

# 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 2-3 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 near the end of the book, a girl made a sign that says, "Welcome."*

**Teacher:** (After reading the words on the left page, point to the sign.) Look this girl made a sign for Rufus. It says **Welcome**. Why do you think she made a sign for him?

### ELICITING THE ANSWER

*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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Target	Environmental Print															Metalinguistic Concept of Reading														



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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:** Good idea. And what did the title tell us about what the pig will do in the story?

### REASONING

*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:** Rufus is looking at the pictures in his book. Why can't he understand everything about the story by only looking at the pictures in that book?

### ELICITING THE ANSWER

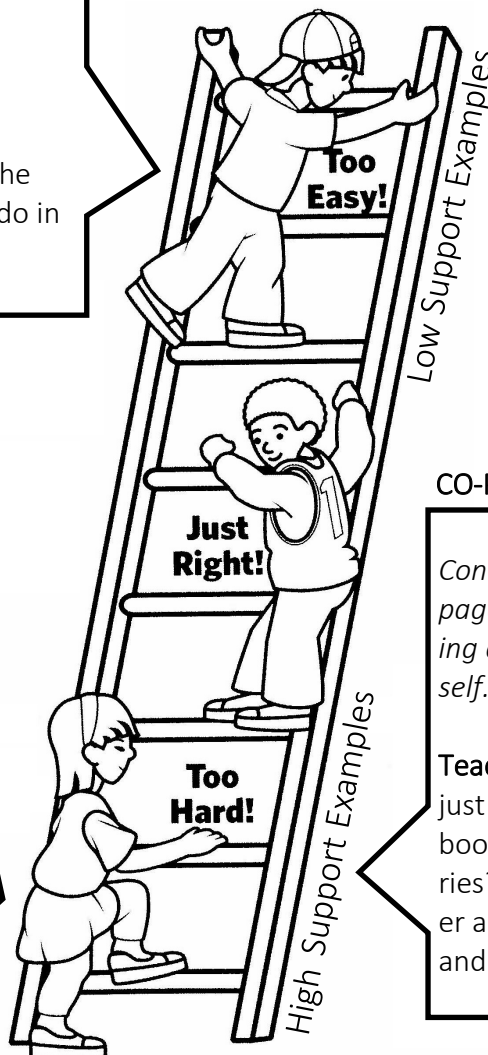
*Context: The teacher can use this example when looking at the cover of Rufus Goes to School.*

**Teacher:** We're going to read *Rufus Goes to School*. While we read, we are going to find out what happens to Rufus on his first day of school. Why are we going to read this book?

### 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 about 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 CHOICES

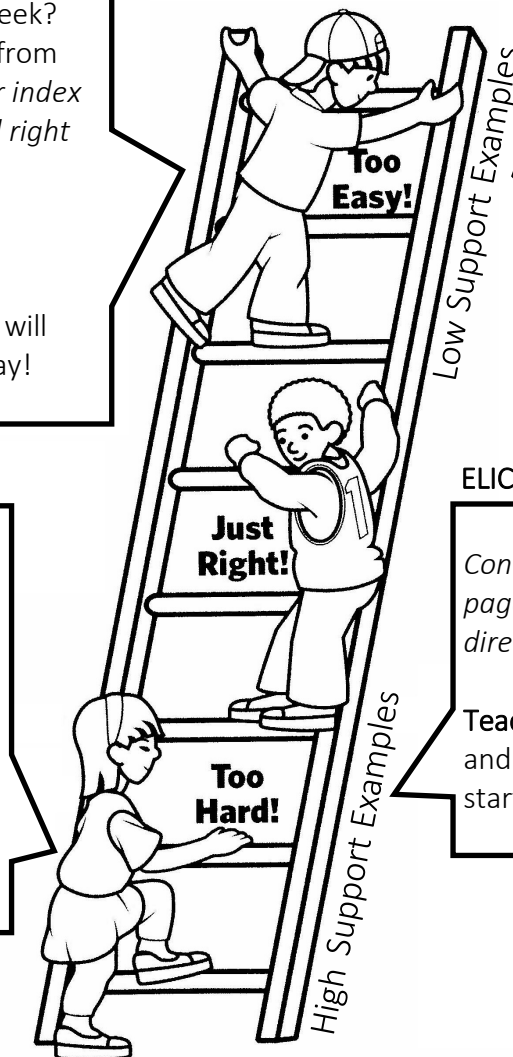
*Context: This example can be used on any page where there is text to showcase print direction.*

**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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Target	Print Direction															Concept of Word in Print														



Don't forget to talk about the highlighted topic 2-3 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*). How are the picture and the word different?

### 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 3 words. Joan, how many words is the title made up of?

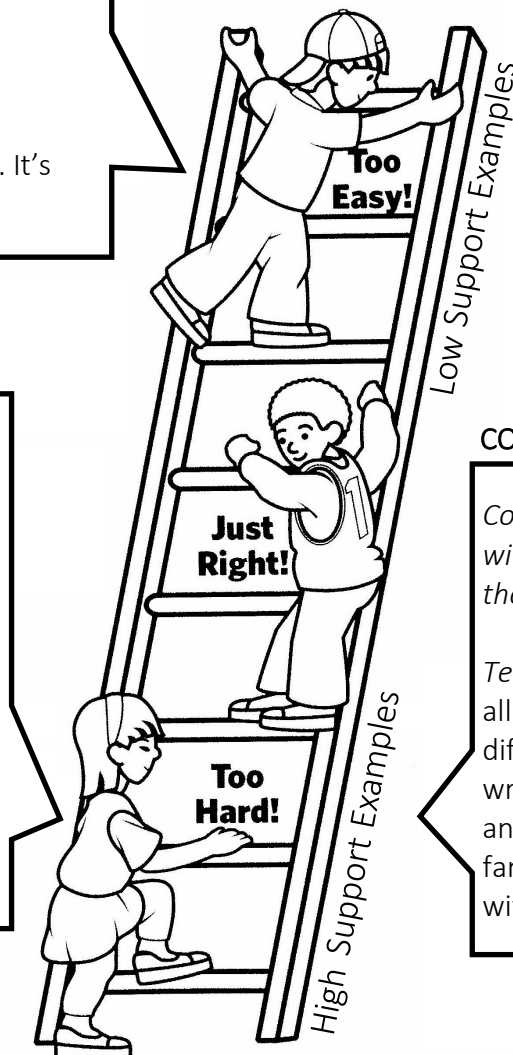
**Child:** 3!

**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 2-3 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 the book. Why do you think the author's name is on the cover of the book?

### 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! She wrote the book.

### 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 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.

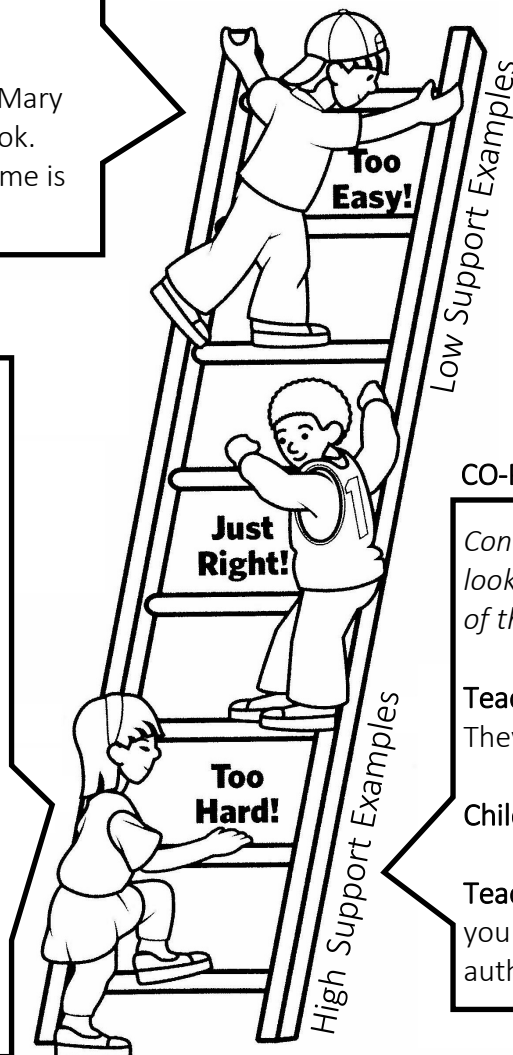
### CO-PARTICIPATING

*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 2-3 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! How did you know that the momma penguin is talking?

### 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!"

### 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!

### REDUCING CHOICES

*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 2-3 times as you read this book!



### GENERALIZING

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

**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 O. 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.

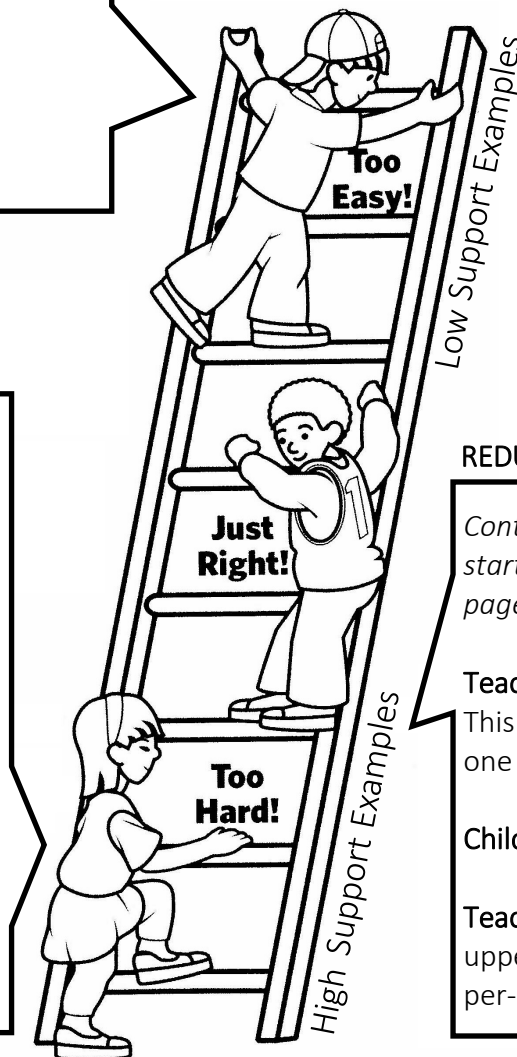
### REDUCING CHOICES

*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.



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## 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 2-3 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 the first page where the story begins*

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

### ELICITING THE ANSWER

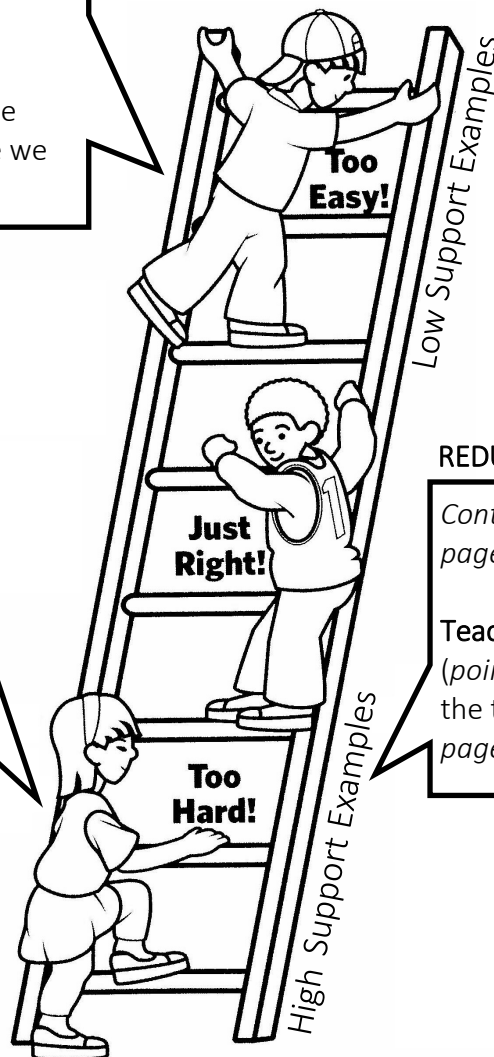
*Context: There is a house surrounded by trees in the middle of the page. The text is at the bottom of the page.*

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

### REDUCING CHOICES

*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 2-3 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). Besides telling us the name of the book the title can also give us clues about what kind of book it is. Tina, based on the title what kind of book do you think this might be?

**Child:** A rhyming book?

**Teacher:** Very good! Why do you think that?

### 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

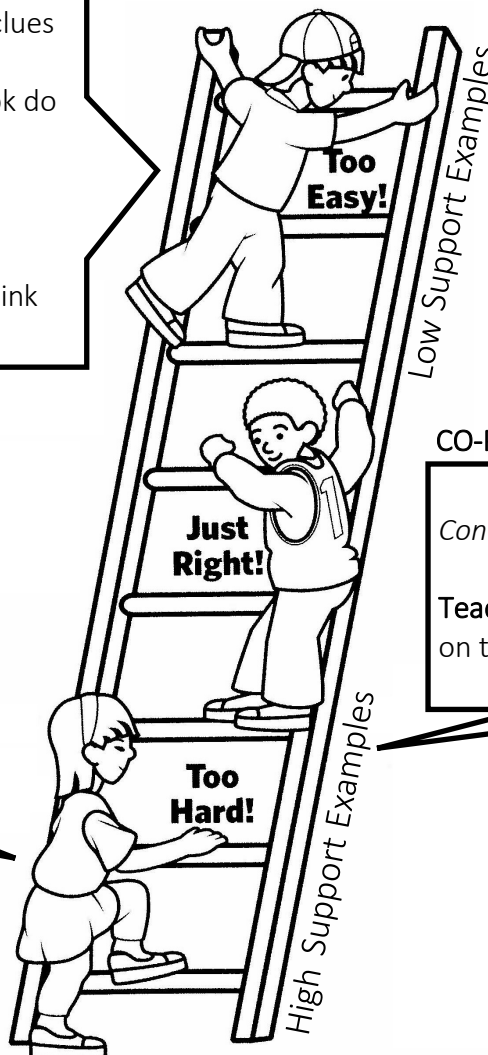
*Context: Front cover.*

**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, and a pig and dog are 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

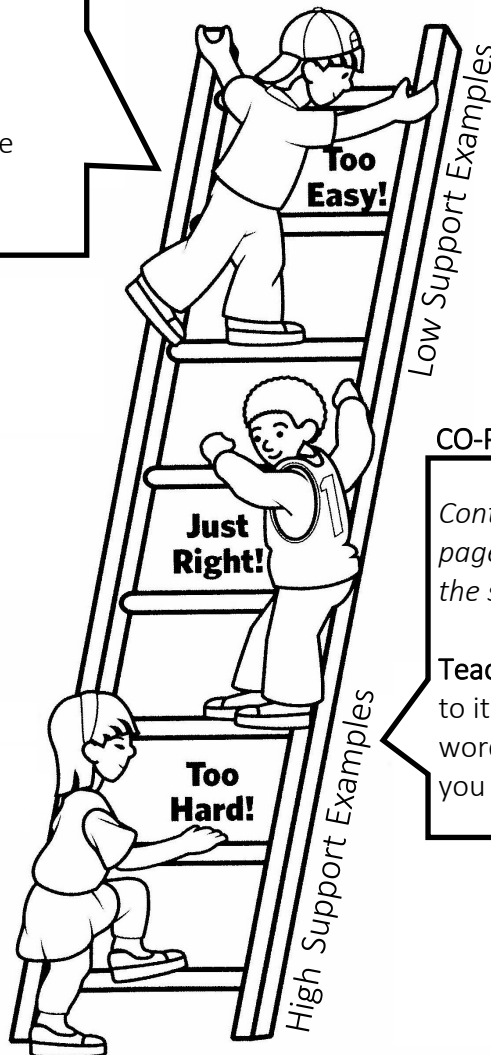
*Context: A frog is stretched out across the page. This is the first page of the book where the story starts.*

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

### 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 "**whееe**." 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 2-3 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 the word **baby**?

