

Hamline University

DigitalCommons@Hamline

School of Education and Leadership Student
Capstone Projects

School of Education and Leadership

Summer 2024

Engaging Multilingual Learners through Discussions and Writing Using Interactive Read Alouds in Early Elementary Education

Karen Manthe-Hogan

Follow this and additional works at: https://digitalcommons.hamline.edu/hse_cp



Part of the [Education Commons](#)

Integrating a Culturally Relevant Text Set to Motivate
Multilingual Learners

Engaging Multilingual Learners through Discussions and Writing Using
Interactive Read Alouds in Early Elementary Education

by

Karen Manthe-Hogan

A capstone project submitted in partial fulfillment of the requirements for the degree of
Masters of Arts in Literacy in Education.

Hamline University

Saint Paul, Minnesota

August 2024

Capstone Facilitator: Trish Harvey
Peer Reviewer: Nancy L. O'Brien
Content Reviewer: Laura Emery

TABLE OF CONTENTS

TABLE OF CONTENTS	1
Project Design	3
Strategies for Conversation	9
Think-Pair-Share.....	9
Turn-and-Talk.....	10
Think-Aloud.....	10
Text Set for Kindergarten-We Are All Alike, We Are All Different	12
We Are All Alike, We Are All Different.....	13
The Color Collector.....	14
Hair Love.....	15
Last Stop on Market Street.....	16
Here We Are: Notes for Living on the Planet Earth.....	17
Thank You. Omu.....	18
Kitchen Dance.....	19
A Rainbow in Brown.....	20
Nigel and the Moon.....	21
Say Hello.....	22
Mango, Abuela and Me.....	23
The Hello, Goodbye Window.....	24
Text Set for First Grade-We Are All Alike, We Are All Different	25
Stacey’s Remarkable Books.....	26
My Papi Has a Motorcycle.....	27
Digging For Words: José Alberto Gutiérrez and the Library He Built.....	28
Eyes That Kiss in the Corner.....	29
The Water Princess.....	30
Watercress.....	31
The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid.....	32
We Are Water Protectors.....	33
The Proudest Blue.....	34
Imagine.....	35
A Bike Like Sergio’s.....	36
The Last Stand.....	37
Annotated Bibliography of Text Set Books	38
References	46
Appendices	50
Appendix A.....	50
Appendix B.....	52

Appendix C.....	54
Appendix D.....	57
Appendix E.....	59
Appendix F.....	61

Table 1. Understanding by Design for Elementary Writing Project.....	7
Table 2. Preparations for Lessons.....	8
Table 3. Chart Format.....	10

Project Design

In my Capstone Project, I created a multicultural literature text set incorporating interactive Read-Alouds connected to activities to increase engagement in conversations and writing about the stories. My project was based on the question: *How do English language teachers support writing using a culturally relevant text set to engage early elementary Multilingual Learners?* In the project, I designed a multicultural text set to pique student interest in speaking and writing. Each text set (a collection of 24 books, 12 at each level, reflecting various cultures) was used with Multilingual Learners in kindergarten and first grade. The Capstone Project included an annotated bibliography of the text set with YouTube links. Further, lesson plans for conversations and writing engagement connected to multicultural literature were written with targeted goals for each story.

The purpose of my Capstone Project was to motivate Multilingual Learners with engaging materials and increase engagement in discussions and writing by using multicultural literature. The curriculum included a text set with 24 stories, 12 at each level, to be read multimodally with related lesson plans. I called the text set *We Are All Alike, We Are All Different*, the name of one of the books in the text set, written by Kindergarteners at Cheltenham Elementary School in Pennsylvania (Kindergartners & L. Bauman, 1991). *We Are All Alike, We Are All Different*, as a name, is relevant in fostering the idea that as humans, we share much in common. This can build a sense of unity in school. The text set highlighted diverse cultures relevant to the students, expanding and broadening worldviews. Each lesson included ideas for interactive read-aloud, think-aloud, student sharing and writing exercises.

Based on the Understanding by Design (Wiggins & McTighe, 2011) format, the end goal was for students to be able to respond to ideas in conversation and writing. The essential

question for each Read-Aloud was: What is the big idea in this story? Before, during and after reading the story, students were prompted to respond using Turn-and-Talks and Think/Pair/Share strategies. Through discussions, students became more equipped, building ideas and vocabulary to transfer these thoughts into writing. For each text selected, targeted goals and vocabulary were shared as visuals.

Visual materials were used to help build an understanding of the process and connect students to the routine of Read-Alouds. The title of the book, the author and the illustrator were shared. Targeted goals were written based on the WIDA (World-class Instruction and Design Assessment) Can Do Descriptors and were shared with students on chart paper. Vocabulary words were also shared so students could process the meaning of words and refer back to them, as needed. In some lessons, students were asked to complete sentences in conversation. Sentence starters were then shared in writing, so students had a visual reminder of which words they used to share with partners. Other lessons needed the chart paper for making graphic organizers that served as tools for building conversations.

Each story selected, in the Capstone Project, had interesting crafts to notice. When crafts of writing and illustrating were shared, students were encouraged to talk about the crafts and practice them as inspired. For example, in *The Last Stand*, the author used the craft of color, attaching a color word to items in the story, “Blue. The color of Papa’s pickup.” In the same story, the illustrator used the craft of end returns to the lead, when the first and last pictures had the same setting. (Eady, 2024)

Stories in the text set generated interest in discussions and writing. Each lesson showed places to interject Turn-and-Talks, Think-Alouds or Think/Pair/Shares strategies. After connections were made to the stories, students were equipped with ideas and engaged in writing.

Students were prompted to write following the sharing of the Read-Aloud. On the second day after reviewing the story, discussions were continued and follow-up writing activities were used.

The lessons were written to prepare students for listening, sustaining focus, and generating ideas in writing. Each lesson had a purpose given to the student to set the tone for listening. Turn-and Talk and Think-Aloud strategies were inserted during the reading, to ensure engagement, and Think/Pair/Share activities were used to wrap up big ideas of the story. In some cases, students were asked to share the writing from the first day, with the support of a sentence frame, in a Partner Share. Follow-up discussion and writing activities were included for a second day of learning.

Students were introduced to the Reading Log. They were instructed on how to circle an emoji in Kindergarten (see Appendix A) and rank the book from 5-1 (5 -high to 1-low) in first grade (see Appendix C). Printed sticker labels for each story were given to students for the Reading Logs. In first grade, the students also wrote their favorite part of the story on the Reading Log. Students were instructed on self-editing techniques, asking themselves questions about the use of capitalization and punctuation.

First graders were also instructed and directed in the usage of C.O.P.S. (Capitalization, Order of Words, Punctuation, Spelling) (see Appendix D) for self-evaluation of writing. They were instructed on the use of capitalization, order of words, punctuation and spelling. Inventive spelling was expected and spelling resources in the classroom were used for sight words. Students were given the C.O.P.S. guide sheets as a reference sheet in their folders for self-checks. Students at both levels were given verbal reminders about self-checks.

Journals were collected by the instructor three times during the instructional period to evaluate progress- one time at the beginning, one time during the middle and one time towards

the end. The teacher used the kindergarten (see Appendix B) and first grade rubrics (see Appendix E) to evaluate student writing and monitor progress. The Understanding by Design template is shared below.

Table 1

Understanding by Design for Elementary Writing Project

Stage 1 Desired Results			
ESTABLISHED GOALS -Participate in Interactive Read Alouds -Participate in Turn-and-Talks and Think/Pair/Share activities -Draw and write responses to prompts -Create written works based on literature	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to... respond to text in conversation and in writing.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> UNDERSTANDINGS <i>Students will understand that... responding to text deepens comprehension.</i> </td> <td style="width: 50%; vertical-align: top;"> ESSENTIAL QUESTIONS What is the big idea in this story? </td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that... responding to text deepens comprehension.</i>	ESSENTIAL QUESTIONS What is the big idea in this story?
	UNDERSTANDINGS <i>Students will understand that... responding to text deepens comprehension.</i>	ESSENTIAL QUESTIONS What is the big idea in this story?	
<i>Acquisition</i>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Students will know... how to participate in partner discussions.</i></td> <td style="width: 50%; vertical-align: top;"><i>Students will be skilled at... completing sentence frames.</i></td> </tr> </table>	<i>Students will know... how to participate in partner discussions.</i>	<i>Students will be skilled at... completing sentence frames.</i>	
<i>Students will know... how to participate in partner discussions.</i>	<i>Students will be skilled at... completing sentence frames.</i>		
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
C.O.P.S. (capitalization, order of words, punctuation, spelling)	PERFORMANCE TASK(S): Students complete writing tasks and self-evaluation.		
Writing rubric	OTHER EVIDENCE: Writings from portfolios will be evaluated with rubric at 3 points in the year.		
Stage 3 – Learning Plan			
<i>Summary of Key Learning Events and Instruction</i> Multicultural literature will be read once a week (30 min. X 2) in the Fall term. Students will be directed to share in discussion and respond in writing in journals or with other materials.			

Table 2

Preparation for Lessons

Materials needed:

Reading Log (for kindergarten see Appendix A and for First Grade see Appendix C)

Chart paper (one chart page per lesson)

- Markers for charts
- Pictures for vocabulary (when useful; can be drawn on chart paper, next to the words)
- Writing folder (one for each student; a place to keep Reading Logs and Writing Journal)
- Journal for each student (preferred journal is without lines)
- Letter size paper (8.5 x11; for making booklets)
- Staples (for making booklets)
- Crayons, markers, and colored pencils (for students' use)
- Stickers with each title name- one per student

Class agreements and establishing routine:

Before read-aloud time begins, class agreements and routines will need to be established. Brainstorm ideas of how read-aloud time will be a beneficial experience for all students. Chart them on the paper. Give reminders to students about the class agreements, as needed.

