												Print Function																	



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: On the first page of the story, there is a letter written to Mr. Blueberry from Emily.*

**Teacher:** Let's take a look at the first page of our story. Can anyone tell me what this looks like (*traces finger over the lines of the signature*)? It looks like someone signed the bottom of it.

**Child:** It's a letter!

**Teacher:** It does look like a letter. It begins with "Dear Mr. Blueberry" and Emily has signed the letter "Love, Emily."

### GENERALIZING

*Context: On the first page of the story, there is a letter written to Mr. Blueberry from Emily.*

**Teacher:** Raise your hand if you have ever gotten mail before, or seen your parents receive mail in their mailbox? How can we tell this is a letter?

**Child:** Someone put their name on it (*points to signature*).

### ELICITING THE ANSWER

*Context: Front cover.*

**Teacher:** The cover of this book looks like a letter you might get in the mail because it has a stamp on the front. Can anyone tell me what the cover of this book looks like?

**Child:** It looks like a letter!

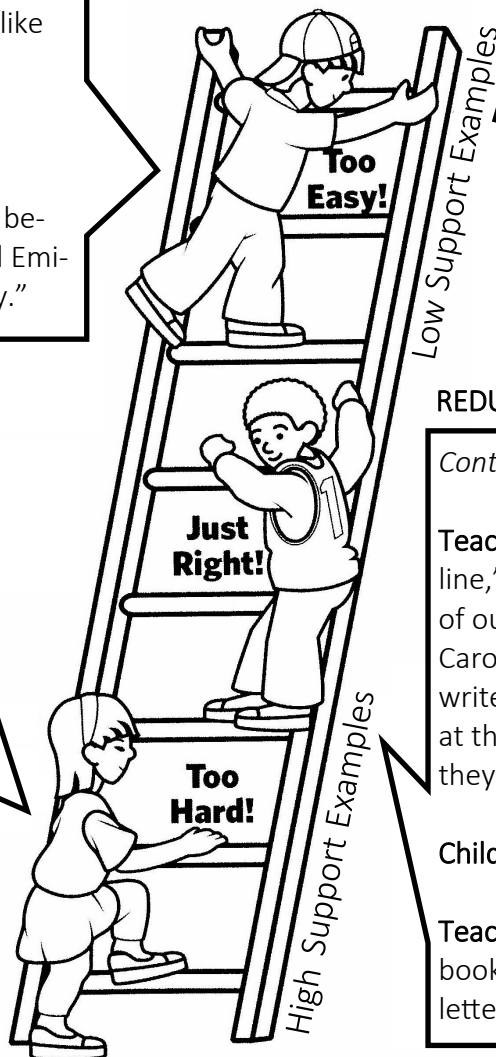
### REDUCING ALTERNATIVES

*Context: Front cover.*

**Teacher:** When somebody writes "Dear Caroline," or "Dear Mr. Blueberry," like the title of our book, what are they going to write to Caroline or Mr. Blueberry? Are they going to write a shopping list like the ones you write at the home center, or does it sound like they are going to write a letter?

**Children:** Letter!

**Teacher:** Exactly. The way the title of the book is written, it looks like we'll be reading letters to Mr. Blueberry.



# Sit Together And Read

## Growing Vegetable Soup by Lois Ehlert

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Top and Bottom of Page														Short vs. Long Words															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context: Any page with text.*

**Teacher:** Let's take a look at this page. Where do you think the words on this page are?

**Child:** At the top.

**Teacher:** You're right! The biggest words we see are at the top of the page. I do see words at the bottom, too, but these words are smaller. When we are reading, we need to look at the top of the page and at the bottom of the page for letters and words.

### REASONING

*Context: Any page with text.*

**Teacher:** We've talked about how to find the top of a page and the bottom of a page. Everyone did a wonderful job showing me how to find them. Jamie, how do I know when I am finished reading a page?