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

### PREDICTING

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

**Teacher:** Gemma, the word **little** on this page has two **T**'s in it. How many **T**'s do you think the word **little** will have on the next page?

### REDUCING CHOICES

*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**?

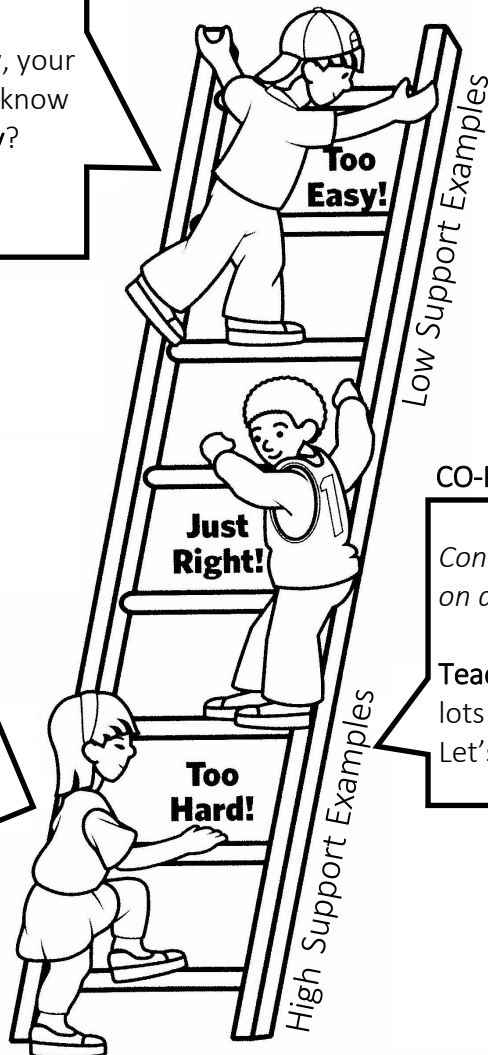
**Child:** Little!

**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!



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## “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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### GENERALIZING

*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:** Where on the page should I start reading?

**Child:** The bottom!

**Teacher:** That's right! The bottom of the page. Why did you say the bottom of the page?

**Child:** That's where the words are!

### 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?

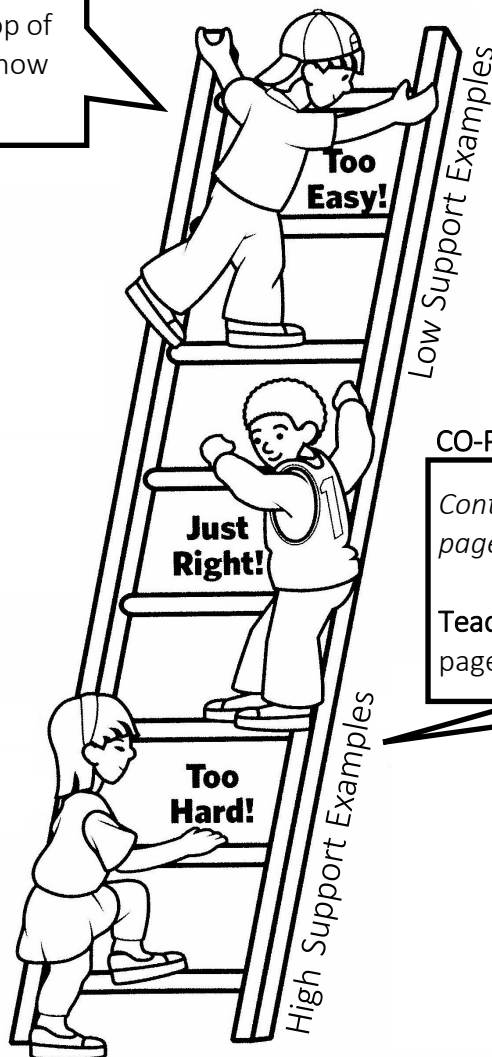
**Child:** Here (points to the top of page)?

**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

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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:** Why not?

### 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 this page, I want to keep reading. So I turn the page this way (*turn to next page, then go back*). Which way should I turn the page?

**Child:** This way!

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

### REDUCING CHOICES

*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 another word that starts with the letter **D**?

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

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

### REASONING

*Context: On a two-page spread, there is cow talking to the chickens and the sheep.*

**Teacher:** Can anyone come here and point to the letter **B**?

**Child:** (points to **B**)

**Teacher:** Very good! How do you know that is the letter **B**?

### ELICITING THE ANSWER

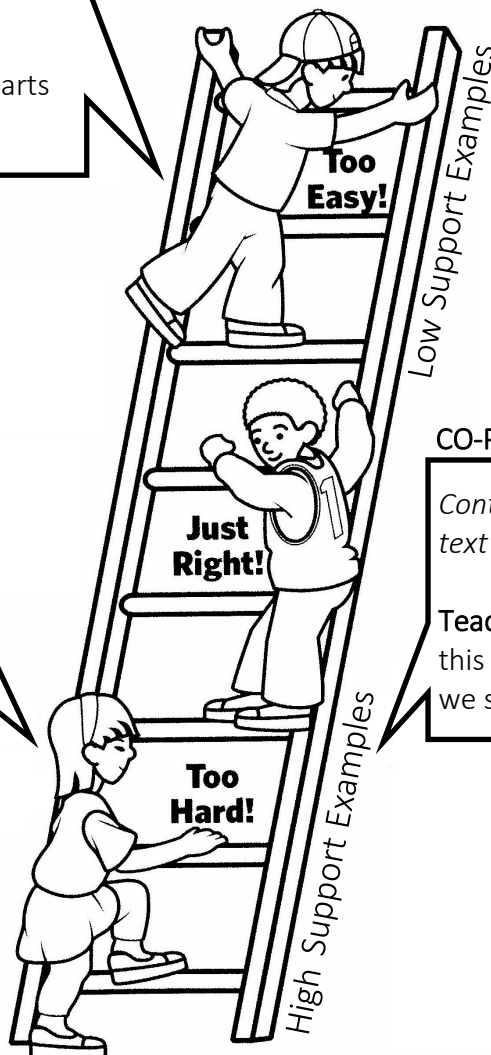
*Context: Front cover.*

**Teacher:** This is the letter **R** (point 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															



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### 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. Point to the word **snake**.*

**Teacher:** John, what word do you think this is?

**Child:** Snake!

**Teacher:** Why do you think that says Snake?

**Child:** Because there's a picture of a snake.

**Teacher:** That's right! Each page has the name of the animal in big bold letters.

### ELICITING THE ANSWER

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

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

### PREDICTING

*Context: Front cover.*

**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**.

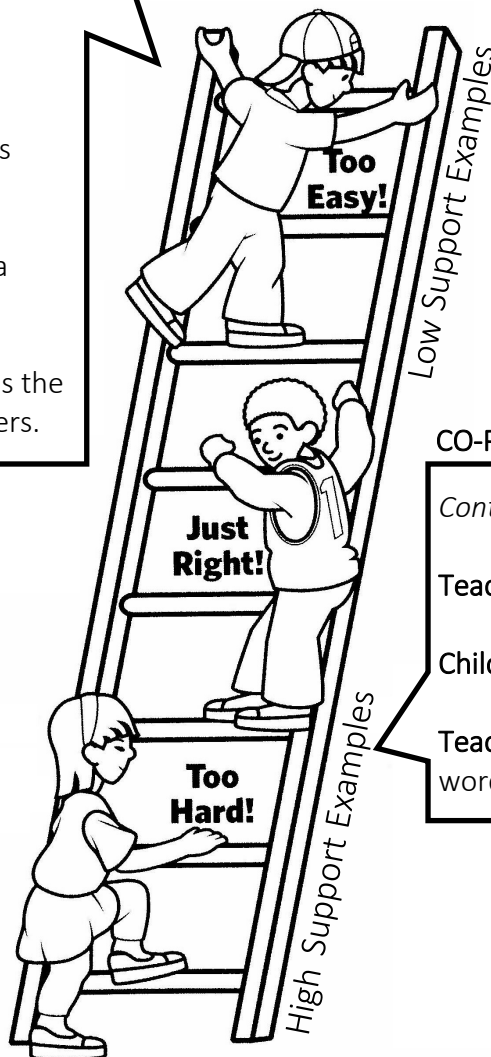
### CO-PARTICIPATING

*Context: Front cover.*

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

**Child:** Where?

**Teacher:** Here, let's point to it together. This word is **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 2-3 times as you read this book!



### GENERALIZING

*Context: On a two-page spread, there are chimpanzees swinging from trees.*

**Teacher:** The word **Chimpanzees** starts with the letter **C**. Look at all of the chimpanzees hanging out. They look like they are friends! Do any of your friends' names start with the letter **C**?

### 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 words are made of?

**Child:** Letters?

**Teacher:** That's right. Can the same letter be used to make up different words? Look at the words **hippo** and **happy**.

### ELICITING THE ANSWER

*Context: Front cover.*

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

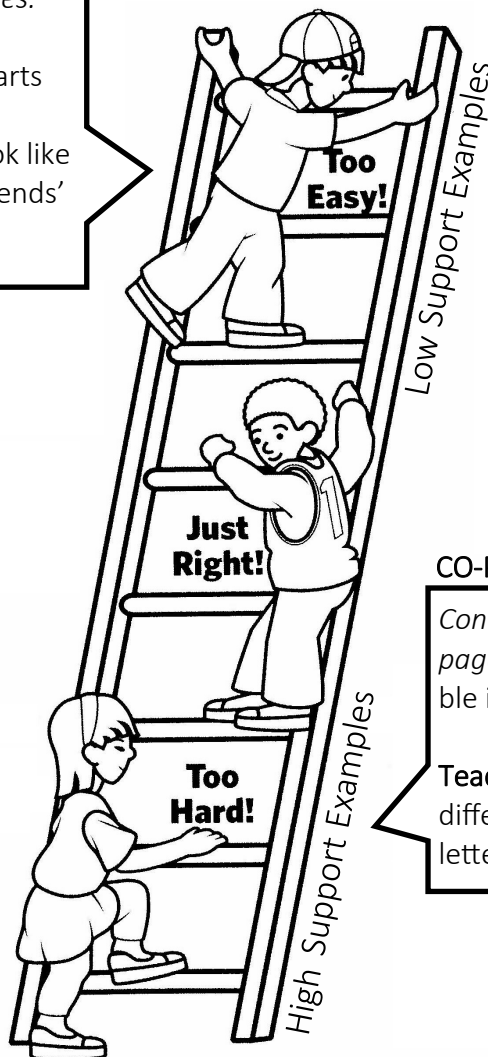
**Child:** Make words?

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

### 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 2-3 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?

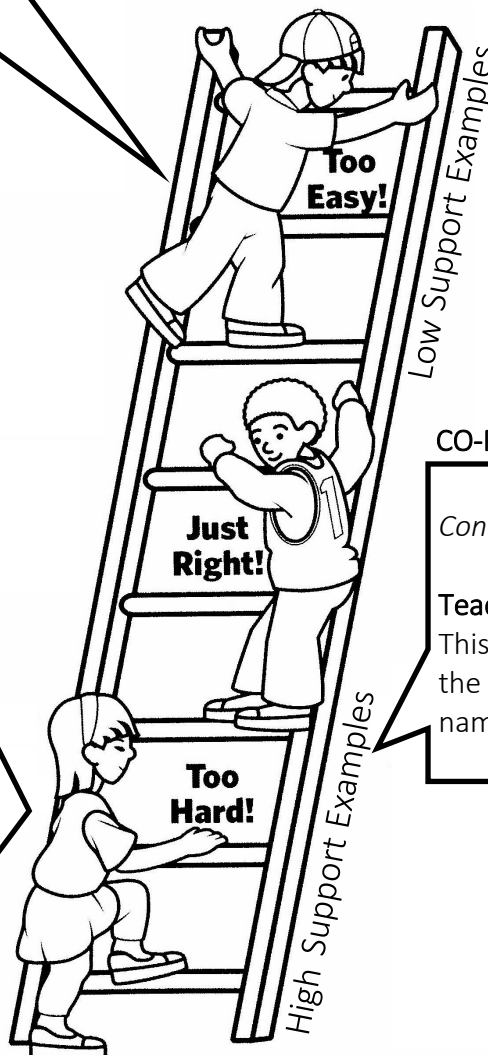
**Child:** Here?

**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 2-3 times as you read this book!

### PREDICTING

*Context: Last page of the story.*

**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

*Context: On this two-page spread, David is burping with his mouth open wide.*

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

### ELICITING THE ANSWER

*Context: Choose a page with four words.*

**Teacher:** Look at this page. It has four words on it. Does this page have four words or four letters on it?

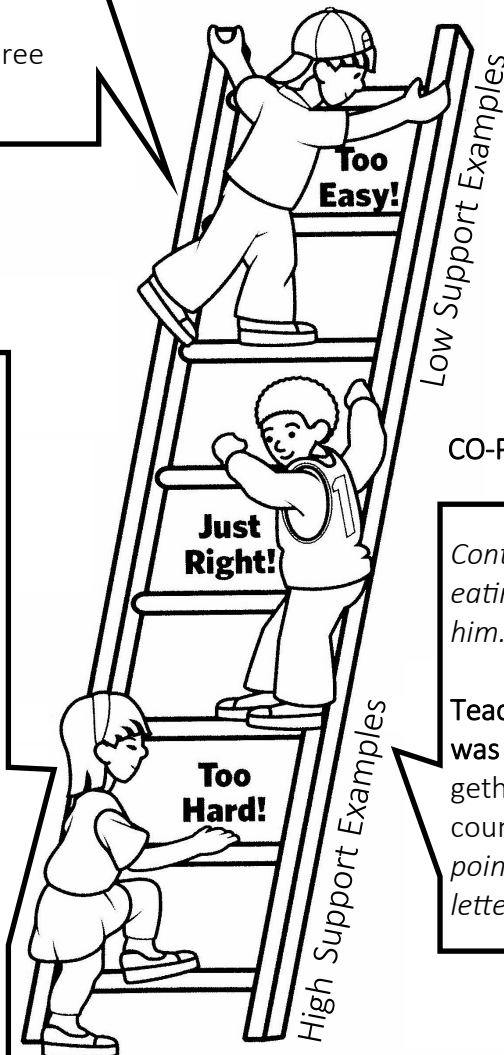
**Child:** Letters?

