

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 2-3 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?

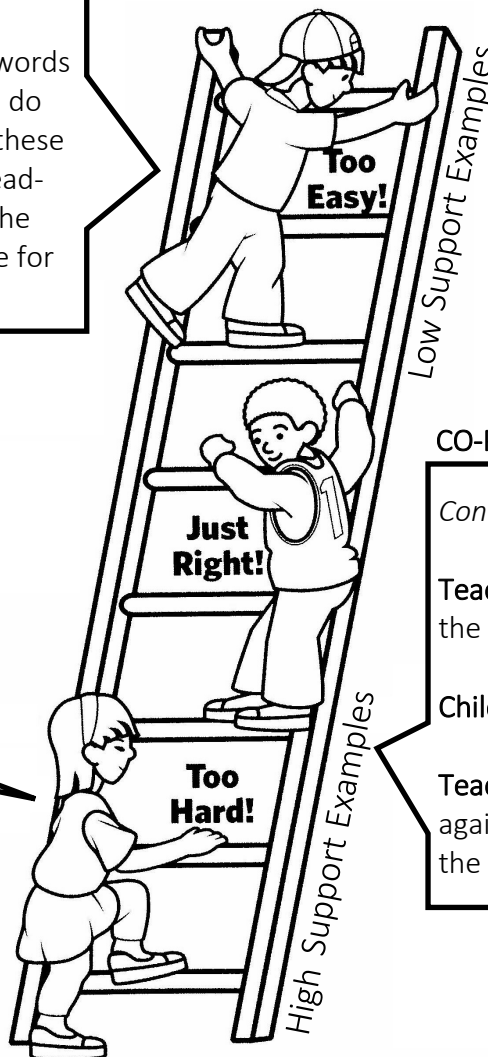
CO-PARTICIPATING

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 *(point again)*. Now, let's all point to the bottom of the same page.



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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 (*begin counting "corn," "pea," and "weed"*) together. Now let's count the letters in **zucchini** (*begin counting*). There are eight letters in the word **zucchini**, and only three or four letters in each of these other words.