Turn-and-Talk (see below) and Think-Pair-Share (see below) partners need to be made before the first reading. Use a seating chart for reading time that places partners next to each other. Practice Turn-and-Talks. Have students turn: (Knee to knee, eye to eye- one friend listens; one friend talks. Then switch.) Practice Think-Pair-Share, giving students something to think about, stand, face each other and then share.

Partner Share: practice sharing journals with a partner. One student shows their work and reads their words while the other listens. Then switch.

Lessons: Each read-aloud story is read the first day and reviewed the second day. The 2-Day format allows time for writing and making connections. Each lesson is planned for 30 minutes. Each lesson has a variety of activities to ensure movement and participation to keep students focused and engaged.

Before reading:

- Read the title of the book. Read the names of the author and illustrator.
- Set a purpose for the reading.

- Introduce and define the new vocabulary words.

During reading:

- Stop and reflect on things to notice.
- Insert- Think-alouds to reflect on characters' actions or thoughts.
- Insert- Turn-and-Talks to encourage discussions related to the story.
- Stop and point out the use of the vocabulary words in the text.

After reading:

- Think-pair-share about big ideas of the story. (Stand and share)
- Have students pull out writing folders which include Reading Logs and the writing journals.
- Have students put the title label stickers of the name of the story read on their reading log and rate it.
- Have students write the following directions listed for Day 1 and Day 2.

After implementing the first 12 weeks of Read-aloud stories using multicultural literature, educators may continue choosing literature that reflects students in classrooms.

Table 3

Chart Format

Title
Author/ Illustrator
What is the big idea in this story?
Vocabulary: Characters:
Strategies for Sharing: (T-Chart, Venn Diagram, B-M-End, Heart Chart, Sentence Starters)

Strategies for Conversation

Think-Pair-Share

- Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).
- Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their partners. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

- Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class “share,” you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element.

<https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share>

Turn-and-Talk

- Question: Pose a question or prompt for students to discuss and tell them how much time they will have. A one-to-two minute discussion is most productive.
- Turn: Have students turn to a specific partner. Pair students for discussion. Partner assignments should be set up beforehand so that students can quickly and easily pair up.
- Talk: Set a timer for the allotted time, and have students begin discussing the assigned question or prompt. When time is up, ask partners to share out thoughts and ideas from their discussion.

<https://www.theteachertoolkit.com/index.php/tool/turn-and-talk>

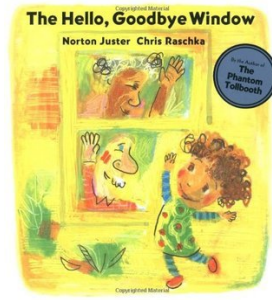
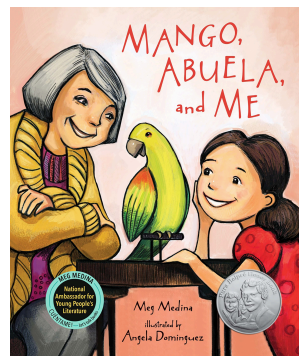
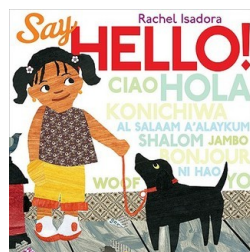
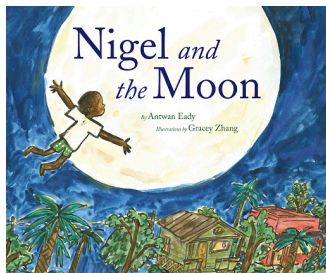
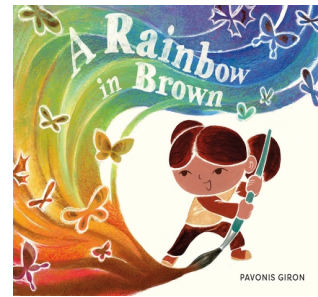
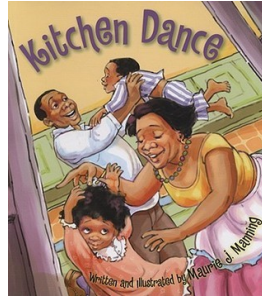
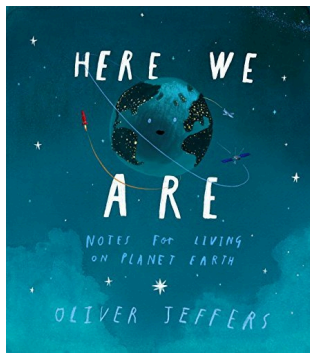
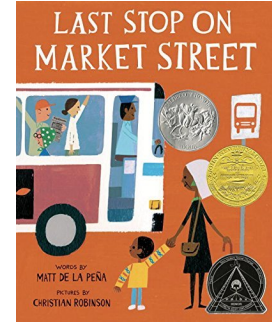
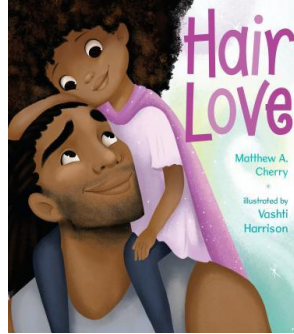
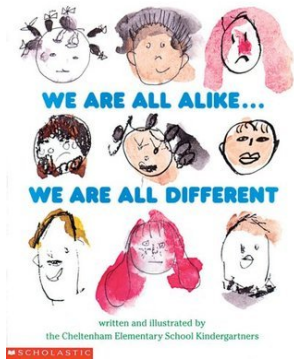
Think-Aloud

Think-alouds have been described as “eavesdropping on someone’s thinking.” With this strategy, teachers verbalize aloud while reading a selection orally. During a think-aloud, you read a text aloud while verbalizing thoughts, predictions, questions, connections, and reflections. This helps students understand how to actively engage with the text, make inferences, and monitor their own comprehension.

<https://www.readingrockets.org/classroom/classroom-strategies/think-aloudshttps://>

Text Set for Kindergarten-We Are All Alike, We Are All Different

(Click cover of the book for YouTube video)



We Are All Alike, We Are All Different

Author: The Kindergartners of Cheltenham Elementary School & L. Bauman

<p>Targeted Goals: I can tell a partner about myself, my family and my community. I can make a book using pattern writing, telling about myself. I can rate a book using emojis on a Reading Log. (See Appendix A)</p>	<p>Vocabulary: Straight, country, trailers-mobile homes, apartments Writing craft to notice: Pattern writing: “We are alike, we are different.” Compare and contrast children Illustration craft to notice: Design placement; Visual element in white space</p>
<p>Text Talk: Day 1: T-chart comparing the same and different Day 2: Students share their drawings from the previous day and practice words that go with illustrations. Example: I like to play _____, I live with _____, I like to eat _____.</p>	<p>Writing: Day 1: Cut 8.5 x 11 sheets of paper into 4 rectangles to make a booklet. Each child is given a booklet to create pictures to make <i>A Book about Me</i>. Day 2: Words are added to the book. Model how to draw on pages and add words. Example: I like to play _____, I live with _____, I like to eat _____.</p>
<p>Before Reading: Set Purpose: Here is a book written by Kindergartners at Cheltenham Elementary. In this book, they draw pictures and tell how kids are the same and different. Read vocabulary words Point out vocabulary in the text, as you read Chart</p>	<p>During Reading: Turn-and-Talk: Some of us live in the city, etc. Turn-and-Talk: Where do you live? Some of us like to pretend... climb...read...play ball, etc. Turn-and-Talk: Complete sentence starter: I like to play_____.</p>
<p>After Reading: Ask questions: How are some people the same? How are people different? Why do you think the authors wrote this book? Draw: T-Chart comparing the Same and Different Demonstrate how to use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter T-chart https://www.readwritethink.org/sites/default/files/T-Chart.pdf</p>

The Color Collector

Author: Nicholas Solis; Illustrator: Renia Metallinou

Targeted Goals:

I can describe objects by color.

I can name three related objects and write about them.

I can use capital letters to begin my sentence.

Vocabulary: Collector, creaks, speckled, somersaults

In context: her walls, her ceiling, her floors

Writing craft to notice: Color words “Blue cookie wrapper, green bottle caps, red Fall leaves”

Illustration craft to notice: Shift in color to change tone.

Text Talk:

Day 1: Turn and talk: Describe objects by color.

Day 2: Partner Share: Share your drawing with your partner and use color words and sentence starter: This is _____, _____, and a _____.

Writing:

Day 1: Draw a picture of you and a friend. Add details with color, only coloring three objects. Model activity.

Day 2: Write a sentence to match your picture, using color words and the sentence starter: My friend has ____, ____, and _____. Point out that the ‘M’ is capitalized.

Model how to stretch out words to write sounds you hear.

Before Reading:

Set purpose: Sometimes characters change from the beginning of the story to the end.

As we read I want to watch for changes. Even the illustrations change from the beginning to the end. We call that shifting color to change the tone of the story. After the story is over, I will ask you what you noticed.

Read vocabulary words

Point out vocabulary in the text, as you read

During Reading:

Turn-and-Talk:

“Blue cookie wrappers, green bottle caps, red fall leaves”

After Reading:

What did you notice? First, let’s talk about the pictures. What did you see?

How about the characters?

Character changes:

Beginning	Middle	End

Demonstrate how to use the Reading Log with stickers and circles.