**Teacher:** This page has four words on it. Let's count them, 1-2-3-4. 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 (*begin counting the letters*).

### CO-PARTICIPATING

*Context: On this two-page spread, David is eating dog treats while a white dog looks at him.*

**Teacher:** This page has three words on it: I **was hungry**. Let's point to all the words together! (*point to the words*) Now let's all count the letters in each word (*begin pointing to and counting 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															
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Don't forget to talk about the highlighted topic 2-3 times as you read this book!



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

### 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 a short word on the page?

**Child:** (*points to the word sad*)

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

### 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 (*point to the word excited*) is a long word. It has (*point to each letter while counting*) 1-2-3-4-5-6-7 letters in it. Is "**excited**" a long word or a short word?

**Children:** Long word!

### REDUCING CHOICES

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

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

**Child:** (*points to "scared"*)

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



# 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 2-3 times as you read this book!



### GENERALIZING

*Context: A child 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.*

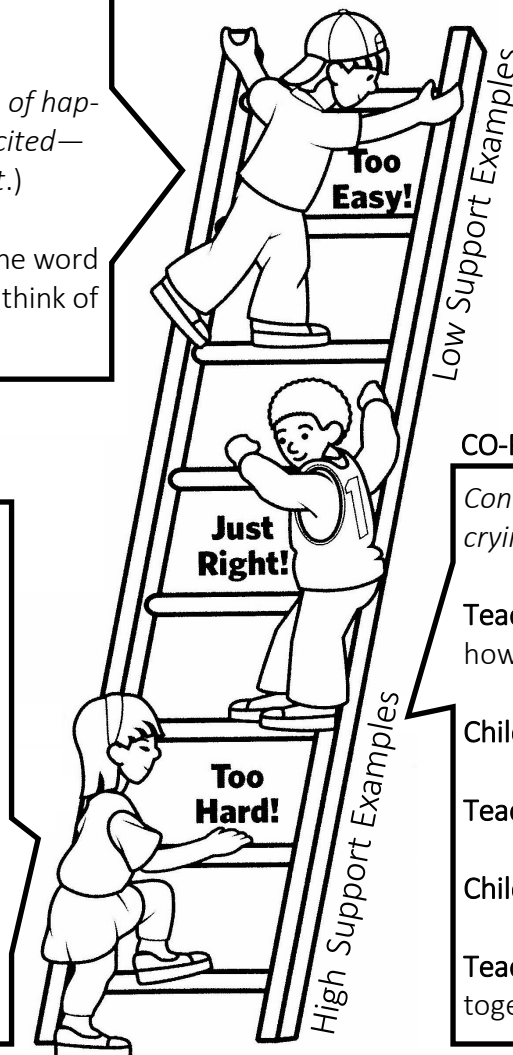
**Teacher:** Based on the picture of the boy, how do you think he feels?

**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 2-3 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. (Read 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.*

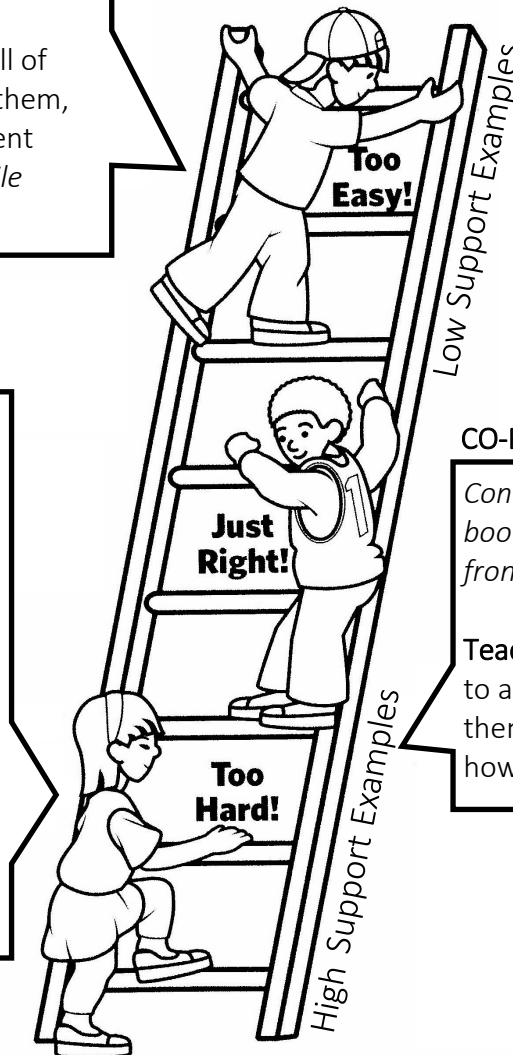
**Teacher:** Take a look at this page. This sentence reads, "Now we can make the cake." I see the letter **a** many times (point to the words with **a** in them). Can someone point to all the words with the letter **a** in them?

**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 2-3 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 his 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 numbers on it?

### ELICITING THE ANSWER

*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.)

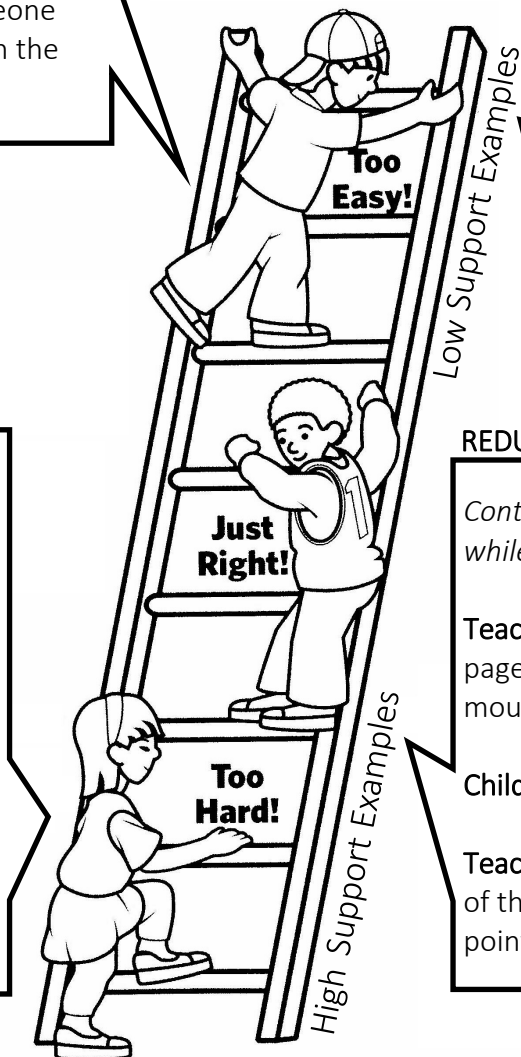
### REDUCING CHOICES

*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 2-3 times as you read this book!



### REASONING

*Context: On this page, there are 3 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 3 panes showing different scenes in the book.*

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

### CO-PARTICIPATING

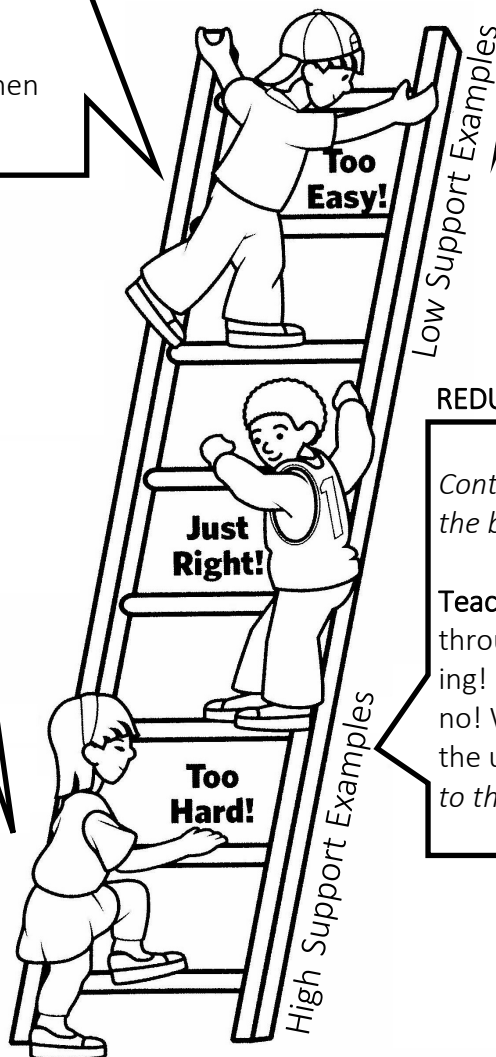
*Context: On this page, a family is entering a cave with trepidation.*

**Teacher:** Okay now. I'm going to point to the uppercase **T** in **Tip-toe** (point to letter) and to the lowercase **t** in **Tip-toe** (point to letter). When I point, you call out uppercase or lowercase.

### REDUCING ALTERNATIVES

*Context: Full page black and white spread, at the beginning of 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 uppercase **O**, this one or this one (point 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 2-3 times as you read this book!



### PREDICTING

*Context: First 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 THE ANSWER

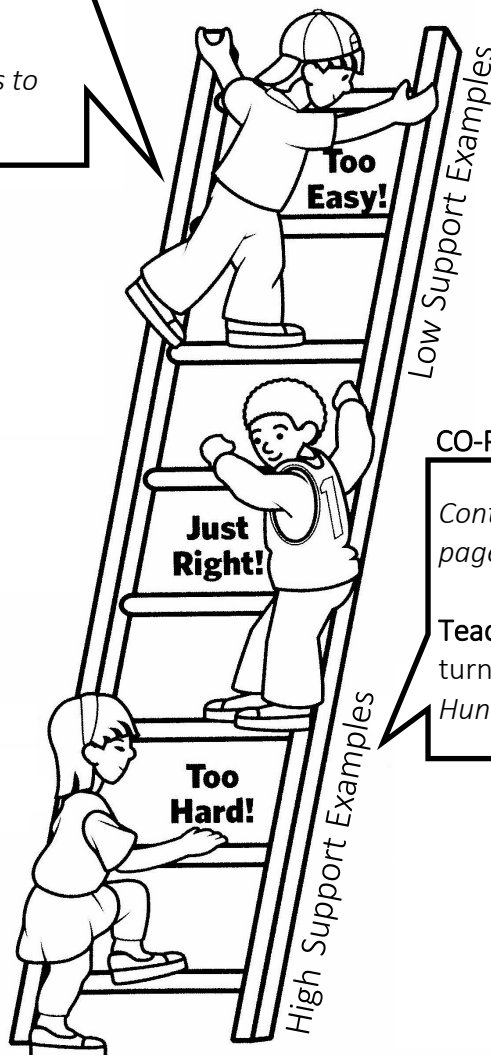
*Context: Any page where there is text.*

**Teacher:** I am going to turn the pages this way (*show 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, will 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 2-3 times as you read this book!



### PREDICTING

Context: Front cover.

**Teacher:** We are going to read a 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. Before we do that, Latisha, where do you think we will find the title on this book?

### 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:** That's right! Why do you think the title is on the cover of the book?

### ELICITING THE ANSWER

Context: Front cover.

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

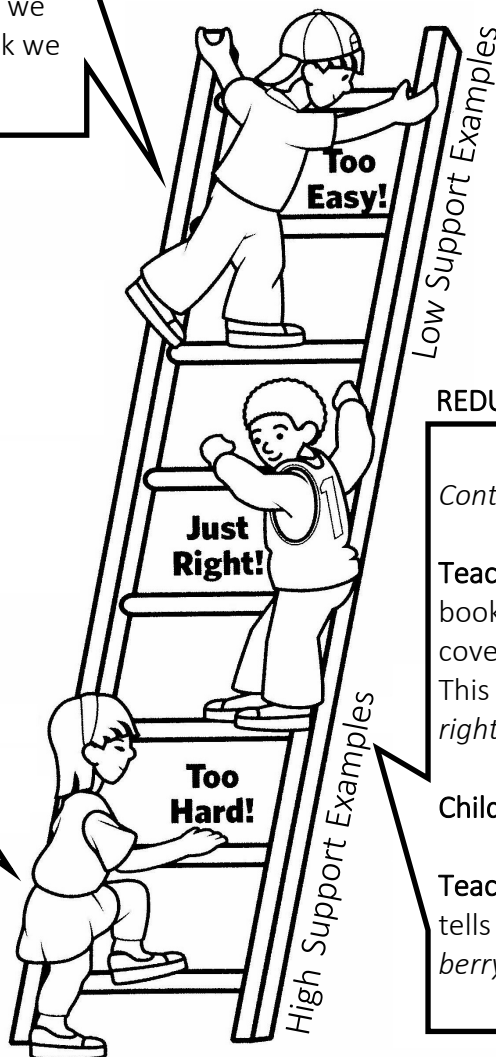
### REDUCING CHOICES

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 (*point to title*) or this (*point 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 2-3 times as you read this book!



### REASONING

*Context: The second letter of the story is a letter written to Emily from Mr. Blueberry.*

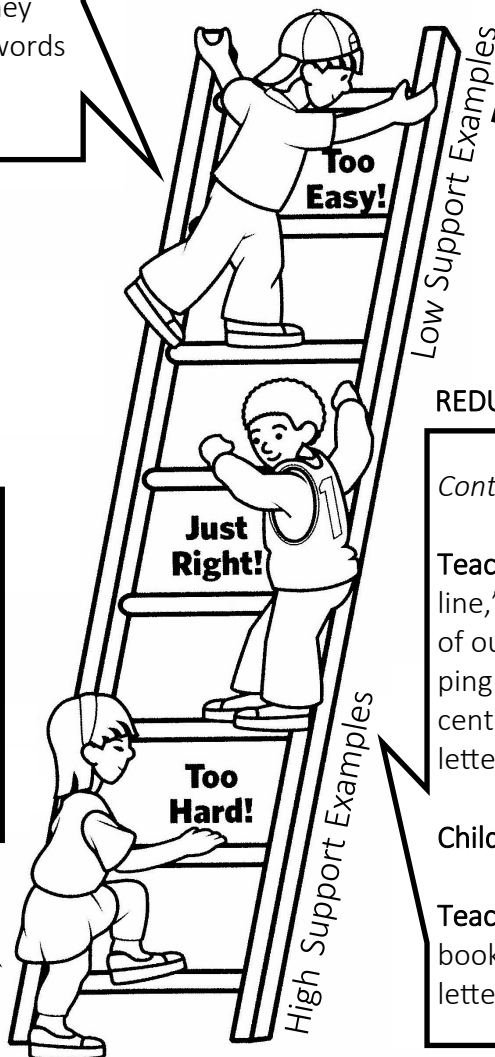
**Teacher:** (Read text) Look at these words **Mr. Blueberry**. Why do you think they look different than the rest of the words on the page?