### ELICITING THE ANSWER

*Context: Any page with text.*

**Teacher:** When we read, we start at the very top of this page. John, where am I going to start reading right?

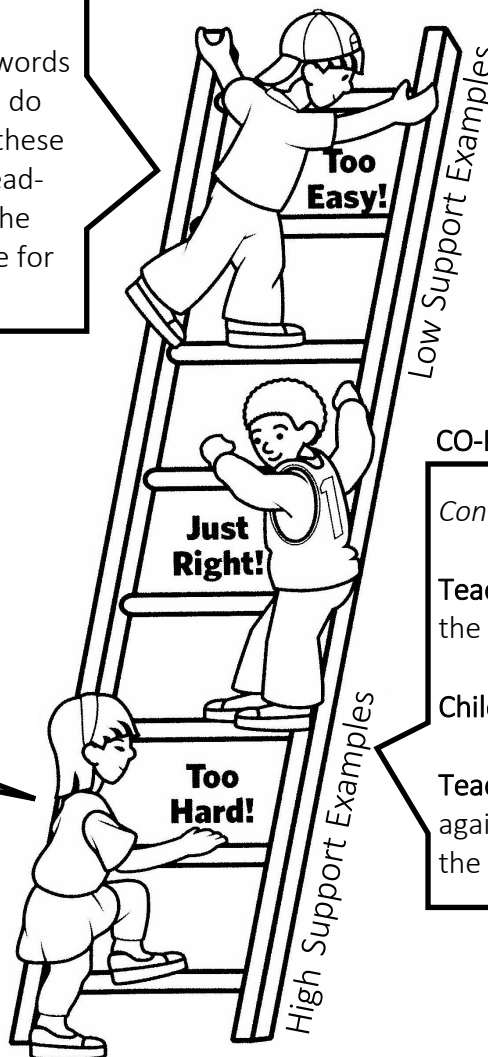
### CO-PARTICIPATING

*Context: any page with text.*

**Teacher:** Let's all point together to the top of the page.

**Children:** *(Point with the teacher)*

**Teacher:** This is the top of the page *(points again)*. Now, let's all point to the bottom of the same page.



# Sit Together And Read

## Growing Vegetable Soup by Lois Ehlert

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Top and Bottom of Page														Short vs. Long Words															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### REASONING

*Context: Front cover.*

**Teacher:** Without counting the letters in these words, who can tell me which word is the longest?

**Child:** (Points to "vegetables")

**Teacher:** That's right. Can you tell me how you know that vegetables is longer than the other words?

**Child:** It has the most letters!

### GENERALIZING

*Context: Front cover.*

**Teacher:** Tammy, you've been working very hard on your reading, so I think you'll be able to point out the shortest word on this page and the longest word on this page.

### ELICITING THE ANSWER

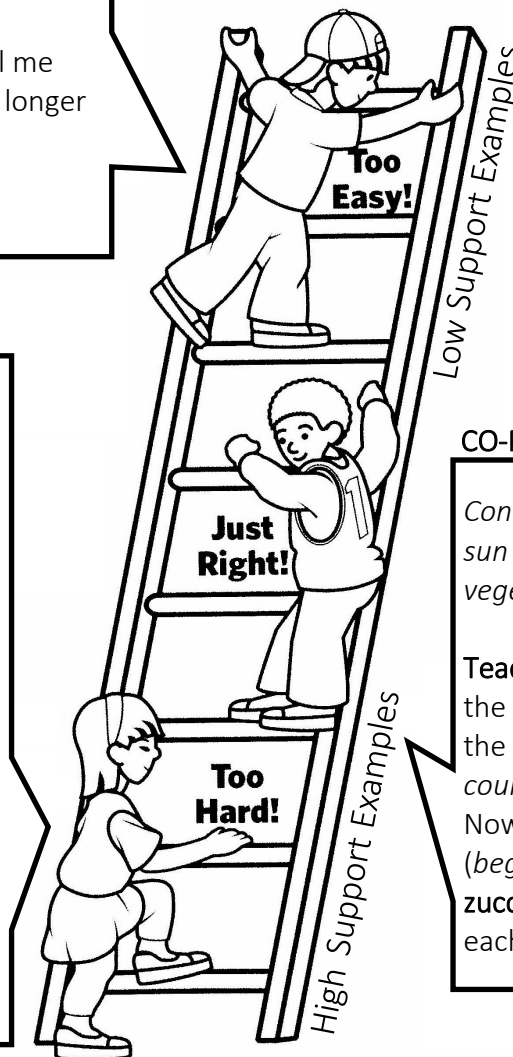
*Context: On this page, we see a watering can spraying water on different types of seeds. The pea and broccoli seeds are planted in the ground.*

**Teacher:** Let's look at these two words. Just by looking at them I can tell which word is longer than the other word. The word **pea** is a short word with only three letters in it. The word **broccoli** is a long word. It has eight letters in it. Who can tell me which word is the long word?

### CO-PARTICIPATING

*Context: On this two-page spread, we see a sun shining on different type of blooming vegetables.*

**Teacher:** These three words look shorter than the word **zucchini**, don't they? Let's count the letters in the shorter words (*begins counting corn, pea, and weed*) together. Now let's count the letters in **zucchini** (*begins counting*). Seven letters in the word **zucchini**, and only three or four letters in each of these words.