Chart:

Title, Author, Illustrator, Characters

Vocabulary

Sentence starter

Chart character changes

Hair Love

Author: Matthew A. Cherry; Illustrator: Vashti Harrison

<p>Targeted Goals: I can draw and label my favorite part of the story. I can write a sentence about the part of the story I liked. I can use uppercase 'I' for the word 'I'.</p>	<p>Vocabulary: kinks, coil, curls, braids, twists, professional Writing craft to notice: Rule of 3-kinks, coils and curls Illustration craft to notice: Artifacts to convey meaning.</p>
<p>Text Talk: Day 1: Why was Zuri trying to look her best? Day 2: I like the part of the story when _____.</p>	<p>Writing: Day 1: Draw and tell your favorite part of the story. Day 2: I like the part of the story when _____. Model how to stretch out words to write sounds you hear. Point out that I, as a word, is always capitalized and first words of sentences are capitalized.</p>
<p>Before Reading: In this story, the girl, Zuri, has a goal. Turn-and-Talk: What do you think this story is about? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think Aloud: kinks. coils and curls- they sound good together. Our ears like to hear things in 3's. That's the rule of 3. Think Aloud: "I think he needs a break." What is the girl thinking here? (Pause) I think that she is trying to be kind to her dad. I wonder why Dad has been so busy. Think-Aloud: "She could not get in the house fast enough." I am noticing the artifacts to convey meaning. I see photos and this sign that says "Welcome Home, Mom!" What do those tell us?</p>
<p>After Reading: Turn-and-Talk: What part of the story do you like best? What's one goal you have for yourself today? Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Sentence starter Vocabulary</p>

Last Stop on Market Street

Author: Matt de la Pena; Illustrator: Christian Robinson

Targeted Goals:

I can share parts of the story that show kindness.
 I can draw and write about something I learned from the story.
 I can begin a sentence with uppercase.
 I can end a sentence with a period.

Vocabulary: creaked, sighed, sagged, knitting, graffiti, boarded-up

Writing craft to notice: Personification-
 “Trees get thirsty, too...”
 “ a bus that breathes fire”

Illustration craft to notice: Look at the front and back of cover design. Illustrations to convey meaning.

Text Talk:

Day 1: Turn and Talk-Predict what the story will be about after studying cover design.
 Day 2: Class talk and chart. Draw a heart and add learners’ ideas about how kindness was shared in *Last Stop on Market Street*.

Writing:

Day 1: Draw a picture about a lesson you learned from CJ or his grandmother.
 Day 2: Add words to your illustration. Use the sentence starter: I learned to _____.
 Model how to stretch out words to write sounds you hear.
 Point out the capitalized ‘I’ and the ‘.’ at the end of sentence.

Before Reading:

Set purpose: CJ does not want to go with his grandma on the bus. Listen for the words that show that. We call that evidence. When we find evidence we will record it on our chart.
 Read vocabulary words
 Point out vocabulary in the text, as you read

During Reading:

Turn-and-Talk
 “The bus lurched forward and stopped, lurched forward and stopped.”
 “I feel sorry for those boys.”
 “CJ saw the perfect rainbow arching over the soup kitchen.”

After Reading:

How did CJ change in the story? What things can we add to our chart?

Character changes:

Beginning	Middle	End

What things can we learn from CJ and his grandma? Write students’ responses that show kindness on chart paper with a drawn heart.
 Use the Reading Log with stickers and circles.

Chart:

Title, Author, Illustrator, Characters
 Vocabulary
 Sentence starter
 Chart character changes
 Chart kind actions noticed



Here We Are: Notes for Living on the Planet Earth
 Author: Oliver Jeffers

<p>Targeted Goals: I can draw my favorite place on earth. I can label my picture. I can capitalize the first word in a sentence.</p>	<p>Vocabulary: bumpy, globe, pointy, complicated, floating Writing craft to notice: Compare and contrast a slow-moving day vs. a busy day. Illustration craft to notice: Study the front cover and the end pages. The illustrator uses details of nature to convey meaning.</p>
<p>Text Talk: Day 1: Turn and Talk- I like slow-moving days because _____ or I like fast-moving days because _____. Day 2: My favorite place is _____ because _____.</p>	<p>Writing: Day 1: Draw a favorite place on the Earth and label pictures. Day 2: Write: My favorite place is _____ because _____. Model how to stretch out words to write sounds you hear. Point out the uppercase ‘M’ and ‘.’ at the end.</p>
<p>Before Reading: Set purpose: Study the cover and end pages. What do you think this story is about? Let’s reread the title of the book. Think about why you think the author wrote this book as we read. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talks: “We may not all look different, act different and sound different, but don’t be fooled, we are all people.” What does the author mean by “don’t be fooled”? “Things can sometimes move slowly on earth.” For you, when does time move slowly? “More often they move quickly, so use your time well.” When is a time that things moved quickly, for you?</p>
<p>After Reading: Turn-and-Talk: I like slow-moving days because _____ or I like fast moving days because _____. Turn-and-Talk: My favorite place is _____ because _____. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

Thank You. Omu
 Author: Oge Mora

<p>Targeted Goals: I can illustrate a page for a book drawing a person for whom I'm grateful for a class book. I can complete the sentence starter- Thank you _____! I can use an exclamation point.</p>	<p>Vocabulary: delectable, scrumptious, community, generosity, wafted, thick Writing craft to notice: repetition and growing onomatopoeia Illustration craft to notice: Tone set with shape and texture; Print size and color to convey meaning</p>
<p>Text Talk: Day 1: How did Omu show kindness? What is one way you can be kind today? Day 2: Think, pair, share: How can you be kind today?</p>	<p>Writing: Day 1: Draw on a 9 x12 construction paper about someone for whom you are grateful. Day 2: Add text to your drawing: Thank you, _____! Add byline: By _____. Point out exclamation points. Explain use.</p>
<p>Before Reading: Set purpose: Look at the front cover. How do you think the illustrator made the pictures? How do the colors set the tone for the book? How did they make the title? Let's read the title together. Let's write that word on our chart. When we see it on the page, let's say it together. Another word we'll see is knock. If we see the word once, let's gently knock on our other hand once. If we see it more than one time, let's "knock" as many times as the word appears. Read vocabulary words Point out vocabulary in the text, as you read.</p>	<p>During Reading: Turn-and-Talk: "Its scrumptious scent wafted out the window and out the door." "But when Omu opened her big fat pot of thick red stew for her nice evening meal... it was empty." "Don't worry Omu, we are not here to ask, we are here to give."</p>
<p>After Reading: What did you notice about the knocks in the book? When the formation of a word from a sound associated with what is named, we call that onomatopoeia, like sizzle, knock. When it keeps getting bigger, we call it growing onomatopoeia. Turn-and-Talk: What is the big idea? Turn-and-Talk: I am thankful for _____, because _____. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter Chart a list of things kids are thankful for on the paper.</p>

Kitchen Dance

Author: Maurie J. Manning

<p>Targeted Goals: I can illustrate a favorite memory. I can copy and complete the sentence starter-I remember when _____. I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: creep, crack, flashes, tango Spanish- tamales Writing craft to notice: Onomatopoeia (scrape, splash, clunk, clang) Illustration craft to notice: Word layout-size and color to convey meaning; Expressions</p>
<p>Text Talk: Day 1: What do the children hear? What do you think they expect to find when they leave their room? Day 2: Share your drawing with a partner and tell your partner about your memory.</p>	<p>Writing: Day 1: Draw a favorite memory about your family. Add labels or ‘noise’ words. Day 2: Add words to your illustration: I remember when _____. Model how to stretch out words to write sounds you hear. Point out the uppercase ‘I’ and the ‘.’ at the end of the sentence.</p>
<p>Before Reading: Set purpose: As we read the story, <i>Kitchen Dance</i>, watch for sensory details that make this story come alive. Think Aloud: This story starts with onomatopoeia. “Scrape, Splash, Clunk, Clang” When the formation of a word from a sound associated with what is named, we call that onomatopoeia, like sizzle and knock. Remember our knocking activity from the other book? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: Scrape, splash, clunk, clang- what do you think the kids hear? “Bright skirt flashes by like a yo-yo on a string.”- What is happening here in the story? Think Aloud: “Feet tapping, water dripping, sponge wiping, towel snapping,” I noticed that these sensory details create a picture in my mind of the kitchen dance.</p>
<p>After Reading: Think-Pair Share: Think about a fun, maybe unexpected activity you experienced with your family. What do you remember? I remember when _____. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Sentence starter Vocabulary</p>

A Rainbow in Brown
 Author: Pavonis Giron

<p>Targeted Goals: I can draw a rainbow and label the colors. I can name the colors of a rainbow. I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: palette, exploration, combination, breathtaking, gorgeous Writing craft to notice: Simile “as warm as a summer day” Illustration craft to notice: Word layout size; Color to convey meaning</p>
<p>Text Talk: Day 1: Turn and Talk: Use sentence starter: I like the color _____, like _____. Day 2: My favorite color is _____. Things I like in that color group are _____.</p>	<p>Writing: Day 1: Draw a picture with a rainbow and label colors. Day 2: Draw a picture using just one color or shades of one color. Add words with sentence starter: My favorite color is _____. I like _____ and _____. Model how to stretch out words to write sounds you hear.</p>
<p>Before Reading: Set purpose: Be imaginative: “When you have a rainbow of choices there is no limit to your imagination.” Read vocabulary words Point out vocabulary in the text, as you read Backward read: Read the last page. Predict. Turn-and-Talk: Use sentence starter: The ending makes me think that _____.</p>	<p>During Reading: Turn-and-Talk: “Jo thought it was a wonderful color, as warm as a summer day.” I like the color _____, like _____. “She now had a rainbow of colors contained in a single color- brown.” Name some things that she liked that were brown. “And best of all, Jo’s favorite color was the one she needed to paint herself.” My favorite color is _____, because _____.</p>
<p>After Reading: Turn-and-Talk: My favorite color is _____, because _____. Turn-and-Talk: What is something you would like to do today? Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