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

**Teacher:** This page in our story is a letter written to Mr. Blueberry from Emily. Who is the letter from?

### REDUCING CHOICES

*Context: Front cover.*

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

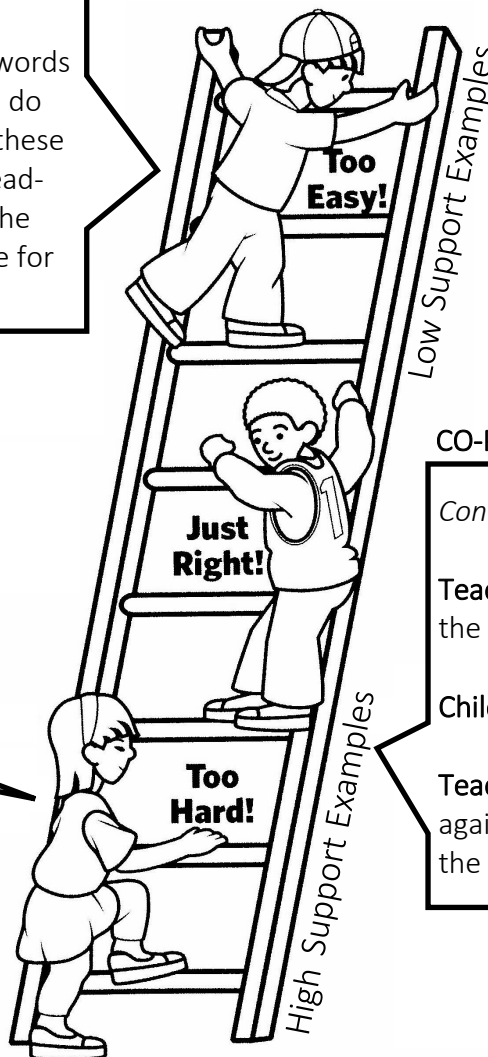
### CO-PARTICIPATING

*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.



# 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!



### 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

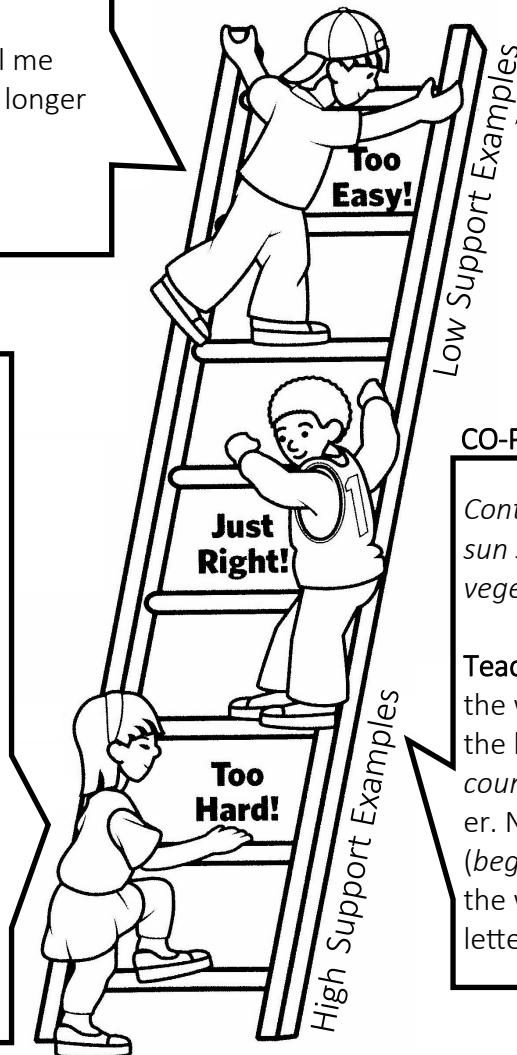
*Context: On this page, we see a watering can spraying water on different types of seeds. The pea and broccoli seeds are planted in the ground.*

**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.





# 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 2-3 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:** (Read text.) I read, "And flopped back outside into the snow—flop flop flop." Look at the first letter in this word **flop**. What letter is that?

**Child:** f!

**Teacher:** Very good! So which letter does THIS word **flop** start with?

### ELICITING THE ANSWER

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

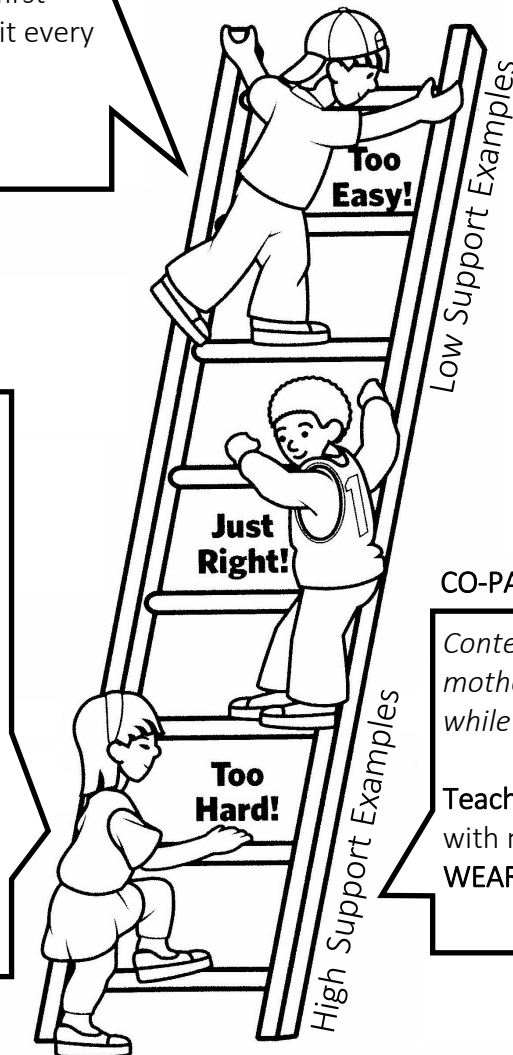
**Teacher:** Look at all these words that begin with the letter z—**zoop, zup, zat, zwit, and zum**. There are so many z's on this page! (point again to all the z's) What is the name of this letter?

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

### CO-PARTICIPATING

*Context: On this two-page spread, Froggy's mother is yelling, "YOUR UNDERWEAR!" while Froggy looks chagrined.*



**Teacher:** Nyla, please come here and point with me to the E's in this word **UNDERWEAR**.



# 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 2-3 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 today?

### REASONING

*Context: Front cover.*

**Teacher:** Let's 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 CHOICES

*Context: On this two-page spread, Froggy's mother yells, "Frrrooggy!" while Froggy looks up and touches his hat.*

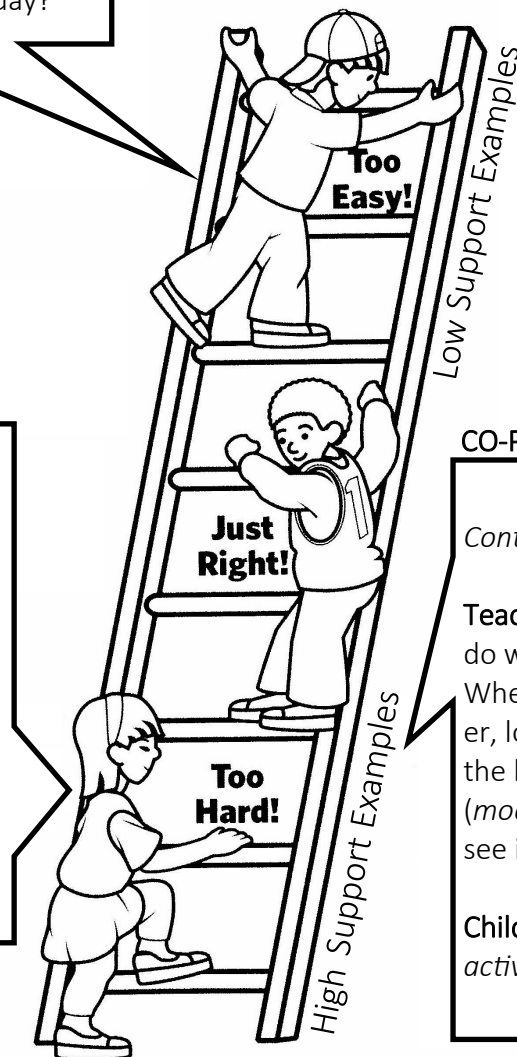
**Teacher:** (Read text.) We read that Froggy doesn't know what he forgot to put on. Can we figure out what clothing he needs from the picture, or do we need to turn the page and keep reading to find out?

### 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 (*model which way*) and read the words to see if we guessed correctly!

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



# Sit Together And Read

*I Stink!* by Jim McMullan

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															Page Order														



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



## GENERALIZING

*Context: On a page in the book, items of trash are listed, starting with letter A.*

**Teacher:** (Pointing to the C) I think Chloe knows the name of this letter because the same letter starts her name.

## PREDICTING

*Context: On a page in the book, items of trash are listed, starting with letter A.*

**Teacher:** Look at the words on this page. The first item begins with the letter A, the next with the letter B, then C, D, E, F, and G. Which letter do you think will start the next word?

## ELICITING THE ANSWER

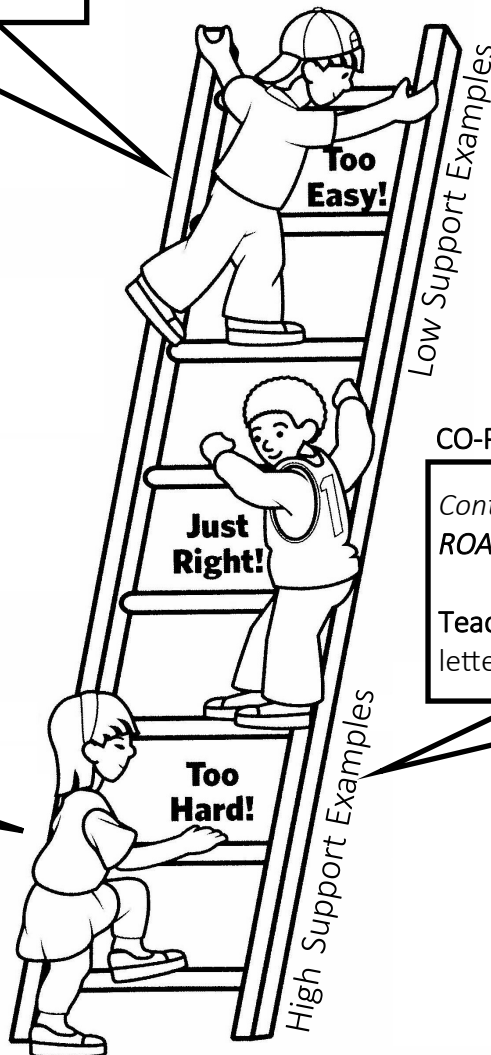
*Context: On a page in the book, the word ROAR appears in big letters.*

**Teacher:** Take a look at this page. This word is ROAR. In that word I see the letter R here and here. Can anyone show me both letter R's in the word ROAR?

## CO-PARTICIPATING

*Context: On a page in the book, the word ROAR appears in big letters.*

**Teacher:** Who can point with me to all the letter R's in this word?



# Sit Together And Read

*I Stink!* by Jim McMullan

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	Metalinguistic Concept of Letter															Page Order														
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## PREDICTING

*Context: Last page of book.*

**Teacher:** Hmm, I'm on the last page of this story. Do you think this is the end of the story?

## GENERALIZING

*Context: First page of story.*

**Teacher:** Philip, I saw you reading your book and you were turning the pages just the right way. Can you show me how to turn the pages of this book so we can read it together?

## ELICITING THE ANSWER

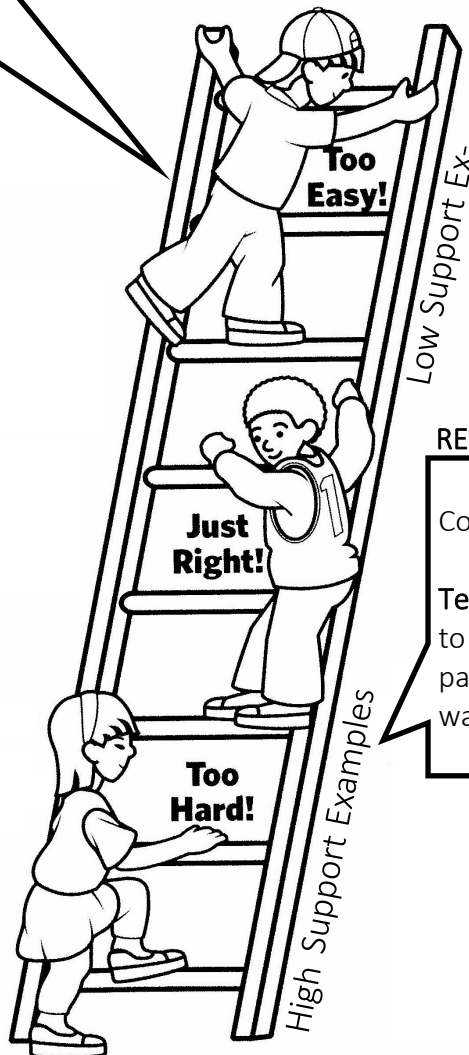
*Context: Title page.*

**Teacher:** I am now looking at this page, and I want to begin reading. I turn the page this way to start reading (*model turning the page*). Which way do I turn the page to start reading?

## REDUCING CHOICES

*Context: First page of story.*

**Teacher:** I've read this page, and now I want to keep reading. Which way should I turn the page, this way (*next page of story*) or this way (*back a page*)?



# Sit Together And Read

## Animal Action ABC by Karen Pandell

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	Letters vs. Words																Names of Letters													



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



### GENERALIZING

*Context: In the book, there is page with an orangutan covering his face with its hand.*

**Teacher:** The letter **P** starts the word peek. Can you think of any other words that start with the letter **P**?

### PREDICTING

*Context: In the book, there are pages with a cheetah stretching.*

**Teacher:** Look at this letter **S**. It looks stretched out. Can you guess this word that starts with the letter **S**?