# Sit Together And Read

## Froggy Gets Dressed by Jonathan London

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Target	Names of Letters															Metalinguistic Concept of Reading														
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🗨️ Don't forget to talk about the highlighted topic 1-3 times as you read this book! 🗨️

### GENERALIZING

*Context: On this page, Froggy's mother is calling for him from the house.*

**Teacher:** Froggy's mother is calling to him from their house. See where she is yelling, 'FRRROOGGY'? Frank, I think you can tell me the name of the first letter in that word since you use it every day when you write your name!

**Child:** F!

### PREDICTING

*Context: On this page, Froggy is rolling up a ball of snow.*

**Teacher:** Abby, what do you think Froggy is doing in this picture?

**Child:** Picking up snow!

**Teacher:** Very good! We see the word snow here (*points to the word snow*). Can you tell me what letter the word **snow** starts with?

### ELICITING THE ANSWER

*Context: On this page, we see Froggy putting on his winter clothes.*

**Teacher:** Look at all these words that begin with the letter z—**zoop, zup, zat, zwit, and zum**. There are so many z's on this page! (*points again to all the z's*) What is the name of this letter?

**Children:** (*Call out the letter z.*)

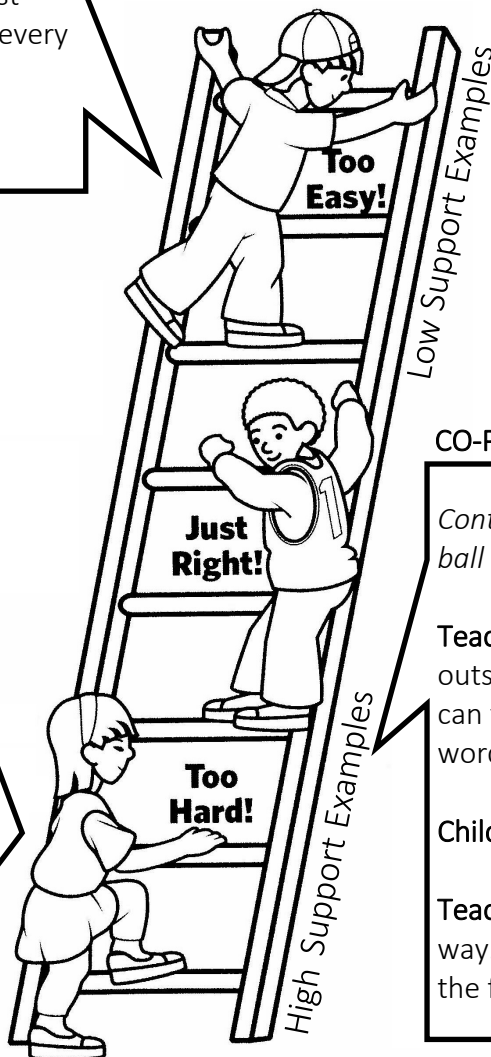
### CO-PARTICIPATING

*Context: On this page, Froggy is rolling up a ball of snow.*

**Teacher:** I'll read this page. "And flopped outside into the snow—flop flop flop." Who can tell me the name of the first letter in the word **flop**?

**Child:** (*incorrectly repeats the word "flop"*)

**Teacher:** You said the word **flop** just the right way. That is the whole word. The name of the first letter in the word **flop** is f.



# Sit Together And Read

## Froggy Gets Dressed by Jonathan London

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Names of Letters														Metalinguistic Concept of Reading															



Don't forget to talk about the highlighted topic 1-3 times as you read this book!



### PREDICTING

*Context: First page of text where the story begins.*

**Teacher:** Based on what Froggy says here about wanting to play in the snow, how do you think Froggy feels today? What do you think he is going to do?

### REASONING

*Context: Front cover.*

**Teacher:** Lets read this book today. The title of the book is Froggy Gets Dressed. What would happen if we started reading right in the middle of the book? Would we get to know what the story was about if we started in the middle?

**Children:** No! You have to start at the beginning!

**Teacher:** You're right. I need to start at the beginning of the book. If I don't do that, then we won't learn about Froggy!

### REDUCING ALTERNATIVES

*Context: Front cover.*

**Teacher:** Just by looking at the cover, do you think that this book is about playing in the snow or on the beach?

**Child:** It's snowing!

**Teacher:** I see snow through the window, too. Who is looking out the window? Froggy is looking out the window at the snow. Maybe this book is about Froggy playing in the snow. Let's see.

### CO-PARTICIPATION

*Context: Front cover.*

**Teacher:** Let's list the things we're going to do when we read Froggy Gets Dressed. When we read, we're going to read the cover, look at the picture and think about what the book is about. Then, we'll turn the pages (*models which way*) and read the words to see if we guessed correctly!

**Children:** (*Participate in brainstorming on the activity of reading.*)