Nigel and the Moon

Author: Antwan Eady; Illustrator: Gracey Zhang

<p>Targeted Goals: I can draw a picture of myself. I can share ideas about jobs that I would like. I can capitalize the first word of the sentence and add punctuation. I can use an apostrophe in the word 'I'm'.</p>	<p>Vocabulary: superhero, dancer, astronaut, doctor, surgeon, engineer, weatherman, veterinarian, president of a company, author, chef, architect, postal carrier, truck driver Writing craft to notice: Tip-toe sentences. Examples: "book after book, page after page" "house after house, block after block" Illustration craft to notice: Craft tone with size.</p>
<p>Text Talk: Day 1: Create a list of jobs and careers as a class. Day 2: Turn and Talk: My name is _____ and I'm a _____.</p>	<p>Writing: Day 1: Draw a picture of yourself as an adult in the job you would like as an adult. Day 2: Add the sentence: My name is _____ and I'm a _____. Model how to stretch out words to write sounds you hear. Point out the 'M' and the apostrophe in I'm.</p>
<p>Before Reading: Set purpose: Nigel is brave about who he is when he talks to the moon. Nigel is not brave at school. He feels out of place. Let's read and find out if that changes. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-Aloud: I noticed that the illustrator used size. (craft tone with size) The moon is big, and Nigel is big when he is with the moon. I noticed a tip-toe sentence pattern: Book after book, page after page; house after house, block after block</p>
<p>After Reading: Turn-and-Talk: My name is _____ and I'm a _____. Create a list of jobs and careers as a class. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter Chart list of occupations.</p>

Say Hello

Author: Rachel Isadora

<p>Targeted Goals: I can tell a partner about places in my neighborhood. I can create a multi-page booklet about my neighborhood. I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: bakery, cleaners, restaurant, butcher, pizzeria, ice cream shop Writing craft to notice: Sequence writing Illustration craft to notice: Cover and end pages; Color and size of text to add meaning; Details of inside and outside of a place.</p>
<p>Text Talk: Day 1: Turn and Talk: What are some places in your neighborhood that you like to visit? Day 2: I like to go to _____, _____ and _____.</p>	<p>Writing: Day 1: Cut 8.5 x 11 papers to create a booklet. Draw a picture of your favorite places. May try to draw inside and outside, if applicable. Day 2: Label your picture and add a sentence: I like to go (front page and title) to _____(p.1), to _____(p.2) and to _____(p.3). Model how to stretch out words to write sounds you hear. Point out the uppercase ‘I’ in the sentence.</p>
<p>Before Reading: Set purpose: Share the cover and end pages. Read some of the words. How are these words the same? Let’s visit Carmelita’s neighborhood and see who lives there. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: For every new way to say hello, repeat the word and have the students repeat it back. Turn-and-Talk: “Manny knows how to say ‘hello’ in many languages.” What does Carmelita think about her dog when she says that?</p>
<p>After Reading: Turn-and-Talk: What is your favorite place in the neighborhood? I like to go to _____, _____ and _____. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter Chart student responses labeling it ‘Favorite Places’</p>

Mango, Abuela and Me

Author: Meg Medina; Illustrator: Angela Dominguez

Targeted Goals:

I can describe events in the story that changed the characters. (In the beginning... What happened? At the end...)

I can draw and write about a change in the story.

I can capitalize the first word of the sentence and add punctuation.

Vocabulary: bundle, roasted

Spanish: empanadas, loro, acite, pluma, fotografia, poquito, masa, carne,

Writing craft to notice: Change in characters; Simile “with our mouths as empty as our bread baskets”

Illustration craft to notice: Paper artifacts to add details

Text Talk:

Day 1: Chart and talk- Beginning/ Middle/ End. What event happened in the middle that changed the characters?

Day 2: _____ changed because _____.

In what way did the character change?

Writing:

Day 1: Draw an important part of this story that changed the characters.

Day 2: _____ changed because _____.

Choose Mia or Abuela for the sentence.

Model how to stretch out words to write sounds you hear.

Point out that names are always capitalized.

Before Reading:

Set purpose: Have you ever changed your mind about someone? In this story, the characters change how they act around each other. As we read, look for ideas about how the characters are feeling.

Read vocabulary words

Point out vocabulary in the text, as you read

During Reading:

Turn-and-Talk:

“And her English is too *poquito*.” What does it mean by “with our mouths as empty as our bread baskets” How do the characters feel here?

“A feather, *una pluma*, from a wild parrot that roosted in her mango tree and a snapshot, *una fotografia* of a young man with papa’s smile.” How does Grandma feel here?

“When we bring him home to Abuela she says, *un loro*, a parrot... What expression does Abuela have now? Why?

After Reading:

Chart:

Character changes:

Beginning	Middle	End

Use the Reading Log with stickers and circles.

Chart:

Title, Author, Illustrator, Characters

Vocabulary

Sentence starter

Chart character changes

The Hello, Goodbye Window

Author: Norton Juster; Illustrator: Chris Raschka

<p>Targeted Goals: I can sequence events in the story. I can illustrate and tell about things I see out my window. I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: path, porch, specialty, extinct, harmonica, reflections Writing craft to notice: Sequence of events Illustration craft to notice: Details of outside/inside of a place; Color to show passing of time</p>
<p>Text Talk: Day 1: Sequence events, highlighting what happened at the Hello, Goodbye Window. Turn and Talk: Why did this child like the window? What do you remember that they saw? Chat and chart: Make a class list of what was shared. Day 2: Share booklet with partner: At my window, I see _____, _____, and _____.</p>	<p>Writing: Day 1: (Take pieces of 8.5 x 11 paper and cut them into 4 pieces. Provide one booklet for each child. Staple the edges to make a booklet.) Draw four pictures of a ‘Hello, Goodbye Window’ of things you would like to see in the window. Day 2: Add title: My Hello, Goodbye Window. Add words to the pages: At my window, I see _____, _____, and _____. Model how to stretch out words to write sounds you hear. Point out that “At’ and ‘I’ are capitalized.</p>
<p>Before Reading: Set purpose: Study the cover. What is this story about? Let’s read the title. What do you think a ‘Hello, Goodbye Window’ is? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: “It looks like a regular window, but it’s not.” How does this kid feel about the window? Poppy says, “What are you doing out there? You come right in and have your dinner.” Why does Poppy say that? “Nanna says it’s a magic window and anybody can come along, when you least expect it” What would you like to see?</p>
<p>After Reading: At my window, I see _____, _____, and _____. Use the Reading Log with stickers and circles.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter</p>

Text Set for First Grade-We Are All Alike, We Are All Different

(Click cover of the book for YouTube video)



Stacey's Remarkable Books

Author: Stacey Abrams; Illustrator: Kit Thomas

<p>Targeted Goals: I can share about a new thing I would like to try. I can write about my favorite book. I can rate a book from 5 to 1 (5-high, 1-low). (See Appendix C.) I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: beneath, announced Languages: Vietnamese-"tray qua" (so cool) Woluf- "dama kontaan" (I am happy), South Korean "gomawoyo" (thank you) Spanish- "Vamos a reir mucho." (We're going to laugh a lot.) Writing craft to notice: Microscope (Zoomed out, zoomed in and then focused on someone) "Kids ran around the playground...everyone except for Stacey." Illustration craft to notice: Position perspective; Word layout size and color to convey meaning</p>
<p>Text Talk: Day 1: How did Stacey help Julie? What did Julie want Stacey to try? What new thing would you like to try today? Day 2: Share with a partner: My favorite book is _____. I like it because _____.</p>	<p>Writing: Day 1: Draw a picture about a favorite book you have read. Day 2: Complete sentence starter. My favorite book is _____. I like it because _____. Model how to stretch out words to write sounds you hear. Point out the capitalized first words of the sentences.</p>
<p>Before Reading: Set purpose: Stacey and her friend, Julia, help each other. As we read, notice how they help each other. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: "In her book, she could pretend to be good at everything." "Her stomach wobbled..." When does your stomach wobble? When are you excited or nervous?</p>
<p>After Reading: Think-Pair-Share; "Maybe if we read together, we can make our dreams come true." How can reading be helpful? Let's chart some ideas. My favorite book is _____. I like it because _____. Teach how to use Reading Log. Rate a book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters Chart 'usefulness of reading' ideas with student input. How is reading used/ How is reading helpful?</p>

My Papi Has a Motorcycle

Author: Isabella Quintero; Illustrator: Zeke Peña

<p>Targeted Goals: I can tell a partner about a trip that I took. (bus ride, train ride, bike ride, etc.) I can illustrate a favorite way to travel and write about it. I can capitalize the first word of the sentence and add punctuation.</p>	<p>Vocabulary: carburetor, drill, dedication, accelerator, spectacular, celestial, zigzags, Spanish- raspados-snow cones Writing craft to notice: Speech bubbles Illustration craft to notice: Design end pages; Illustrations show motion.</p>
<p>Text Talk: Day 1: I went on _____ to go to _____. Day 2: Share your picture with your partner using the sentence frame: I went on _____ to go to _____. Teach how to use Reading Log. Rate a book.</p>	<p>Writing: Day 1: Draw a picture of how you travel (real or imagined). Day 2: Add the sentence starter to your picture: I went on _____ to go to _____. Model writing. Point out that ‘I’ is always capitalized.</p>
<p>Before Reading: Set purpose: Share the cover and end pages. What do you notice? Daisy shows us her town as she whizzes by on the back of her dad’s motorcycle. As we read, let’s think about why the author wanted to write this story. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: “When he lifts me onto the smooth, black seat, his hands don’t feel rough, they don’t feel tired, they feel like all the love he has trouble saying.” How do you think Daisy feels about this time with her dad? “No matter how far I go... there will be things that always stay the same.” How does Daisy feel about her town?</p>
<p>After Reading: Think Aloud: “But I know here in our little house, there are things that will always stay the same.” This story shows us lots of ideas, but pulls the ideas together on the last page, giving us a content feeling. Turn-and-Talk: I went on _____ to go to _____. Partner Share: Share your picture with your partner using sentence frame: I went on _____ to go to _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

Digging For Words: José Alberto Gutiérrez and the Library He Built
 Author: Angela Burke Kunkel; Illustrator: Paola Escobar