### REDUCING CHOICES

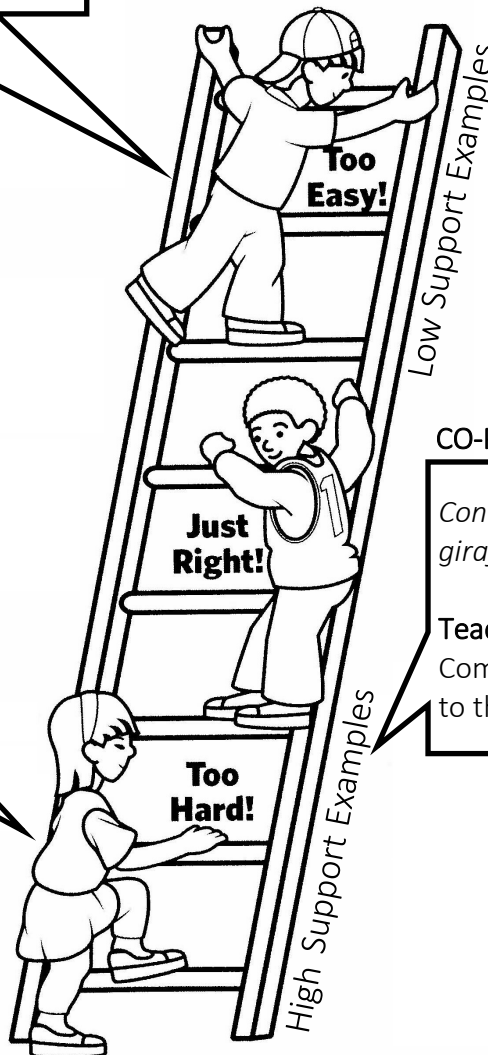
*Context: In the book, there is a page with a giraffe drinking.*

**Teacher:** Look at what I'm pointing to. Is this a letter or a word?

### CO-PARTICIPATING

*Context: In the book, there is a page with a giraffe drinking.*

**Teacher:** This letter **D** starts this word **drink**. Come point with me to the letter **D** and then to the whole word **drink**.





# Sit Together And Read

## Animal Action ABC by Karen Pandell

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	Letters vs. Words																Names of Letters													



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



### GENERALIZING

*Context: Any page in book*

**Teacher:** Can you come point to a letter on this page that is in your name?

### REASONING

*Context: In the book, there is a page with a bear growling.*

**Teacher:** Why do you think this letter G is drawn this way?

### ELICITING THE ANSWER

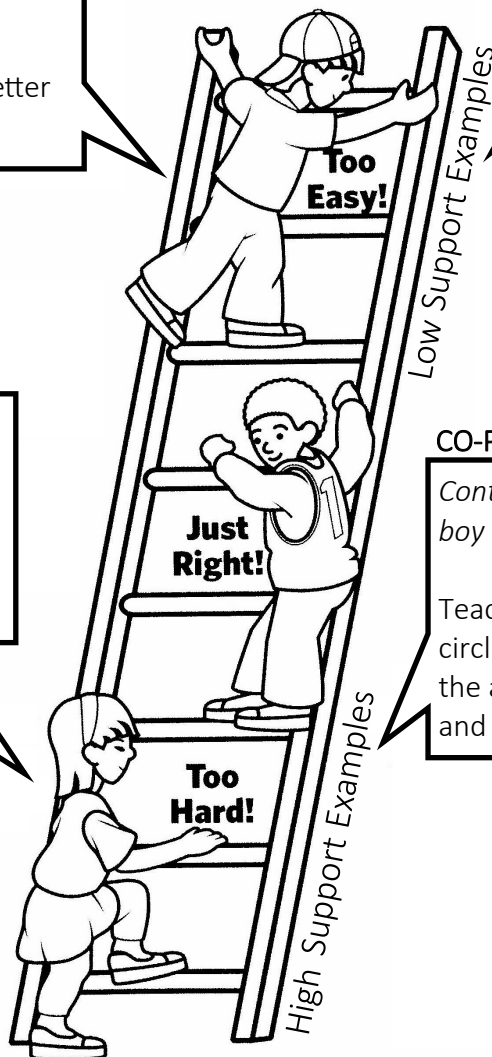
*Context: In the book, there is a page with a wolf pup howling.*

**Teacher:** This is the letter H. Who can show me where the H is?

### CO-PARTICIPATING

*Context: In the book, there is a page with a boy opening and closing his eyes.*

**Teacher:** Look at this letter. It looks like a circle. It's the letter O. Let's all make an O in the air together with our finger. Watch me and then you do it!



# Sit Together And Read

Yo! Yes! by Chris Raschka

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														Concept of Word in Print															



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



## GENERALIZING

*Context: In the book, there is a page with the words **No fun**.*

**Teacher:** Natalie, your name starts with an uppercase letter **N**. Can you show me where the uppercase letter **N** is on the page? Now, where is the lower-case letter **n**?

## PREDICTING

*Context: Choose any page at least halfway through the book.*

**Teacher:** Do you think the first letter on the next page will be an uppercase letter or a lower-case letter?

## ELICITING THE ANSWER

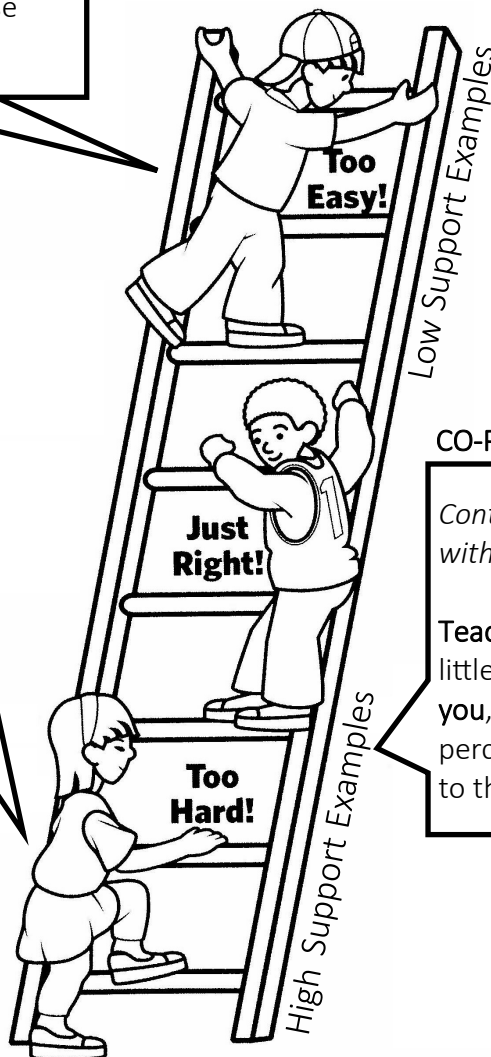
*Context: In the book, there is a page spread with the words **You and Me**.*

**Teacher:** This is an uppercase letter **Y** in the word **You**. And here we have an uppercase letter **M** in the word **Me**. We call these letters uppercase. Who can tell me what kind of letters these are?

## CO-PARTICIPATING

*Context: In the book, there is a page spread with the words **Yes, you and Oh**.*

**Teacher:** The letter **Y** in the word **YES** looks a little different than the letter **y** in the word **you**, doesn't it? The letter **Y** in **Yes** is an uppercase letter. Come here and point with me to the uppercase **Y**.



# Sit Together And Read

## Yo! Yes! by Chris Raschka

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



### PREDICTING

*Context: Choose a page near the end of the book.*

**Teacher:** Do you think there will be lots of words on the next page or just a few words? Why do you think that?

### GENERALIZING

*Context: Choose any page in the book with 2 words on it.*

**Teacher:** There are two words on this page. Chris, come up and help me find them. I think you can because you point out words on the walls of the classroom.

### REDUCING CHOICES

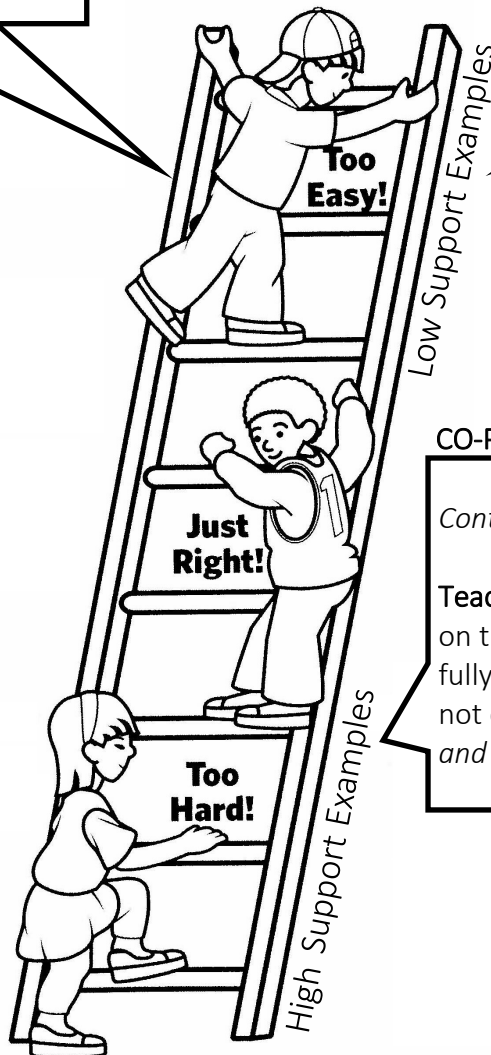
*Context: In the book, there is a page with the words Yes, you.*

**Teacher:** Is this a word (point to the picture of the boy with the red circle) or is this a word (point to "Yes")?

### CO-PARTICIPATING

*Context: Front cover*

**Teacher:** Come up and point to all the words on this cover with me. We have to look carefully since there are words where we might not expect them to be (include author, title, and Scholastic labels).



# Sit Together And Read

## Baghead by Jarrett Krosoczka

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



### REASONING

*Context: In the book, there is a page spread with a soccer coach looking at boys running away.*

**Teacher:** How should I figure out which word is the shortest word on this page?

### PREDICTING

*Context: On a page spread near the end of the book, there are pictures of a person applying pink hair gel to hair.*

**Teacher:** Who thinks that the word Thursday is the longest word on this page? Raise your hands. Okay, let's find out by counting the number of letters in each word to find out.

### REDUCING CHOICES

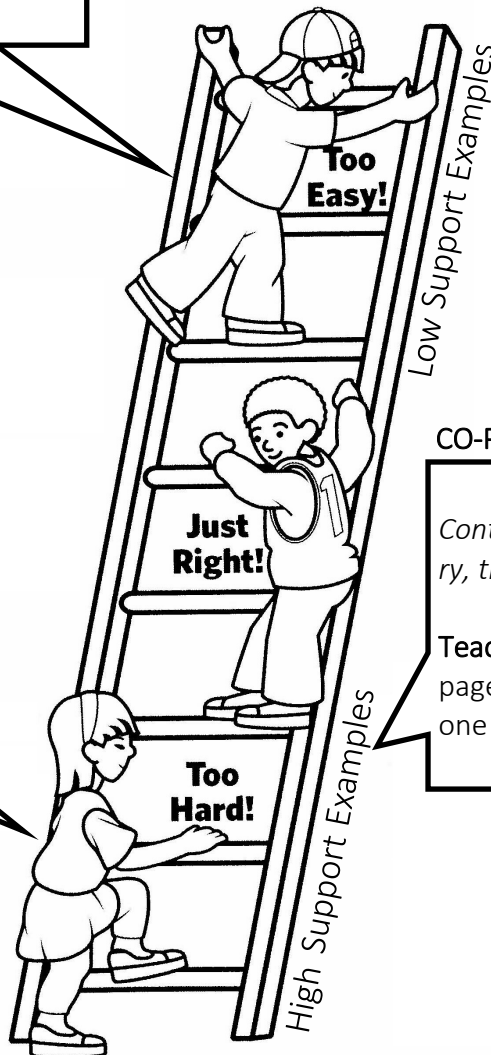
*Context: Near the beginning of the book, there is a page spread with a boy walking downstairs with a bag on his head.*

**Teacher:** Let's see. Which word is shorter: **breakfast** or **bag**?

### CO-PARTICIPATING

*Context: On the first page spread of the story, there is a boy's reflection in a mirror.*

**Teacher:** Let's look at all the words on this page and find the longest one. Here it is, this one! Let's all point together.



# Sit Together And Read

## Baghead by Jarrett Krosoczka

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



### GENERALIZING

*Concept: Choose any page with print*

**Teacher:** We have spent a lot of time reading books. I think you all know which way we read the words in story-books. Use your finger to show me which way we read.

### REASONING

*Context: Choose any page with print.*

**Teacher:** Why do you think we read this way (*move finger left to right*) instead of just picking any word we want to start on?

### REDUCING CHOICES

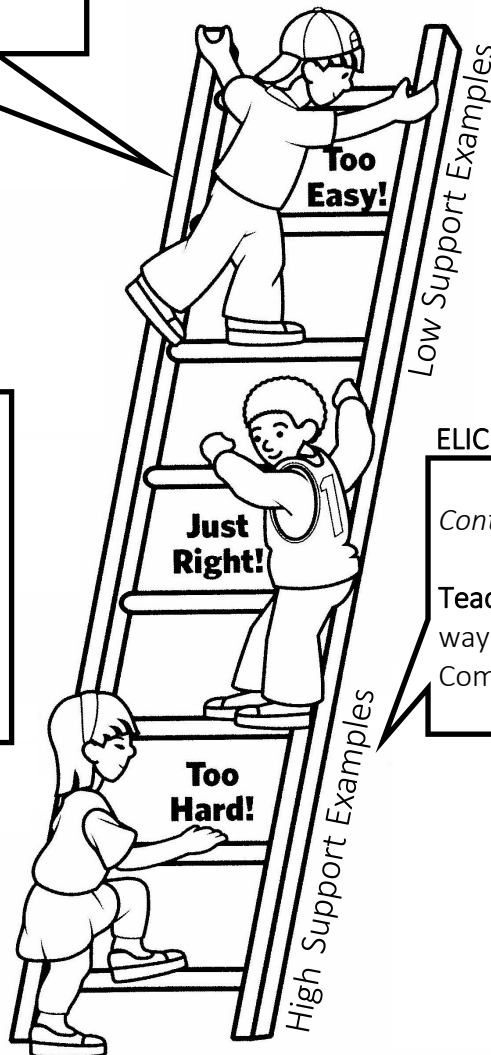
*Context: Choose any page with print.*

**Teacher:** When we start reading on this page, will we read this way (*run finger right to left over print*) or this way (*run finger left to right over print*)?

### ELICITING THE ANSWER

*Context: Choose any page with print.*

**Teacher:** When we read a story, we read this way (*run finger left to right over print*). Come show me which way we read.







