

Sit Together And Read

A Color of His Own by Leo Lionni

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| 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 | Top and Bottom of Page | | | | | | | | | | | | | | | Metalinguistic Concept of Reading | | | | | | | | | | | | | | |
|--------|------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|



Don't forget to talk about the highlighted topic 2-3 times as you read this book!



GENERALIZING

Context: Choose any page of the book.

Teacher: Maurice, you've been doing so much reading. I bet you can tell me which is the top of the page and which is the bottom of the page, can't you? We've talked about this before. Please come up and show me.

PREDICTING

Context: In this book, there is a page spread with a green chameleon on the left page and a yellow chameleon on the right page.

Teacher: Notice that in this book, the pictures and words don't overlap. So on this page, the picture is at the top and the words are at the bottom. If I tell you that on the next page, the picture is at the bottom, where do you think the words will be?

REDUCING CHOICES

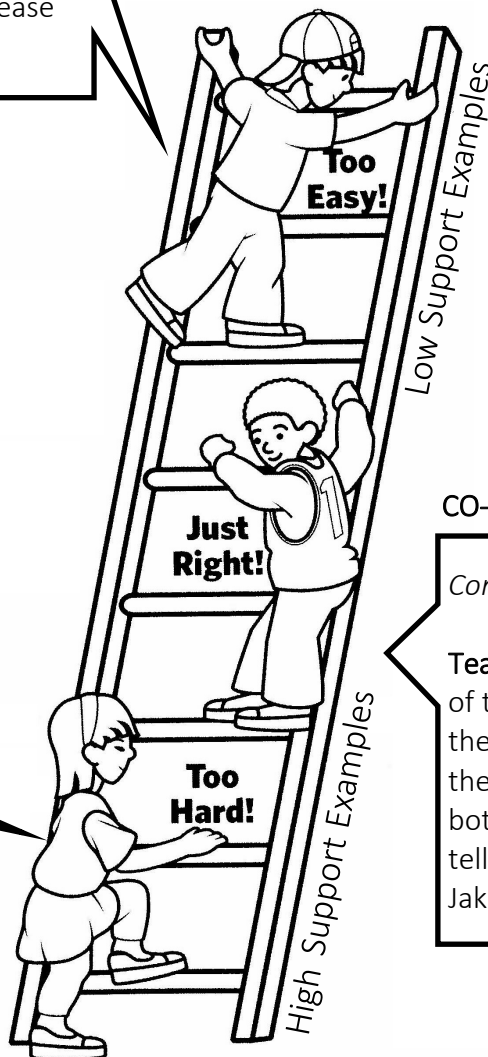
Context: Choose any page of the book.

Teacher: Is this the top of the page (*point to the right side*) or is this the top of the page (*point to top*)?

CO-PARTICIPATING

Context: Choose any page of the book.

Teacher: We've talked before about the top of the page (*point to top*) and the bottom of the page (*point to bottom*). Let's go around the circle, and I'll point to the top or the bottom. When it's your turn, I want you to tell me "top" or "bottom." Let's start with Jake.



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PREDICTING

Context: Front cover

Teacher: How many of you think this book is about a duck? (Wait for responses.) How many of you think this book is about an animal called a chameleon? (Wait for responses.) Hmm, we're not sure. How will we find out?

REASONING

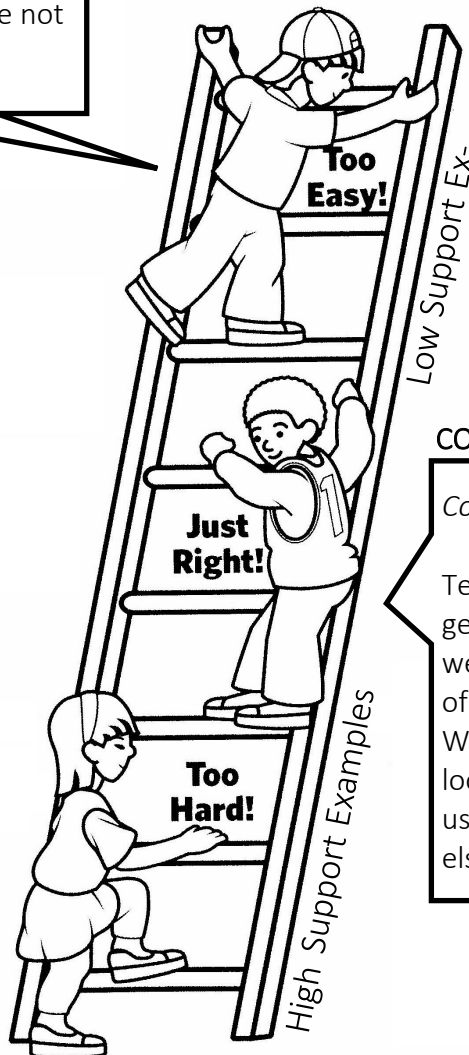
Context: Choose any time during book reading.

Teacher: Why does the author use words in the story?

REDUCING ALTERNATIVES

Context: In this book, there is a page spread with a green chameleon on the left page and a yellow chameleon on the right page.

Teacher: The chameleon is green now (point to chameleon on the green leaf). Oh, but look here (point to next page). The leaf turned yellow, and so did the chameleon. It seems like he doesn't have a color of his own at all, just like the book said. I'll need to keep reading to find out what happens to his color. James, what do I need to do to find out what happens to the chameleon's color?



CO-PARTICIPATING

Context: Front Cover

Teacher: We have read so many stories together this year. Think about the times we've read books together. What are some of the things we do when we read? I'll start. When we read, we pick up the book and look at the title (point to title). This will tell us what the book is about. Now someone else tell me something we do when we read.