<p>Targeted Goals: I can tell a story from another place and character. I can label my picture. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.- see Appendix D)</p>	<p>Vocabulary: note Spanish words- barrio, maestra, cuento, gracias, fútbol, niños, bicicleta, selección, sueños Writing craft to notice: Compare and Contrast; Microscope sentence (Zoomed out, zoomed in and then focused on someone) “In the city of Bogota, in the barrio La Nueva Gloria, there are two Josés.” Illustration craft to notice: Shift color to show time shift</p>
<p>Text Talk: Day 1: Compare and Contrast using a Venn diagram. (young José and older José) Day 2: Turn and Talk: José liked to collect books. What kind of books do you like to read? Complete sentence frame: In the state of _____, in the town of _____, there is _____.</p>	<p>Writing: Day 1: I can draw a picture of my town. Day 2: In the state of _____, in the town of _____, there is _____. Model writing. Point out that first words of sentence, names of states, names of towns and names of people are all capitalized. Introduce the C.O.P.S. method to self-check.</p>
<p>Before Reading: Set purpose: What kind of things do people collect? Why do they collect things? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-Aloud: “In the city of Bogota, in the barrio La Nueva Gloria, there are two Josés.” This is an example of a microscope sentence. It zoomed out, zoomed in and then focused on someone.</p>
<p>After Reading: Turn-and Talk: In the state of _____, in the town of _____, there is _____. Compare and contrast the 2 Josés. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters Venn Diagram</p>

Eyes That Kiss in the Corner

Author: Joanna Ho; Illustrator: Dung Ho

<p>Targeted Goals: I can share about someone who looks up to me. I can draw and write about someone I look like. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: sapphire, lagoons, flecks, lotus, lychee, baubles, whirl, oolong, revolution Writing craft to notice: Personification “eyes that see into my heart and even read my mind” Illustration craft to notice: Character is developed through background details</p>
<p>Text Talk: Day 1: Turn and Talk: Who is someone who looks at you like you are the best present? Day 2: Turn and Talk: I look like _____.</p>	<p>Writing: Day 1: Draw someone that looks up to you. Add a sentence- _____ looks up to me. Day 2: Draw someone that you resemble. Add a sentence: I look like _____. Model writing. Point out that ‘I’ and names are capitalized.</p>
<p>Before Reading: Set purpose: Think about yourself: Who do you look like? Do you have a younger brother or sister that thinks you are great? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-aloud “Eyes that kiss in the corner and glow like warm tea.” When we say something nonhuman can do something humans can do, we call that personification. Turn-and-Talk: But her eyes see all the way into my heart and can even read my mind. Your turn- what does that mean?</p>
<p>After Reading: Turn and Talk: Who is someone who looks at you like you are the best present? Turn and Talk: I look like _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

The Water Princess

Author: Susan Verde; Illustrator: Peter H. Reynolds

<p>Targeted Goals: I can share about a dream or goal I have. I can use the sentence starter: I am _____ and I want _____. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: maintenant (French)-now, Karite tree, commend, journey, tame, sway Writing craft to notice: Personification "But the water wouldn't listen." "I can make the wind play hide-and-see." Illustration craft to notice: Crafting tone with color.</p>
<p>Text Talk: Day 1: Think. Pair, Share: A dream I have is _____. Day 2: I am _____ and I want _____.</p>	<p>Writing: Day 1: Draw about something you would like to see happen in the future. Day 2: I am _____ and I want _____. Model writing. Point out that 'I' is capitalized and sentences end with punctuation.</p>
<p>Before Reading: Set purpose: Gie Gie, the water princess faces the same challenge every day. She gets up very early every morning to help her family get water. What do we have to do to get water? Turn-and-Talk: What are some ways we use water? Think-Pair-Share: What are some ways you help your family? What chores/jobs are hard to do? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-Aloud: I noticed that the author used personification. When we say something nonhuman can do something humans can do, we call that personification. "But the water wouldn't listen." "I can make the wind play hide-and-see."</p>
<p>After Reading: Think. Pair, Share: A dream I have is _____. Turn-and-Talk: I am _____ and I want _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

Watercress

Author: Andrea Wang; Illustrator: Jason Chin

<p>Targeted Goals: I can tell a partner about an activity my family does together. I can draw and label people in my family. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: embarrassing, watercress, Pontiac, soggy, sopping, sodden Writing craft to notice: glinting sun, pelting rain, biting snow Illustration craft to notice: Showing, not telling</p>
<p>Text Talk: Day 1: Turn and Talk: Tell a partner about an activity my family does together. Day 2: Partner Share: Tell your partner about your picture and what your family is doing using sentence starter: My family and I like to _____.</p>	<p>Writing: Day 1: Draw your family doing an activity together and label the picture. Day 2: Using sentence starter, add words to your picture: My family and I like to _____. Model writing. Point out that the sentence starts with an uppercase letter and ends with a period.</p>
<p>Before Reading: Set purpose: What is something you like to do with your family? What is something you have to do, but don't like? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: "The paper bag is soaked and I'm half afraid, half hopeful that the bottom will split..." Why does the girl say that? Think-aloud: I noticed that the author used 3 different words that mean wet. That's a rule of 3. Our ears like to hear words in groups of three, "Finally we load everything, the soggy bag, my sopping self, our sodden selves into the car and head home." How do you think the girl feels now?</p>
<p>After Reading: Think-Aloud: "During the great famine, she says we ate anything we could but it was still not enough." The author chooses to 'show and not tell' here. We can notice that one chair is empty. How does this girl change during the story? Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter</p>

The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid
 Author: Jeanette Winter

<p>Targeted Goals: I can name shapes in nature. I can use shapes that we see in nature to design a building and use words to describe my drawing. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: rectangle, Persian, marshes, dunes, ancient ruins, architect, designs Writing craft to notice: Use descriptive words for nature Illustration craft to notice: Details of nature; inside/outside illustrations</p>
<p>Text Talk: Day 1: Turn and Talk: My favorite building is _____, because _____. Day 2: Partner share: This is a _____. It has _____.</p>	<p>Writing: Day 1: Draw a building reflecting nature and label. Day 2: Add words using sentence structure: This is a _____. It has _____. Model writing. Point out that the sentence starts with an uppercase letter and ends with a period.</p>
<p>Before Reading: Set purpose: Zaha Hadid was a real person. She was an architect. On the front cover, we see her with rolls of paper. What do you think those are? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-Aloud: I notice that the illustrator shows us lots of details of nature. I notice that the illustrator shows us the inside and outside of these buildings. That's a craft we can practice. Think-Pair-Share: What's your favorite place to visit? Some place in nature or a building?</p>
<p>After Reading: Turn-and-Talk: My favorite building is _____ because _____. Partner share: This is a _____. It has _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence Starters</p>

We Are Water Protectors

Author: Carole Lindstrom; Illustrator: Michaela Goade

<p>Targeted Goals: I can name and draw one thing for each category in nature. (winged animal, crawler, 2 legs, 4 legs, water, plant) https://www.studenthandouts.com/00/199707/6-section-pie-chart.gif (2 per student) I can make a guessing wheel using the categories listed above. (Example: I have wings and I am yellow and black... a bee.)</p>	<p>Vocabulary: courage, stewards, rhythm, protectors, ancestors Writing craft to notice: Repetition of verse “We stand with our song. And our dreams. We are still here.” Illustration craft to notice: Design cover; Repetition using circles</p>
<p>Text Talk: Day 1: Chat and Chart- Create a six-column chart and have learners share things from nature and sort into 6 columns, using categories listed in targeted goals. Day 2: Partner Share-Describe one animal on your wheel using the sentence frame: I am thinking of an animal that _____.</p>	<p>Writing: Day 1: Draw one thing for each category in nature on the handout. (winged animal, crawler, 2 legs, 4 legs, water, plant) Day 2: On a second handout, write a riddle for each picture. Adhere pie-shaped question to the first sheet to reveal the corresponding answer. Example: I have wings and I am yellow and black... a bee. Model writing. Point out that the sentence starts with an uppercase letter and ends with a period.</p>
<p>Before Reading: Set purpose: In this story, the water protectors are trying to teach us the importance of water. Think about last night, what is one way you used water? Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Think-Aloud: “Water is the first medicine.” What does this mean? Everyone needs water. Turn-and-Talk: “We fight for those who cannot fight for themselves.” Which animals need water? How do they use water? “Tears like waterfalls stream down.” What is making her sad?</p>
<p>After Reading: Make a chart with six columns- Winged animals, Crawler, 2 legs, 4 legs, Places with water, Plants- have students share ideas to chart Partner Share-Describe one animal on your wheel using the sentence frame: I am thinking of an animal that _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter Chart with 6 columns</p>

The Proudest Blue

Author: Ibtihaj Muhammad; Illustrator: Hatem Aly

<p>Targeted Goals: I can tell a partner about something that makes me feel proud. I can draw and write about something that happened to me on the first day of school. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: squint, curtsy, hijab, proud, regular, pounding, pavement Writing craft to notice: Design of end pages; Insertion of text (reminding voice); Using color Illustration craft to notice: Details of expression</p>
<p>Text Talk: Day 1: Turn and Talk: On the first day of school, I was excited about _____. Day 2: Turn and Talk: I am proud of _____.</p>	<p>Writing: Day 1: Draw about something that happened to me on the first day of school. Day 2: Add words: On the first day of school, I was excited about _____. Model writing. Point out that the sentence starts with an uppercase letter and ends with a period.</p>
<p>Before Reading: Set purpose: Think-Pair-Share- Think about the first day of school. What excited you about the first day of school? In this story, we will see 2 sisters, both excited about the first day of school. Notice how the girls are feeling at school on the first day. Notice their expressions. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: “The next day, I wait... a new backpack, new light-up shoes. I feel special. I feel like twirling. Think-aloud: “Her hijab smiles at me the whole way.” can a hijab smile? Remember that when we say something nonhuman can do something humans can do, we call that personification.</p>
<p>After Reading: Turn-and-Talk: What did Faizah make at school? Why? Think-Aloud: I noticed that when the girls were nervous, they would remember words their mother said. “Don’t carry around hurtful words. Drop them. They are not yours to keep.” Turn and Talk: On the first day of school, I was excited about _____. Turn and Talk: I am proud of _____.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>