# Sit Together And Read

## A Color of His Own by Leo Lionni

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															Metalinguistic Concept of Reading														
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 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

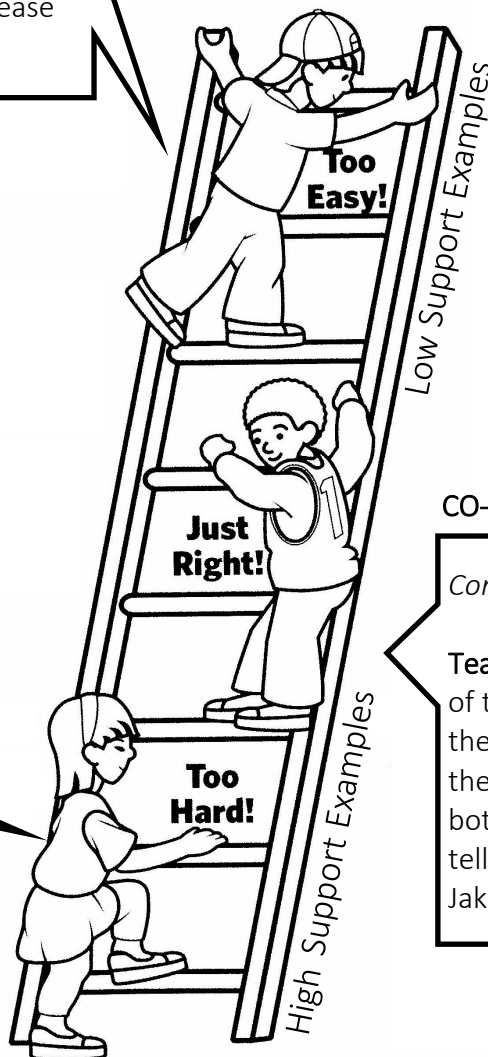
*Context: Choose any page of the book.*

**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.



# Sit Together And Read

## A Color of His Own by Leo Lionni

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															Metalinguistic Concept of Reading														



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



### 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

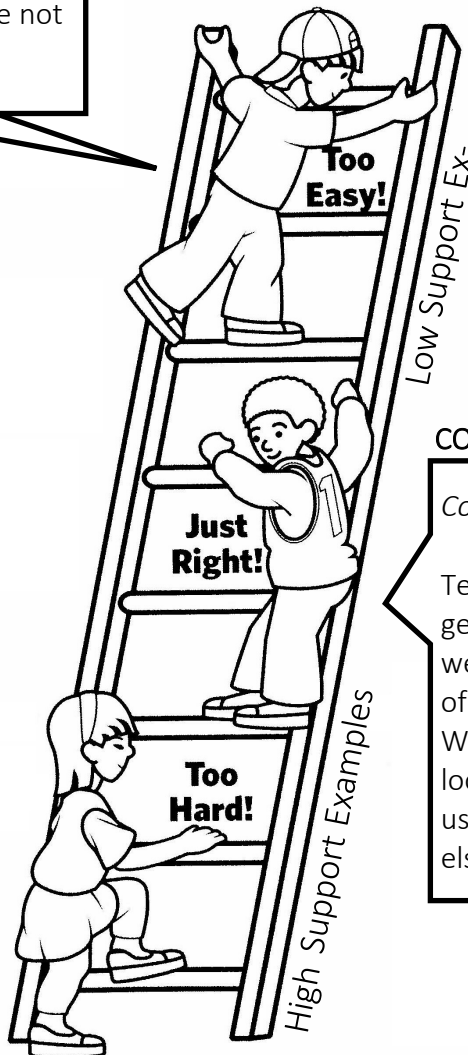
*Context: Choose any time during book reading.*

**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.



# Sit Together And Read

## To Market, To Market by Anne Miranda

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															Print Direction														



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



### GENERALIZING

*Context: Choose any page spread in the first half of the book.*

**Teacher:** Who knows what this word is (*point to "market"*)? I think someone will know it because we read this word in the title.

### PREDICTING

*Context: Front cover*

**Teacher:** This book is called *To Market, To Market*. Hmm, who can tell me what words we might find in this book if it is about going to the grocery store? Give me some words, and then we'll see if we can find them as we read.

### ELICITING THE ANSWER

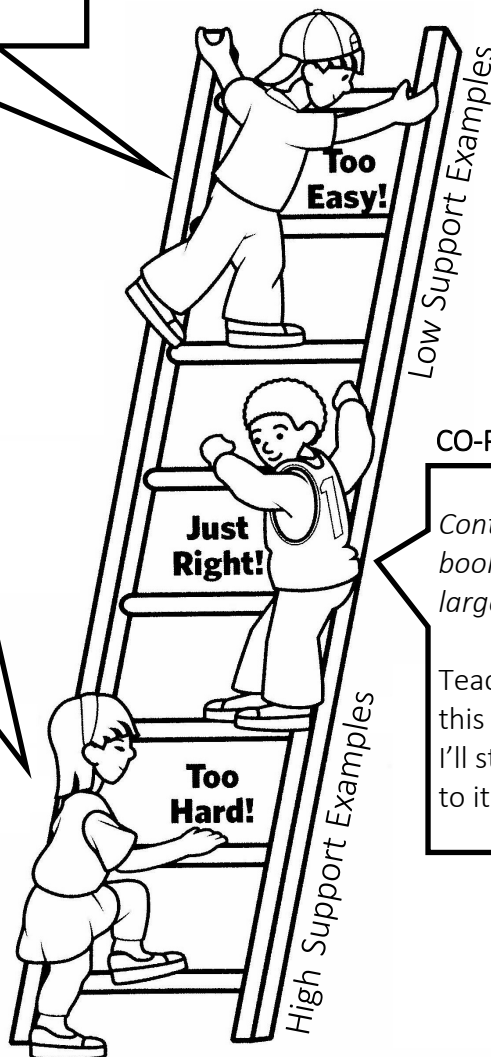
*Context: In the book, there is the word HEN in large, red letters on the second page spread of the story.*

**Teacher:** This word says **hen**. Who can tell me what this word is?

### CO-PARTICIPATING

*Context: Less than halfway through the book, there is a page on the left side with a large cow head on the bottom left.*

**Teacher:** I'm looking for the word **cow** on this page. Where can I find the word **cow**? I'll start reading and you tell me when I get to it!



# Sit Together And Read

## To Market, To Market by Anne Miranda

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															Print Direction														



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



### PREDICTING

*Context: Any page with print*

**Teacher:** We've talked a lot lately about the way we read the words on the page of a book. Who wants to come up here and show me which way to read the words?

### REASONING

*Context: Any page with print*

**Teacher:** If I started reading here and went this way (*point to end of sentence and tracks right to left*), would I know what this sentence said? (*Wait for responses.*) Why not?

### REDUCING CHOICES

*Context: First page of story*

**Teacher:** Should I start to read here (*point to the word "To"*) or should I start to read here (*point to the word "PIG"*)?

### ELICITING THE ANSWER

*Context: First page of story*

**Teacher:** When we read, we start on the left side (*point to left side*) and we go this way (*gesturing with finger across sentence*). Who can point to where we start reading on this page? Come on up and show us, Michael.





# Sit Together And Read

## Hey, Little Ant by Phillip & Hannah Hoose

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

### GENERALIZING

*Context: Just hold the book.*

**Teacher:** Julio, you told us that you have this book at home and that you've read it before. Can you tell us what the title is again?

### PREDICTING

*Context: Just hold the book.*

**Teacher:** Where do you think we can find the title of the book?

**Child:** On the front of the book and on the next page.

**Teacher:** Yes, the title is on the front of the book, and then we can see it on the title page.

### ELICITING THE ANSWER

*Context: Front cover*

**Teacher:** This is the title of the book: *Hey, Little Ant*. The title tells us the name of the book. Who can tell me what a title does?

### CO-PARTICIPATING

*Context: Front cover*

**Teacher:** Cameron, please come up here and point to the title of this book with me.





# Sit Together And Read

## Hey, Little Ant by Phillip & Hannah Hoose

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															Uppercase vs. Lowercase Letters														



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



### GENERALIZING

*Context: In the book, there is a page with a little boy wearing a red baseball cap.*

**Teacher:** Brian, come on up here and point to the uppercase letter **B** in this sentence. That uppercase **B** will look familiar to you!

### REASONING

*Context: In the book, there is a page with a family sitting on a picnic blanket.*

**Teacher:** Is this an uppercase letter or a lowercase letter (*point to lowercase g in the word "good"*)? (Wait for response.) How did you know?

### REDUCING CHOICES

*Context: Front cover*

**Teacher:** Is this an uppercase letter (points to the "H") or is this an uppercase letter (points to the "t")?

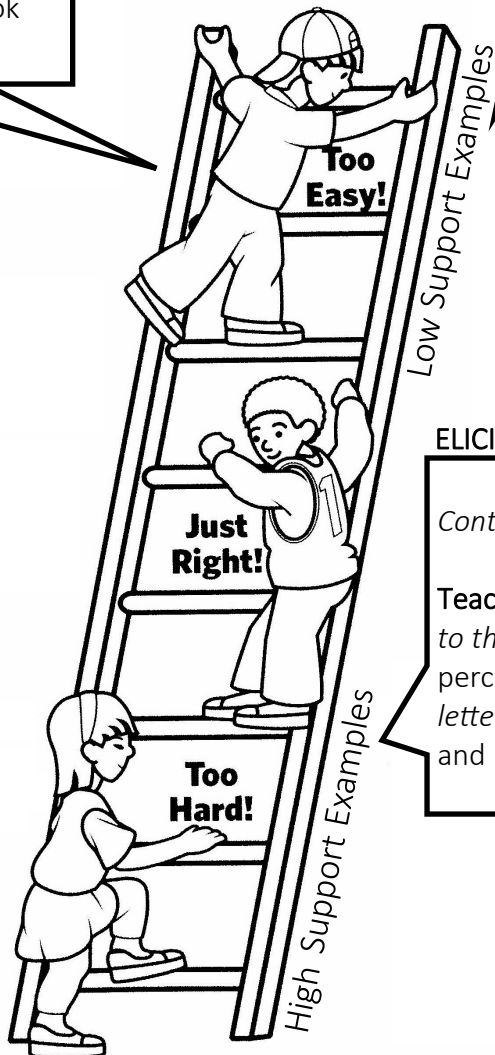
**Child:** (calls out that the "H" is the uppercase letter)

**Teacher:** Very good. You are right. The H is the uppercase letter, and the t is a lowercase letter.

### ELICITING THE ANSWER

*Context: Front cover*

**Teacher:** I see three uppercase letters (*point to the title*). There is an uppercase H, an uppercase L, and an uppercase A (*point to each letter in turn*). Khara, will you come up here and point to one of the uppercase letters?



# Sit Together And Read

## Mouse Mess by Linnea Riley

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	Environmental Print														Page Order															



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



### GENERALIZING

*Context: In the book, there is a page with a mouse eating a sandwich cookie while looking at a box of cereal.*

**Teacher:** This cereal box says the words **corn flakes**. Have you ever eaten corn flakes? (Wait for responses.) If you have, then your cereal box had these same letters that spell the words **corn flakes**.

### PREDICTING

*Context: In the book, there is a page with a mouse carrying cheese and climbing into a jam jar.*

**Teacher:** This jar has the words **peanut butter** on it. What do you think is inside the jar?

### ELICITING THE ANSWER

*Context: In the book, there is a page with a mouse scaling a cord to get onto a cabinet.*

**Teacher:** We see words on this page down here (point to words along the bottom of page) and also up here on the cookie jar. Where do we see words on this page?

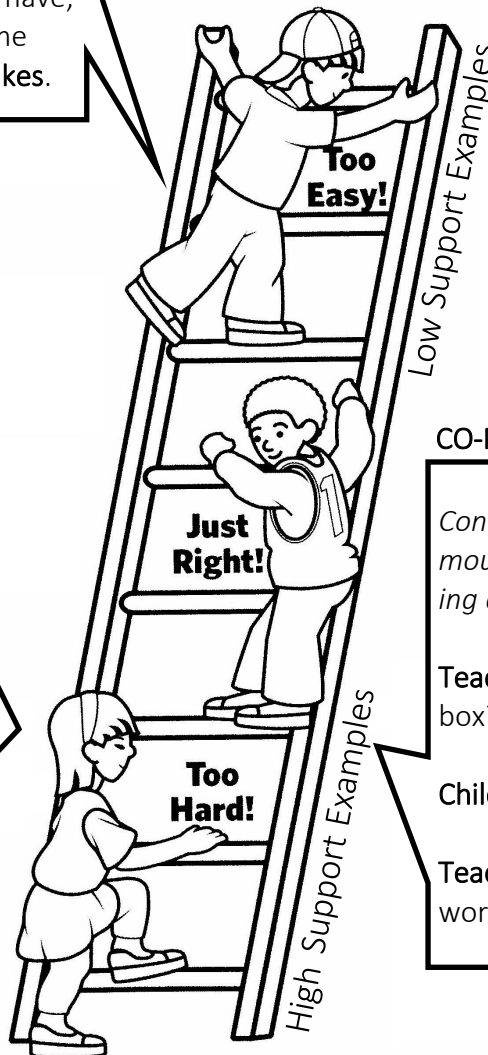
### CO-PARTICIPATING

*Context: In the book, there is a page with a mouse eating a sandwich cookie while looking at a box of cereal.*

**Teacher:** Are there letters and words on that box?

**Child:** Yeah!

**Teacher:** Yes, there are! Can you point to the words with me?



# Sit Together And Read

## Mouse Mess by Linnea Riley

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	Environmental Print															Page Order														



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



### GENERALIZING

*Context: Choose any page in the story.*

**Teacher:** When grownups read a story with you at home, which way do they turn the pages?

### REASONING

*Context: The first page of the story*

**Teacher:** Why do I turn the page this way while I'm reading?

### REDUCING CHOICES

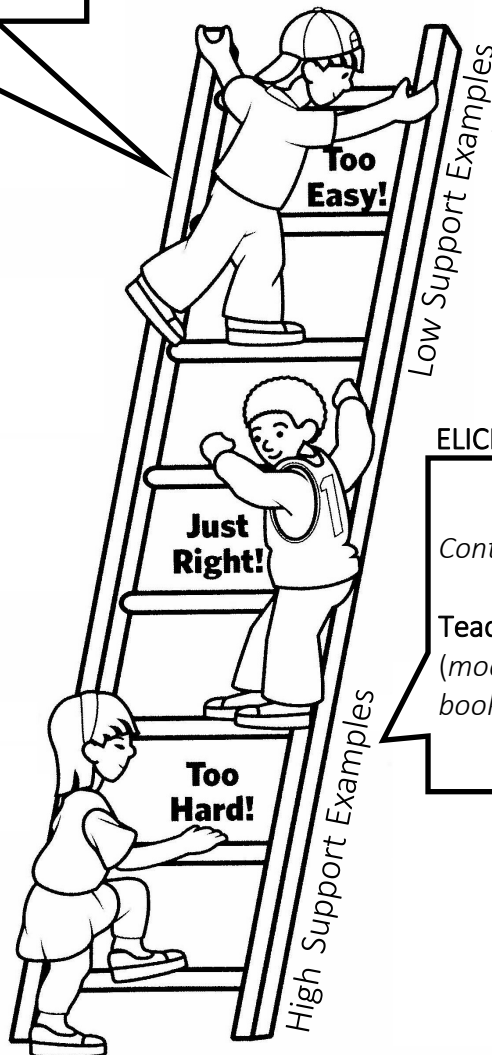
*Context: Choose any page early in the story.*

**Teacher:** Do I turn the page this way (turn the pages right to left) or this way (turn the pages left to right)?

### ELICITING THE ANSWER

*Context: Choose any page early in the story.*

**Teacher:** This is the way I turn the page (model turning to the next page of the book). Which way do I turn the page?



# Sit Together And Read

## In the Small, Small Pond by Denise Fleming

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	Concept of Word in Print															Print Direction														



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



### GENERALIZING

*Context: Any page of the story*

**Teacher:** We have been talking about words for a long time now. I bet you all can tell me how many words are on this page. Look carefully! How many words do you see?