Imagine

Author: Juan Felipe Herrera; Illustrator: Lauren Castillo

<p>Targeted Goals: I can tell a partner about something I did that was hard for me. I can use the sentence starter: I imagine that someday I could _____. I can capitalize the first word of the sentence and add punctuation. (self-check-C.O.P.S.)</p>	<p>Vocabulary: imagine, milky, village, silvery, concrete, magnificent, Spanish: adiós, amiguitos, mesa, familia Writing craft to notice: Repetition of word Illustration craft to notice: Seeing through the eyes of the narrator</p>
<p>Text Talk: Day 1: Think-Pair-Share: One hard thing I learned to do was _____. Day 2: Turn and Talk: Use the sentence starter: I imagine that someday I could _____.</p>	<p>Writing: Day 1: Draw a dream that you would like to do someday. Day 2: Write a sentence using the sentence starter: I imagine that someday I could _____. Model writing.</p>
<p>Before Reading: Set purpose: Have you ever tried to do something challenging? Think-Pair-Share: What is something hard for you to do? Did you do it? One hard thing I learned to do was _____. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: “If I let stars at night paint my blanket with milky light with shapes of hungry birds, while I slept outside, imagine.” How would you feel sleeping outside? “If I opened my classroom’s wooden door not knowing how to speak or write in English, imagine.” How does the boy feel looking into the classroom?</p>
<p>After Reading: What were some hard things that the narrator had to do? Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters</p>


A Bike Like Sergio's

Author: Maribeth Boelts; Illustrator: Noah Z. Jones

<p>Targeted Goals: I can tell about a time I had to wait for something I wanted. I can draw a picture and write about Ruben and the choices he has to make after finding \$100.</p>	<p>Vocabulary: appear, mumble, proud, hunched, draggy Writing craft to notice: Using descriptions instead of naming the feeling Illustration craft to notice: Expressions</p>
<p>Text Talk: Day 1: Turn and Talk: Tell about a time I had to wait for something I wanted. Day 2: Turn and Talk: If I were Ruben, I would _____. I can capitalize the first word of the sentence and add punctuation. (self-check- C.O.P.S.)</p>	<p>Writing: Day 1: Draw a picture and write about Ruben and the choice he has after finding \$100. Day 2: Write using the sentence structure: If I were Ruben, I would _____. Model writing. Point out that the sentence starts with an uppercase letter and ends with a period.</p>
<p>Before Reading: Set purpose: Turn and Talk: Tell about a time I had to wait for something I wanted. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: "Sergio forgets there's a difference between his birthday and mine." Does Ruben think he will get a bike for his birthday? Think-Aloud: Sometimes authors use descriptions instead of telling the reader the name of the feeling. "My hands are shaking." How is Ruben feeling here? Turn-and-Talk: "I walked hunched and draggy to school." How is Ruben feeling here?</p>
<p>After Reading: Turn-and-Talk: "I am happy and mixed up, full and empty with what's right and what's gone." Turn and Talk: If I were Ruben, I would _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starter</p>

The Last Stand

Author: Antwan Eady; Illustrator: Jarrett Pumphrey & Jerome Pumphrey

<p>Targeted Goals: I can tell a partner about a chore I do to help my family. I can use the craft of writing with colors to tell a story about gathering with friends or family. (Example: red like the cherries, pink like the watermelon we will eat) I can capitalize the first word of the sentence and add punctuation. I can use a comma.</p>	<p>Vocabulary: harvest, delivery, unload, well wishes, peppers, plums, sweetgrass Writing craft to notice: Using color words; “Blue, like the pickup truck of my Grandpa” Illustration craft to notice: End returns to the lead. (1st and last pages-same scene)</p>
<p>Text Talk: Day 1: Turn and Talk: At my home, I help by _____. Day 2: Turn and Talk: My favorite color is _____. I like _____ that are (color).</p>	<p>Writing: Day 1: Use the craft of writing with colors to tell a story about gathering with friends or family. Day 2: Write sentences using color words. Example: We picked food. Orange, like the pumpkin I found. Point out the comma. Model writing.</p>
<p>Before Reading: Set purpose: Share the first page and the last page. Study what looks the same and what is different. Turn-and-Talk: The ending makes me think that _____. Read vocabulary words Point out vocabulary in the text, as you read</p>	<p>During Reading: Turn-and-Talk: “Blue, like the pickup truck of my Grandpa” “Red, like the wagon attached” “Purple, like granny’s bike” Turn and Talk: Let’s practice this. Say a color and name something that is that color. _____, like _____.</p>
<p>After Reading: Turn-and-Talk: At my home, I help by _____. Use the reading log and rate the book.</p>	<p>Chart: Title, Author, Illustrator, Characters Vocabulary Sentence starters Chart kind actions-</p> 

Annotated Bibliography of Text Set Books

Abrams, Stacey (2019) *Stacey's Remarkable Books* (K. Thomas, Illus.). Balzer + Brey.

The day of the week that Stacey likes best is Thursday, which is Library Day. Stacey loves books! On one trip to the library, she discovers that the new girl, Julie, in her class cannot read the English words. Stacey invites her to read with her. Slowly the reading club begins to expand with more friends joining. Together they read about other places in the world, expanding their discoveries. Just as Stacey teaches Julie about books, Julie invites Stacey into the world of playing at recess, which was not her forte previously.

Boelts, M. (2016) *A Bike Like Sergio's* (N. Z. Jones, Illus.). Candlewick Press.

Find a penny, pick it up and all day long you'll have good luck. In this case it wasn't a penny or even a dollar bill, it was a 100 dollar bill that Rueben finds at the corner store when running an errand for his mother. Rueben struggles with this ethical dilemma of keeping or returning the money of the neighbor who dropped it. This topic about obtaining a new bike can be very relatable to young children. The suspense of Sergio's reaction draws the reader in and provides topics for discussion.

Cherry, M. (2019) *Hair Love* (V. Harrison, Illus.). Kokila.

Zuri's hair needs some help. It kinks, curls, and twists, as if it has a mind of its own. Her mom is away, getting help she needs. Dad is exhausted from all that's been going on. Zuri thinks she'll try to fix her hair on her own. When something falls, makes a noise and wakes up dad, dad's all in. This story about bonding between father and daughter is a tribute to all dads who show up for their kids everywhere!

De la Peña, M. (2015) *Last Stop on Market Street*. G.P. Putnam's Sons Books for Young Readers.

In this story the author Matt de la Peña and illustrator Christian Robinson take the readers on a colorful bus ride. On the typical Sunday bus ride, a curious young boy asks his grandmother lots of questions about the things he notices, like why they take the bus instead of a car. His grandmother gracefully answers and demonstrates appreciation for the way things are, building a deeper connection with her grandson. Readers will appreciate the joy of the time these characters spend together.

Eady, A. (2022) *Nigel and the Moon* (G. Zhang, Illus.). HarperCollins Publishers.

Nigel dreams big. He shares his dreams with the moon about being an astronaut, a dancer and a superhero. Talking to the moon is easy to do. It is easy to dream in the presence of the stars. It is not easy to share with people, especially when you feel out of place. As Career Day approaches, Nigel is nervous about sharing the occupations of his parents. He doesn't feel that these jobs are exciting enough. Nigel learns that having the confidence in who we are and where we come from, can help you shine brightly and let you dazzle like a star.

Eady, A. (2024) *The Last Stand* (J. Pumphrey & J. Pumphrey, Illus.). Knopf Books for Young Readers.

Saturday is for harvesting in this story about a young boy working alongside his grandfather to bring the eggs, peppers, plums and pumpkins to the last stand at the farmer's market. Blue is for the color of the pickup truck. Red is for the color of the wagon, when Grandpa doesn't feel well and the boy makes an effort on his own. As he does, the neighbor's show their support for the farmer by giving back to him. The story's warm illustrations share a story about a family's dedication to each other, the community,

and the tasks of farming. It encourages readers to harvest friends in the community around them and find joy in sharing with others.

Giron, P. (2024) *A Rainbow in Brown*. Henry Holt and Co.

When Jo is given a palette of primary colors to paint her favorite things, she begins to mix the primary colors and discovers secondary colors to paint more favorite things. Eventually she realizes that mixing many colors together, the color brown appears, a color that is useful for painting her most favorite things of all. In this rich story of colors, the joy of experimenting is shared with the reader, inspiring young artists to make their mark.

Herrera, J. F. (2018) *Imagine* (L. Castillo, Illus.). Candlewick Press.

Can you imagine what you could do? This question is presented to the reader upon the reflection of events that happened in the life of Juan Felipe Herrera. As a child, Juan picked the chamomile flowers in fields near his village and watched tadpoles swim across his hands in the creek. He learned to say goodbye to people as his family moved to other places. He learned how to speak and write English, filling pages and pages, like a river flowing from his pen. He presented his poetry as the United States Post Laureate on the steps of the Library of Congress for all to hear. If the author could accomplish all of that, he suggests that the reader should imagine all they could do. This poem by Juan Felipe Herrera and illustrated by Lauren Castillo offer a picturesque invitation to all those who hope and dream. What is imaginable and achievable is rooted in the minds of young learners.

Ho, J. (2021) *Eyes That Kiss in the Corners* (D. Ho, Illus.). HarpersCollins.

Joanna Ho, in her premiere book, along with Dungo Ho as the illustrator presents a lyrical and dynamic picture book about a young girl who notices that her eyes are different from her peers. She realizes that they are the same shape as her mother, her grandmother and her sister, and they are eyes that kiss in the corner. Drawing on the strengths of these female characters in her life, she finds her inner strength and acceptance of who she is. This story presents a strong argument for self-love and will encourage readers to embrace their unique selves.