### REASONING

*Context: In the book, there is a page spread with a heron plunging its bill into the water.*

**Teacher:** Look at this word **plunge**. Why do you think the word **plunge** looks like this?

### ELICITING THE ANSWER

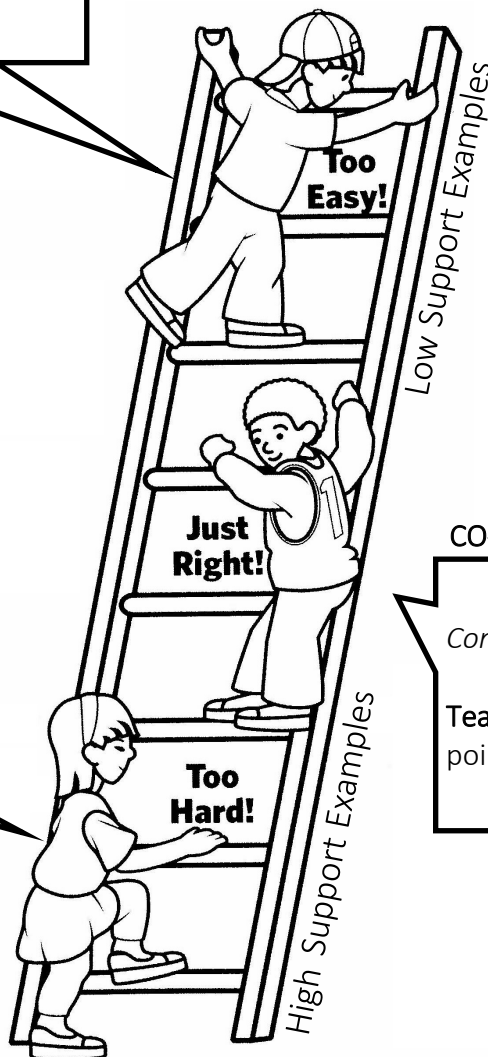
*Context: Any page of the story*

**Teacher:** I'm going to count all the words on this page (*count the words while pointing*). Now, Demetrius, you come up and count all the words on this page.

### CO-PARTICIPATING

*Context: Any page of the story*

**Teacher:** Shannon, come on up here and point to all the words on this page with me.



# Sit Together And Read

## In the Small, Small Pond by Denise Fleming

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	Concept of Word in Print															Print Direction														



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



### PREDICTING

*Context: In the book, there is a page spread with turtles on a log.*

**Teacher:** We know we read left to right. Which word will I read after I read the word **doze** (point to "doze")?

### GENERALIZING

*Context: Any page of the story*

**Teacher:** Tamara, you've looked at a lot of books lately. I'll bet you can show us where we should start reading. Will you come up and point to the place?

### REDUCING CHOICES

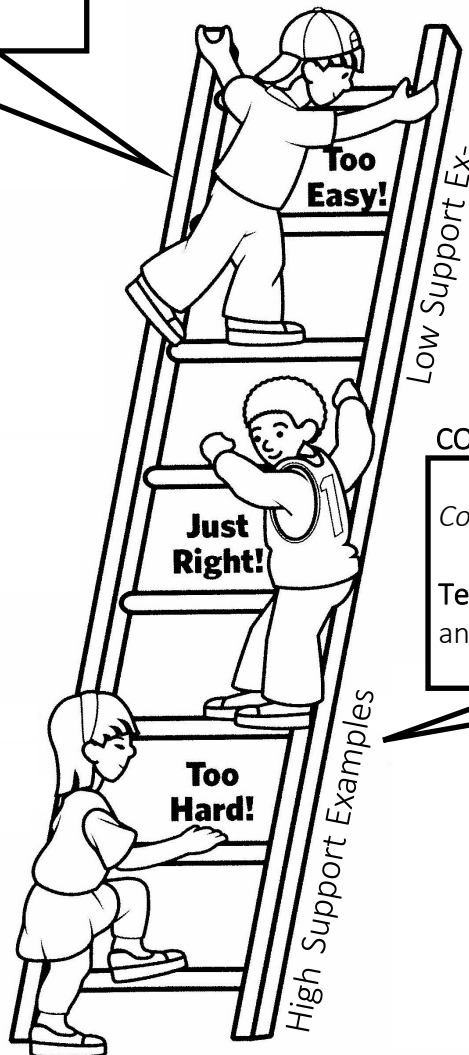
*Context: First page of the story*

**Teacher:** This is the beginning of our story. Do I start reading here (point to "pond"), or do I start here (point to "In")?

### CO-PARTICIPATING

*Context: Any page of the story*

**Teacher:** Jaida, please come up here with me and let's point to where we'll start reading.





# Sit Together And Read

*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don & Audrey Wood

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 2-3 times as you read this book!



## GENERALIZING

*Context: In the book, there is a page with a mouse shaking a strawberry by the stem.*

**Teacher:** Who can find the letter **S** on this page? Sarah, your name starts with the letter **S**. Why don't you try to find it?

## REASONING

*Context: First page spread of the story*

**Teacher:** Listen to the word **mouse**. Which letter does "mmmmouse" start with?

## ELICITING THE ANSWER

*Context: In the book, there is a page spread with a frightened mouse standing on a ladder holding a strawberry.*

**Teacher:** This is the letter **O** (point to the "O"). And this is the letter **B** (point to "B"). Who can show me where the **B** is?

## CO-PARTICIPATING

*Context: On the second page spread in the book, a mouse is standing proudly next to a ladder propped up by a strawberry.*

**Teacher:** Look at this letter. It is the letter **O**. It looks like a circle. Let's make an **O** together with our fingers. Watch me, and then you do it!



# Sit Together And Read

*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don & Audrey Wood

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 2-3 times as you read this book!



## GENERALIZING

*Context: After reading the story, turn to the page spread with the mouse happily offering half of the strawberry.*

**Teacher:** We learned from reading this story that the mouse shared its strawberry. Have you ever shared something with someone?

## PREDICTING

*Context: Front Cover*

**Teacher:** Today we're going to read this book titled *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. What do you think this book is about?

## REDUCING CHOICES

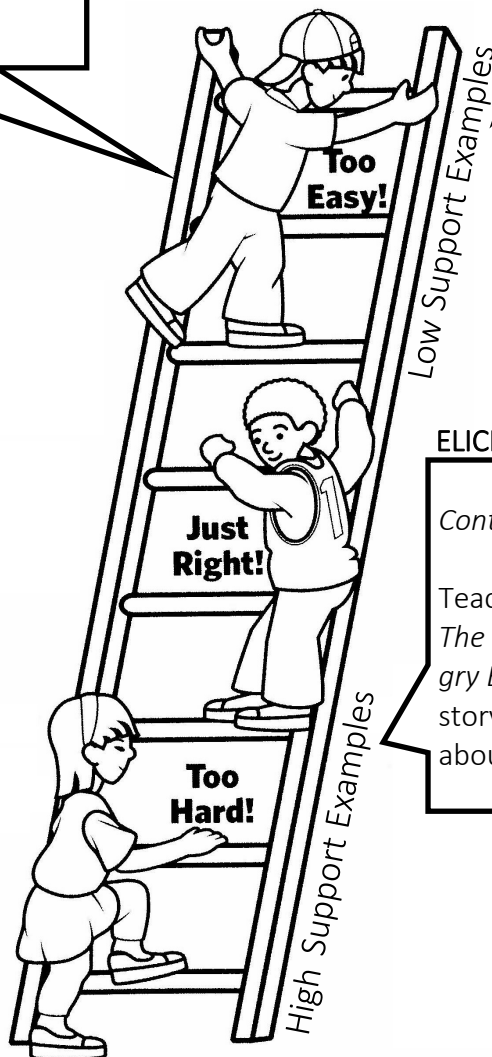
*Context: Front cover*

**Teacher:** This book is called *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. Which fruit do you think will be in this story, a strawberry or a grape?

## ELICITING THE ANSWER

*Context: Front cover*

**Teacher:** This book is titled *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. We learn from the title that this story is about a mouse. What is this story about?



# Sit Together And Read

## Sophie Gets Angry, Really, Really Angry by Molly Bang

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	Letters vs. Words															Print Function														



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



### GENERALIZING

*Context: Near the end of the book, there is a page spread with Sophie sitting on a high tree branch.*

**Teacher:** Who knows what this letter is (point to "w")? Wyatt, I bet you know!

**Child:** W!

**Teacher:** That's right **W** is the first letter in the word **Wide**.

### PREDICTING

*Context: Near the end of the book, there is a page spread with Sophie sitting on a high tree branch.*

**Teacher:** Do you think there is more letters on this page or more words?

**Child:** Words!

**Teacher:** Remember letters make words. Let's count to find out if there are more letters or more words.

### ELICITING THE ANSWER

*Context: In the book, there is a page spread with Sophie's red shadow punching the word "smash."*

**Teacher:** We see the letter **S** on this page. **S** is the first letter in the word **smash**. Which letter is this?

### CO-PARTICIPATING

*Context: In the book, there is a page spread with Sophie's red shadow punching the word "smash."*

**Teacher:** The letter **S** starts this word **smash**. Let's point together to the letter **S** that starts the word **smash**.



# Sit Together And Read

## Sophie Gets Angry, Really, Really Angry by Molly Bang

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	Letters vs. Words															Print Function														



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



### PREDICTING

*Context: Last page of the story*

**Teacher:** This word is a sound the cat is making. What word do you think that might be?

### REASONING

*Context: In the book, there is a page spread with a volcano with the word explode erupting from it.*

**Teacher:** Why do you think the word **explode** is coming out of the volcano?

### REDUCING CHOICES

*Context: In the book, there is a page spread with Sophie emitting a huge, red roar.*

**Teacher:** Is Sophie roaring here? (point to Sophie and the word "ROAR") or here (point to the doll on the opposite page)?

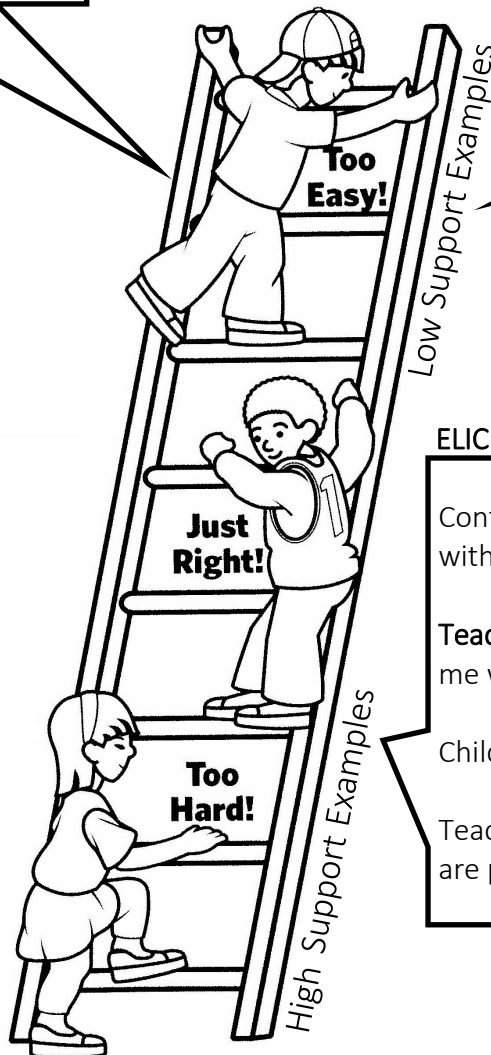
### ELICITING THE ANSWER

*Context: In the book, there is a page spread with Sophie emitting a huge, red roar.*

**Teacher:** This is where Sophie ROARS! Show me where Sophie ROARS.

Child: Right here.

**Teacher:** Yes! The letters in the word **roar** are part of this red picture.



# Sit Together And Read

## Don't Let the Pigeon Drive the Bus by Mo Willems

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 2-3 times as you read this book!



### GENERALIZING

*Context: Front cover*

**Teacher:** Who can show me the title of this book? Patrick, you'll know this because you showed me before!

### REASONING

*Context: Front cover*

**Teacher:** The title of this book is *Don't Let the Pigeon Drive the Bus!* Why do you think the author gave the book that title?

### ELICITING THE ANSWER

*Context: Front cover*

**Teacher:** This is the title of the book. It says *Don't Let the Pigeon Drive the Bus!* What is the title of the book?

### CO-PARTICIPATING

*Context: Front cover*

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





# Sit Together And Read

## Don't Let the Pigeon Drive the Bus by Mo Willems

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



### PREDICTING

*Context: Early in the book, there is a right-hand page with the pigeon asking "Hey, can I drive the bus?"*

**Teacher:** I'm going to read all the words in this sentence except the last one. You guess the word I'm leaving out. Here we go. The pigeon is asking, "Hey, can I drive the \_\_\_\_?" What word did I not read?

### GENERALIZING

*Context: Near the end of the story, there is a page spread with eight blocks of text and pigeon pictures.*

**Teacher:** Bryce, do you see a word that you can read on these pages?

### ELICITING THE ANSWER

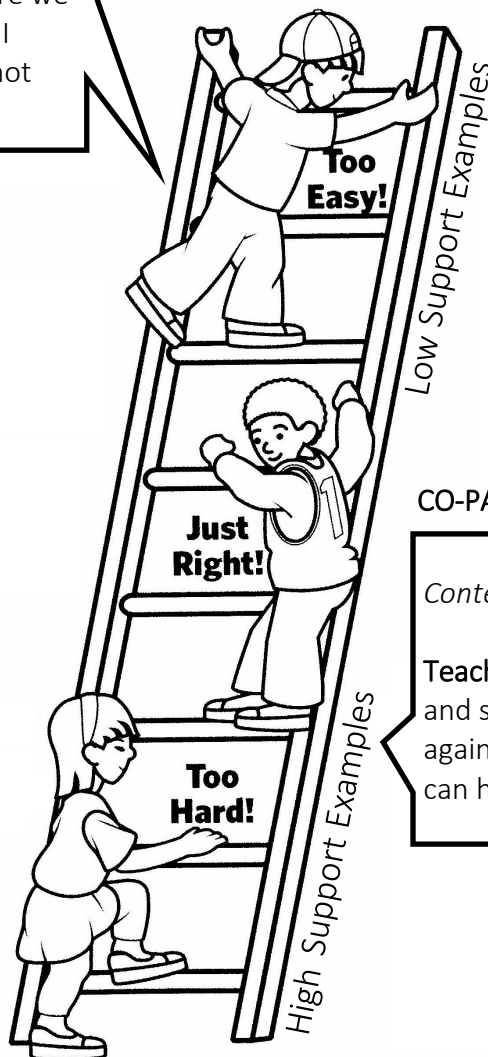
*Context: Title page*

**Teacher:** This word is **bus**. What is this word?

### CO-PARTICIPATING

*Context: Title page*

**Teacher:** This word is **drive**. 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 pages!



# Sit Together And Read

## Kindergarten Rocks! By Katie Davis

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														Environmental Print															



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



### GENERALIZING

Context: Front cover

Teacher: Ethan, you asked me the author's name and we talked about it. Do you remember what an author does?