Isadora, R. (2010) *Say Hello*. G.P. Putnam's Sons Books for Young Readers.

Carmelita likes to visit the people in her neighborhood and greet them in the many languages spoken by the people who live there. This friendly girl along with her companion dog named Manny have fun saying hello in other languages and with a “woof” from Manny. The illustrations of the cheerful neighborhood by Rachel Isadora make this visit to another neighborhood a fun place to explore. There are colorful pictures of storefronts and an ice cream truck. For the reader, hearing hello expressed in many different ways may be a chance to embrace an expanding worldview.

Jeffers, O. (2017) *Here We Are: Notes for Living on the Planet Earth*. Penguin Young Readers.

In this warm welcome to the planet, children are invited to be explorers of the world and sharers of notes about their findings. At the same time, big ideas about the planet earth are shared helping young children grasp these concepts.

Juster, N. (2005) *The Hello, Goodbye Window* (C. Raschka, Illus.). Little Brown Books for Young Readers.

This simple and yet magical tale is about the relationship between a child and her grandparents. A child finds joy in everyday experiences through, by and near Nanna's

and Poppy's window. Special moments abound as readers get a peek into the lives of these characters.

Kindergartners, C. E. S., & Bauman, L. (1991). *We are all alike - we are all different*. Scholastic.

From the perspective of kindergartners, this book shares things all people have in common and notes subtle differences. Written by children for children, differences in families, types of play, types of homes and foods they eat are shared. The kindergartners drew the pictures to accompany the text showing how people are alike and how people are different.

Kunkel, A. B. (2020) *Digging for Words: José Alberto Gutiérrez and the Library He Built* (P. Escobar, Illus.). Random House Studio.

In a neighborhood in the city of Bogota live two Josés. One fills his week with going to school, riding his bike and playing soccer with his friends. The other Jose spends the nights of his week driving the garbage truck. He is a collector of books. As he makes his route, he finds books sometimes neatly stacked and some that need a bit more digging. Since he first found his first book, he began to collect and store more. On Saturday, all the children in the neighborhood run with anticipation to Paradise, the place where these books are read and borrowed. At the Paradise, Jose and Jose share a story together.

Lindstrom, C. (2020) *We are Water Protectors* (M. Goade, Illus.). Roaring Brook Press.

This lyrical picture book is a call to action to be protectors of Earth's resources. Water is needed by all and connects all. The declaration of Carole Lindstrom of the Objive/Métis, accompanied by the brilliant illustrations of Michael Goade in this book supports the efforts of the Dakota pipeline protests and other protests against harmful actions to natural resources.

Manning, M. (2008) *Kitchen Dance* (A. Dominguez, Illus.). Clarion Books.

Dancing in the kitchen with singing and sounds that add a music of its own, a mother and father turn everyday chores into a joyful activity. The children are awoken by the clanging and sneak downstairs to check out the action. When they are caught, they are drawn into the arms of their parents and become dancers as well. Slowly the exciting dance turns into a lullaby and the children are carried back to their room and tucked back into bed. The joy of the kitchen dance gives readers a close look at a moment in the life of this playful family.

Medina, M. (2015) *Mango, Abuela and Me* (A. Dominguez, Illus.). Candlewick Press.

Mia's abuela moves from her sunny home to live with Mia and her parents in an urban location, where the dominant language is English. When Mia asks her grandmother to read a bedtime story to her, she realizes that her grandmother cannot read the words in her book. Mia is determined to teach her some English words as they cook and play side by side. When they discover a parrot for sale at the nearby pet store, Mia decides that Mango will be the perfect companion to help with language learning. This story gives a peek into the world of developing relationships between generations with a strong reminder to be open to learning something new.

Mora, O. (2018) *Thank you, Omu!* Little Brown and Company.

A kind and generous woman shares with her neighbors a delectable stew she has made. The people in the neighborhood are drawn to her home by the irresistible smell of Omu's stew. As she nears the evening meal, she wonders if she has been too generous as she notices the almost empty pot on the stove. This story creates a warm feeling of hospitality and reciprocating kindness.

Muhammed, I. (2019) *The Proudest Blue* (S.K. Ali Contr., H. Aly, Illus.). Little, Brown Books for Young Readers.

First days of school are vivid and exciting, especially when wearing your brand new light-up shoes and counting your steps as you walk into this new adventure, as Asiya does. This tale is about two sisters on their first day of a new school year and one's first day of wearing a hijab. Under the watchful eyes of the younger sister, Faizah faces her challenges of misunderstandings and hurtful words about the hijab and finds new ways to be strong and proud wearing the color blue. This book, written by the Olympic medalist and social justice activist Ibtihaj Muhammad, shares relatable themes about new experiences, the bond of siblings and the support of family.

Quintero, I. (2019) *My Papi has a Motorcycle* (Z. Peña, Illus.). Penguin Young Readers Group.

Daisy and her father take a little ride through the neighborhood in this book. Through weaving some Spanish words in this story adding to the description of the changing neighborhood, we are able to understand the connection they have to their neighbors and the places they love around them. Of utmost importance, the reader senses the vitality of the father-daughter relationship.

Solis, N. (2021) *The Color Collector* (R. Metallinou, Illus.). Sleeping Bear Press.

A story about a boy noticing a girl's quiet collecting of found objects leads to a new friendship. Curious about why Violet collects colorful pieces of trash, he asks her one day on their daily, usually quiet walk home. Responding to his curiosity, she invites him to her home where she reveals a wall mural that she has made to remind her of a place she used to call home. This hopeful story is about new beginnings and friendship.

Verde, S. (2016) *The Water Princess* (P. Reynolds, Illus.). G.P. Putnam's Sons Books for Young Readers.

Gie Gie is a young girl that dreams of a time when her village would have clear, clean water. The young girl and her mother and all the women in her village rise early every day to walk to the well with water pots on their heads to bring water to their homes for cooking and cleaning. This story is based on the young life of the supermodel Georgie Baidel. Through this book she shares her mission to improve the lives of those in the village in which she grew up by improving water quality.

Wang, A. (2021) *Watercress* (J. Chin, Illus.). Neal Porter Press.

Driving in an old Pontiac along the country roads, a family stops to gather the watercress from the muddy ditch. The daughter in this family is embarrassed of foraging for food, until her mother shares an old story about the family's connection to watercress in their former life in China. In this autobiography of Andrea Wang, Andrea reveals an honest and open perspective about the immigrant experience. Illustrated by Jason Chin using a watercolor method from a Chinese art form.

Winter, J. (2017) *The World is Not a Rectangle: a Portrait of the Architect Zaha Hadid*, Beach Line Books

This book shares a true story of an architect, born in Iran, who followed her dreams of designing buildings. As a woman and a Muslim, Zaha Hadid faced many challenges and setbacks in her life, but pushed through with perseverance. The designs, inspired by nature, shown in the book are actual buildings that can be found in many countries in the world.

References

Abrams, S. (2022). *Stacey's remarkable books*. (K. Thomas, Illus.). HarperCollins Publishers.

https://youtu.be/3Xo4_F7rtBE?feature=shared

Boelts, M. (2022). *A bike like Sergio's*. Candlewick Press.

<https://youtu.be/yq06XKoWD50?feature=shared>

Briseño, S., Briseño, K., & Bernabei, G. S. (2024). *Text structures from picture books: Lessons to ease students into text analysis, reading response, and writing with craft*. Corwin Literacy.

Cherry, M. A. (2019). *Hair love*. (V. Harrison, Illus.). Kokila.

<https://youtu.be/H6Iw3gmX39Y?feature=shared>

<https://cosmickids.com/25-brilliant-morning-meeting-questions-for-kids/>

De la Peña, M. (2015). *Last stop on market street*. (C. Robinson, Illus.). Scholastic Incorporated.

<https://youtu.be/uhcd2g9Id6Q?feature=shared>

Eady, A. (2022). *Nigel and the moon*. (G. Zhang, Illus.). HarperCollins Publishers.

<https://youtu.be/MpM7YPI8KMs?feature=shared>

Eady, A. (2024). *The last stand*. (J. Pumphrey & J. Pumphrey, Illus.). Random House Children's Books. <https://youtu.be/-oO7EmHRD20?si=aG9n1BGHY1s7qy0r>

Giron, P. (2024). *A rainbow in brown*. Henry Holt and Company (BYR).

Herrera, J. F. (2021). *Imagine*. (L. Castillo, Illus.). Candlewick Press.

<https://youtu.be/Wwo-k1aOi9Y?feature=shared>

Ho, J. (2022). *Eyes that kiss in the corners*. (D. Ho, Illus.). Scholastic Incorporated.

<https://youtu.be/JPj7PyIBggU?feature=shared>

Isadora, R. (2010). *Say hello*. G. P. Putnam's Sons. <https://youtu.be/eFevpSliiZM?feature=shared>

Jeffers, O. (2017). *Here we are: notes for living on planet earth*. Penguin Young Readers Group.

<https://youtu.be/cPPQdDwTUvE?si=ISu3zE7lgO5-2LNb>

Juster, N. (2005). *The hello, goodbye window*. (C. Raschka, Illus.). Michael di Capua

Books/Hyperion Books for Children. <https://youtu.be/K6eLZp6TI4s?feature=shared>

Kindergartners, C. E. S., & Bauman, L. (1991). *We are all alike - we are all different*.

Scholastic. <https://youtu.be/XzCgu5KxLQo?feature=shared>

Kunkel, A. B. (2020). *Digging for words: José Alberto Gutiérrez and the library he built*. (P.

Escobar, Illus.). Random House Children's Books.

<https://youtu.be/Tb-4oe7CSEE?si=oYRgOodaFpCbtsWu>

Lindstrom, C. (2020). *We are water protectors*. (M. Goade, Illus.). Roaring Brook Press.

<https://youtu.be/FLZVQFhFeqE?feature=shared>

Manning, Maurice (2008) *Kitchen dance*. Clarion Books.

https://youtu.be/_NuSGNxyfEI?si=RH0QJCazgVUIHdU-

Medina, M. (2017). *Mango, Abuela, and me*. (A. Dominguez, Illus.). Candlewick Press.

<https://youtu.be/b401B-dvoJk?feature=shared>

Mora, Oge (2018) *Thank you, Omu!* Little Brown and Company.

<https://youtu.be/cO2YTVz7Qj8?feature=shared>

Muhammad, I., & Ali, S. K. (2019). *The proudest blue: a story of hijab and family*. (S.K. Ali Contr., H. Aly, Illus.). Little, Brown Books for Young Readers.

https://youtu.be/cfmc_llybcU?feature=shared

<https://www.pinterest.com/pin/79164905919701571/>

Quintero, I. (2019). *My papi has a motorcycle*. (Z. Peña, Illus.). Penguin Young Readers Group.

<https://youtu.be/0NY58pFyFd8?feature=shared>

Ray, K. W. (2010). *In pictures and in words: Teaching the qualities of good writing through illustration study*. Heinemann.

<https://www.readingrockets.org/sites/default/files/migrated/COPSEditingChecklist-2.pdf>

https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson378/venn.pdf

<https://www.readwritethink.org/sites/default/files/T-Chart.pdf>

Solis, N. (2021). *The color collector*. (R. Metallinou, Illus.). Sleeping Bear Press.

https://youtu.be/waL_j_W7OpA?feature=shared

<https://www.teachjunkie.com/language-arts/primary-writing-rubrics/>

Verde, S., & Badiel, G. (2016). *The water princess*. (P. Reynolds, Illus.). Penguin Young Readers Group.
<https://youtu.be/eCAmJ78fcmA?feature=shared>

Vogt, M. (2008). *99 Ideas and activities for teaching English Learners with the SIOP Model*. Pearson.

Walther, M. P. (2019). *The ramped-up read aloud: What to notice as you turn the page*. Corwin, a SAGE Company.

Wang, A. (2021). *Watercress*. (J. Chin, Illus.). Neal Porter Books.

https://youtu.be/4B9TPeNUaEQ?si=UMj_hou-B9dJIY86

<https://wida.wisc.edu/resources/can-do-descriptors-student-name-charts-kindergarten>

<https://wida.wisc.edu/resources/wida-writing-rubric-pre-k-kindergarten>

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

<https://wida.wisc.edu/sites/default/files/resource/WIDA-Writing-Rubric-Gr-1-12.pdf>

Wiggins, G. P., & McTighe, J. (2011). *The understanding by design: Guide to creating high-quality units*. Pearson.

Wiggins, G. (2005). *Understanding by design*. ASCD.

Winter, J. (2017). *The world is not a rectangle: a portrait of architect Zaha Hadid*. Beach Lane Books. <https://youtu.be/zeFEZXVL08s?feature=shared>

<https://www.youtube.com/>

Appendices





































Appendix A

Reading Log for Kindergarten

This Reading Log is used for kindergarten. The titles of the books should be given on labels as stickers to students. The students are taught how to put labels on and rate the book by circling an emoji representing their choice (Do not like, like or super). This Reading Log provides feed back to the instructor on the connection the students are having to the stories of the unit.

My Reading Log:

Name _____

The Name of the Book	Do Not Like!	Like!	Super!
			
			
			
			
			
			
			
			
			
			
			
			

Appendix B

Kindergarten Writing Rubric

This writing rubric is used as an evaluative criteria to measure growth in writing with students' work in their journals. It is recommended in the supplementary writing unit to use this form three times in the unit, once at the beginning of the unit, one time at the middle of the unit and another time at the end of the unit. (see link below)

Grade K Writing Scoring Rubric

	Directionality Standards Process 5	Spacing and Letter Formation Standards Conventions 1, 2	Spelling Standards Conventions 3, 4	Content Standards Applications 1, 2
Consistent 4	<ul style="list-style-type: none"> • writes left to right • writes top to bottom 	<ul style="list-style-type: none"> • spaces correctly between letters and words • prints uppercase and lowercase letters correctly 	<ul style="list-style-type: none"> • includes early sound-letter spelling • writes consonant sounds at the beginning and end of words 	<ul style="list-style-type: none"> • conveys meaning of simple story that relates to the topic
Frequent 3	<ul style="list-style-type: none"> • writes mostly left to right • writes mostly top to bottom 	<ul style="list-style-type: none"> • spaces correctly between most letters and most words • prints most uppercase and lowercase letters correctly 	<ul style="list-style-type: none"> • includes early sound-letter spelling most of the time • writes most consonant sounds at the beginning and some consonant sounds at the end of words 	<ul style="list-style-type: none"> • conveys a meaningful idea that relates to the topic
Partial 2	<ul style="list-style-type: none"> • writes left to right some of the time • writes top to bottom some of the time 	<ul style="list-style-type: none"> • spaces correctly between letters and some words • prints some uppercase and lowercase letters correctly 	<ul style="list-style-type: none"> • includes early sound-letter spelling some of the time • writes some consonant sounds at the beginning and few consonant sounds at the end of words 	<ul style="list-style-type: none"> • conveys a meaningful idea that somewhat relates to the topic
Minimal 1	<ul style="list-style-type: none"> • does not write left to right • does not write top to bottom 	<ul style="list-style-type: none"> • does not space correctly between letters and words • prints few uppercase and lowercase letters correctly 	<ul style="list-style-type: none"> • does not include early sound-letter spelling • writes only a few consonant sounds at the beginning of words 	<ul style="list-style-type: none"> • conveys an idea that does not relate to the topic
0	Student attempts to write but result is illegible, is insufficient, or other wise fails to meet criteria for scoring a 1			

<https://www.pinterest.com/pin/79164905919701571/> Appendix C

Reading Log for First Grade

This Reading Log is used for first grade. The titles of the books should be given on labels as stickers to students. The students are taught how to put labels on and rate the book by writing a number from 5 to 1, with 5 as a high rating and 1 as a low rating. This Reading Log provides feed back to the instructor on the connection the students are having to the stories of the unit. It can be formatted as a two-sided log.

Name of Book:	Rate 1-5	My Favorite Part:

Appendix D

C.O.P.S. (capitalization, order of words, punctuation, spelling)

Self-checklist for First Grade

This is a self-check document recommended in the supplementary writing unit to assist students in proper formation of sentences. The students are taught to use capitalization, order of words, punctuation and spelling. They are reminded to check sentences that they wrote ensuring that they used the correct punctuation. It is modified from the Reading Rockets. (see link below)

C.O.P.S.

Name: _____

Capitalization/ Order of Words/ Punctuation/ Spelling

DIRECTIONS: Use the checklist below for revising and editing after you write your first draft of sentences or paragraphs.

___ C. Capitalization: Have I capitalized the first word in each sentence? Have I capitalized all proper nouns (the names of specific people, places, things, and any titles)?

___ O. Order of Words/Organization of Sentence Elements: Have I written all the words in the correct order? Does it make sense?

___ P. Punctuation: Have I used end punctuation correctly? Have I used punctuation marks correctly?

___ S. Spelling: Have I checked to make sure I spelled all the words correctly? Have I sounded out my words? Can I read it?

*modified from Reading Rockets (below)

<https://www.readingrockets.org/sites/default/files/migrated/COPSEditingChecklist-2.pdf>

Appendix E

Writing Rubric for First Grade

This writing rubric is used as evaluative criteria to measure growth in writing with students' work in their journals. It is recommended in the supplementary writing unit to use this form three times in the unit, once at the beginning of the unit, one time at the middle of the unit and another time at the end of the unit. (see link below)



_____ 's
writing rubric



	needs improvement	fair	good	excellent
convention Student uses accurate punctuation and capitalization. Student writes most sight words correctly and uses best guess spelling.	1	2	3	4
sentence fluency Student has a variety of sentence lengths. Few choppy or run-on sentences. Sentences are complete and make sense.	1	2	3	4
organization Student has a beginning, middle, and end. Student uses transitional words. Student has an opening and closing.	1	2	3	4
style and voice Student tries interesting words. Shows own personality in appropriate ways.	1	2	3	4
content/ideas Student stays on topic, and is thorough with interesting details. Uses "showing" or "descriptive" detail effectively.	1	2	3	4
writing process Student applied the writing process to create a finished product. Student attempted some editing, and/or use resources such as a dictionary.	1 needed a lot of guidance	2 needed some guidance	3 very little guidance	4 independent writer

comments/ goals:

Total:

Appendix F

Questions to Build Relationships with Students

This list of questions offers suggestions for questions to use with students that help to build relations. Some of them are embedded in the supplementary writing unit. They are included here as optional additions to foster relationships with students. The list is provided by Cosmic Kids. (see link below)

Questions to build relationships with students:

1. What are you most looking forward to today?
2. What's one thing you're grateful for today?
3. What did you dream about last night?
4. What's one thing you want to learn today?
5. What's one goal you want to achieve today?
6. How can you be kind to someone today?
7. What's one challenge you're facing today, and how will you overcome it?
8. What did you do over the weekend?
9. Who did you spend time with over the weekend?
10. What's one thing you would like to teach others today?
11. What's something new you would like to try today?
12. What's one thing you're proud of from yesterday?
13. What are you excited to do after school today?
14. What's one thing you'd like to tell your friends or family today?
15. What's one thing you would like to do with your friends today?
16. If you could dream about anything, what would you want to dream about tonight?
17. What's your favorite kind of weather?
18. What's one thing that makes you happy?
19. What's your favorite book or movie?
20. What's your favorite type of sports or activity?
21. What's your favorite place to go or visit?
22. What's your favorite holiday or special occasion?
23. What's one thing you're looking forward to this week?
24. What's one thing you're looking forward to this month?
25. What's one thing you're looking forward to this year?

<https://cosmickids.com/25-brilliant-morning-meeting-questions-for-kids/>