### PREDICTING

Context: Front cover

Teacher: Besides the title of the book, what else can we learn about the book from the front cover?

### ELICITING THE ANSWER

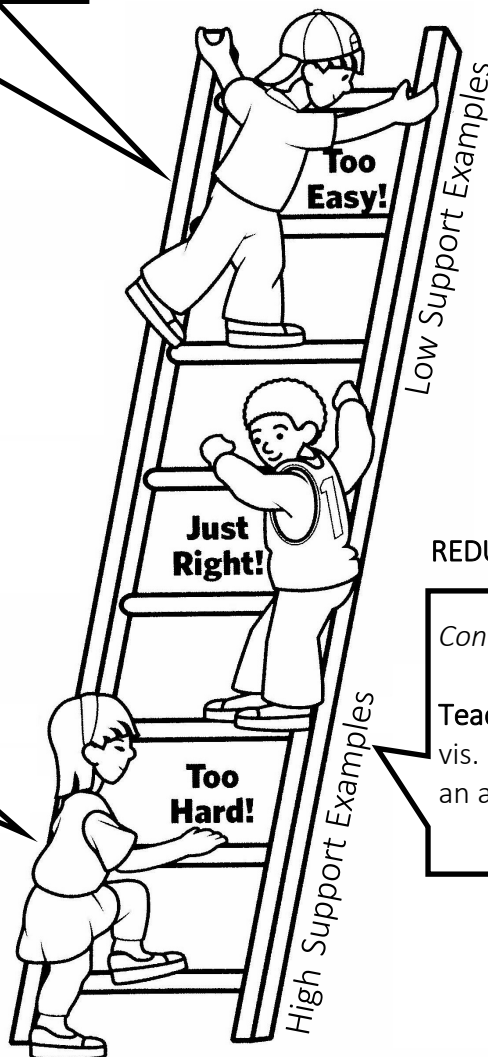
Context: Front cover

Teacher: The author of the book *Kindergarten Rocks* is Katie Davis. She wrote the book we're going to read. Can anyone tell me what the author does?

### REDUCING CHOICES

Context: Front cover

Teacher: The author of this book is Katie Davis. Does an author drive a fire truck, or does an author write books?



# Sit Together And Read

## Kindergarten Rocks! By Katie Davis

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



### GENERALIZING

*Context: Early in the book, there is a spread with a bus driving down a road near houses.*

**Teacher:** There is a word on the back of this school bus. Does anyone know what this word says?

### REASONING

*Context: Early in the book, there is a left page with a boy holding up a box of crayons and a girl with her hand in a shopping bag.*

**Teacher:** Dexter's sister is getting supplies out of a bag. The bag says **School Warehouse**. Why does the bag have words on it?

### REDUCING CHOICES

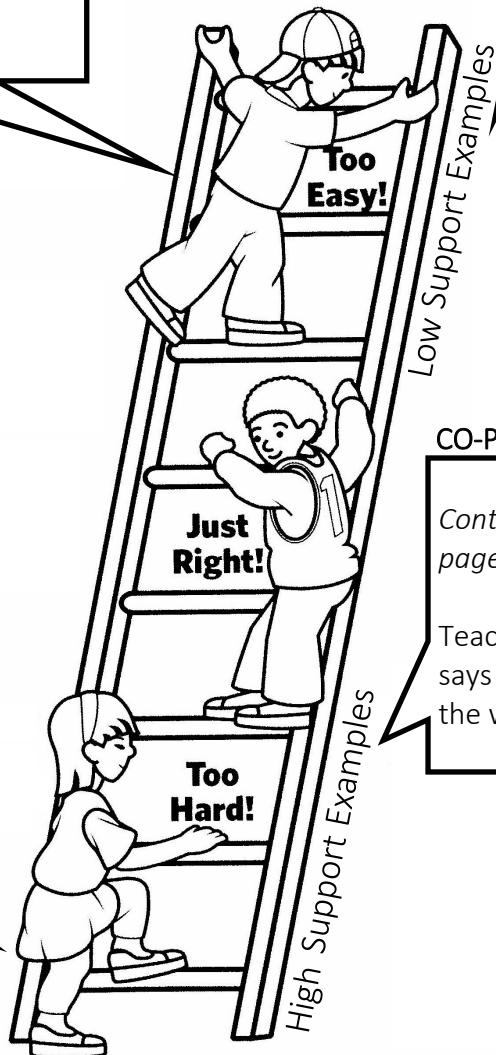
*Context: More than halfway through the book, there is a left page with a boy reading a shark book in the library.*

**Teacher:** There are lots of words in this picture of the school library. I see words here on these posters and on these books. Gabby, come up and point to words you see in this picture.

### CO-PARTICIPATION

*Context: Early in the book, there is a left page with a boy looking at a calendar.*

**Teacher:** Dexter is looking at a calendar that says **September**. Who can help me point to the word **September**?



# Sit Together And Read

## The Recess Queen by Alexis O'Neill

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



### GENERALIZING

*Context: Title page*

**Teacher:** The title of this book is *The Recess Queen*. We've been talking about words and how some words are long and some words are short. Annie, can you point to the really short word in the title?

### REASONING

*Context: On the second page spread in the book, there is a girl menacingly stomping on the end of a seesaw.*

**Teacher:** Why is the word *lollapalooosh* longer than the word *her*?

### ELICITING THE ANSWER

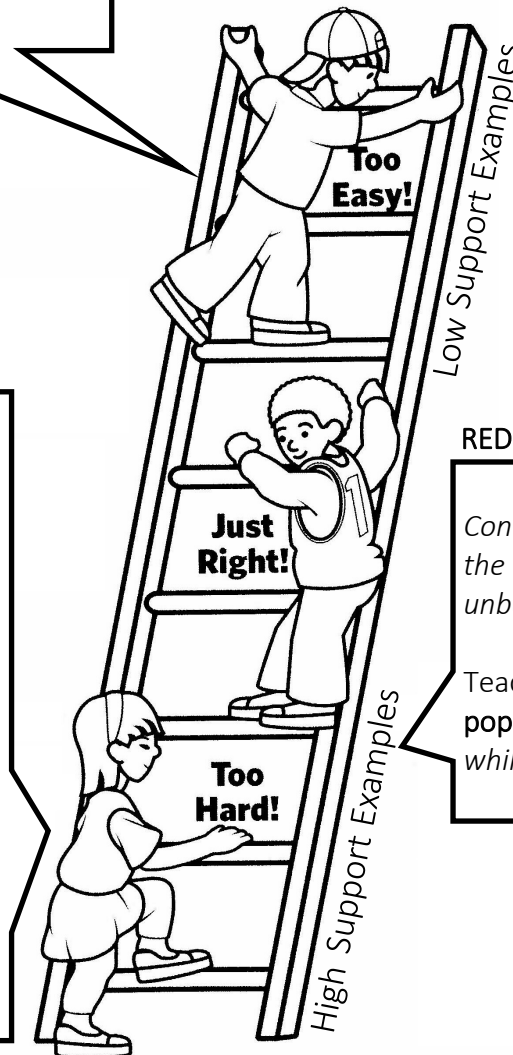
*Context: On a pink-colored page spread near the end of the book, there is a girl staring unbelievably at a girl happily jumping rope.*

**Teacher:** Let's take a look at the words on this page. This word **scared** is much longer than this word **if**, isn't it? To make sure, I'm going to count the letters in each one (*count the letters in each word*). Who can tell me which word is longer, **scared** or **if**?

### REDUCING CHOICES

*Context: On a pink-colored page spread near the end of the book, there is a girl staring unbelievably at a girl happily jumping rope.*

**Teacher:** Which word is shorter, the word **popcorn** or the word **tea** (*point to each word while saying it*)?



# Sit Together And Read

## The Recess Queen by Alexis O’Neill

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															Author														



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



### PREDICTING

Context: Front cover

**Teacher:** Can you come up and point to the name of the author of this book? (Wait for response.) Oh, this is a tricky one. There are two names on the cover. Who do you think is the author? Can you think of ways we could find out more information?

### REASONING

Context: Title page

**Teacher:** Do you think the author wrote the words of the book first or the illustrator drew the pictures first?

### ELICITING THE ANSWER

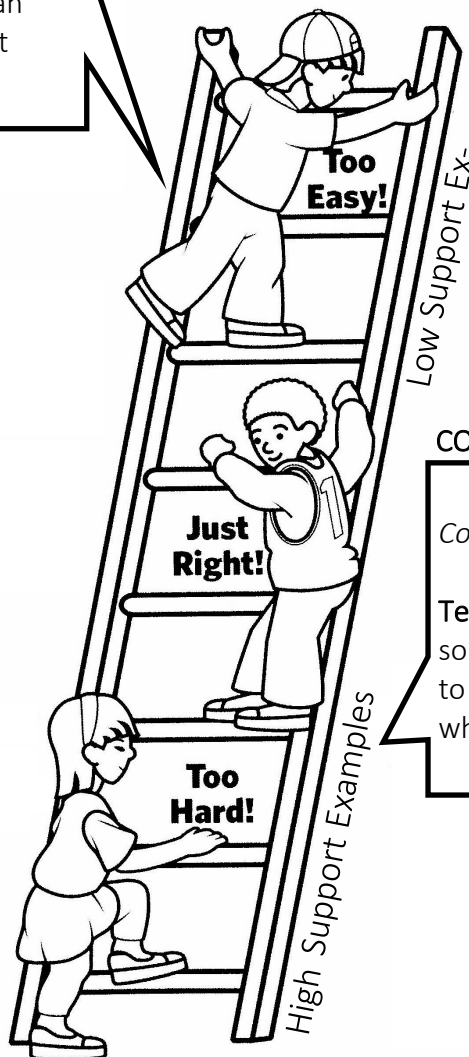
Context: Front cover

**Teacher:** Our book today is called *The Recess Queen*. The author's name is Alexis O’Neill (point to the name). That means she wrote the book. What does an author do again?

### CO-PARTICIPATING

Context: Front cover

**Teacher:** We know that the author is the person who writes the book that we are going to read. Tell me again, all together with me, what the author does!





# Sit Together And Read

## Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

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	Concept of Word in Print															Letters vs. Words														



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



### GENERALIZING

*Context: On a page spread near the end of the book, Miss Bindergarten stands in the doorway of her readied classroom.*

**Teacher:** There are lots of words on this page, not just at the bottom. Chris, come up and see if you can find them. I think you will find them because we have some of the same types of words in similar places in our classroom.

### PREDICTING

*Context: Once students start to notice the pattern of repeating the title throughout the book, find a page that describes the students. After you finish reading this page ask the following:*

**Teacher:** I've noticed the same words on every other set of pages throughout the book. Can anyone guess which words will be on the next page?

### REDUCING CHOICES

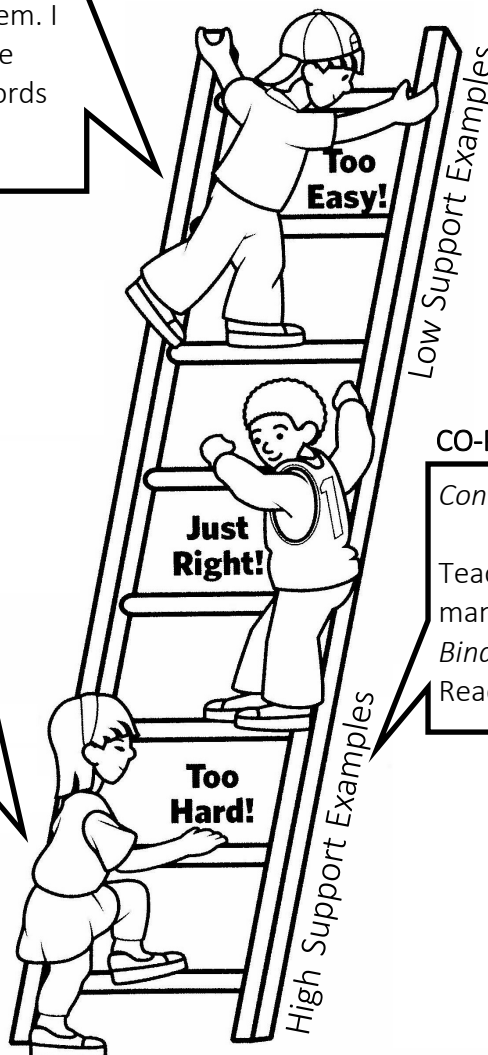
*Context: On the second page spread of the story, Miss Bindergarten is carrying lots of things through the door of her dark classroom.*

**Teacher:** Is this a word (point to the picture of the apples in the basket) or is this a word (point to the word kindergarten)?

### CO-PARTICIPATING

*Context: Front cover*

**Teacher:** Let's count together to see how many words are in the title of our book *Miss Bindergarten Gets Ready for Kindergarten*. Ready?



# Sit Together And Read

## Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

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	Concept of Word in Print															Letters vs. Words														



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



### PREDICTING

*Context: About halfway through the book, there is a page spread with a jaguar on a bicycle on the left-hand side.*

**Teacher:** Let's see if someone can guess which word comes next in this sentence. "Jessie Sike pedals her bbb \_\_\_\_." (*Wait for responses.*) That's right! The word is **bike, b-i-k-e.**

### GENERALIZING

*Context: Choose a page with an animal whose name begins with the same letter as the name of the child you intend to call upon.*

**Teacher:** Henry, come on up here and let's take a look at this page and see if we can find the letter H and the word that it helps to make. I think you'll find it pretty quickly since you know this letter very well!

### REDUCING CHOICES

*Context: Choose any any containing the word "kindergarten."*

**Teacher:** Is this a word (points to kindergarten) or is this a word (points to the "k" in kindergarten)?

### CO-PARTICIPATING

*Context: On a page spread less than halfway through the book, a gorilla puts a stuffed animal into a backpack.*

**Teacher:** Look at this word **bunny**. It has five letters in it, **b-u-n-n-y—bunny** (*point to all the letters while counting*). Who can tell me what this word is?

