UNIT 2

Magnetic Literacy™

Sample Lessons

COLOR IN ART: SESSIONS 21–25



by i-Ready

GRADE K

A Week of Connected Literacy Instruction

Welcome, and thank you for your interest in *Magnetic Literacy*.

What follows is one week pulled from a complete, year-long core literacy program.* Explore these pages to see how foundational skills and integrated reading and writing come together across a typical week.



**Not included in these pages: Magnetic Readers, Program Cards, Session Slides, Anchor Charts, and the Student Assessment Book.*

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Your Guide to This Sample Week

Connected Learning at a Glance

Sessions 21–25 make up the fifth week of this six-week, 30-session unit.

Across these sessions, students discover how color can tell a story all its own, from the imaginative worlds of Disney artist Mary Blair in *Pocket Full of Colors* to painter Alma Thomas's bold self-expression in *Ablaze with Color*, before beginning the unit's opinion writing task.

Each session pairs foundational skills instruction with integrated literacy, so students apply their growing knowledge of letters and sounds as they read and write.

		Session 21	Session 22	Session 23	Session 24	Session 25
Foundational Skills		Phonics: letter *Ee*	Phonics: letters *Ee, Rr*	Phonics: letter *Ee*	Phonics: letters *Ee, Dd*	Assessment: letters *E, d, e, R, n*
Integrated Literacy	**Texts**	*A Pocket Full of Colors*	*A Pocket Full of Colors*	*A Pocket Full of Colors*	*A Pocket Full of Colors*	*Ablaze with Color*
	Skill	Summarize	Use Words and Images	Describe Connections	Describe Connections	Opinion Writing

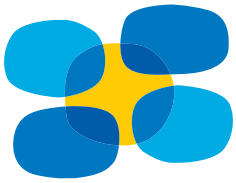
4 Things to Look For:



It's a Thinking Curriculum

Curated text sets build real knowledge, then authentic writing lets students apply it.

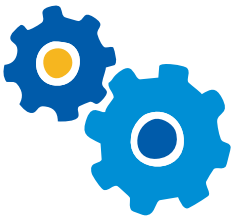
Notice: Students build knowledge about how one artist uses color to express herself, then apply that same reflective thinking to the end-of-unit opinion writing task. See page 59.



Literacy Instruction Is Integrated

Reading and writing grow together, with vocabulary, grammar, and skills taught in context, not isolation.

Notice: Students learn grammar skills in the context of the text they're reading, then apply those same language patterns in their own writing. See page 20.



Skills Connect to Meaning

Foundational skills are taught explicitly, then applied right away through connected reading and writing.

Notice: Phonics skills are explicitly taught, then immediately applied by reading a connected decodable text that relates to the unit's knowledge build. See page 49.

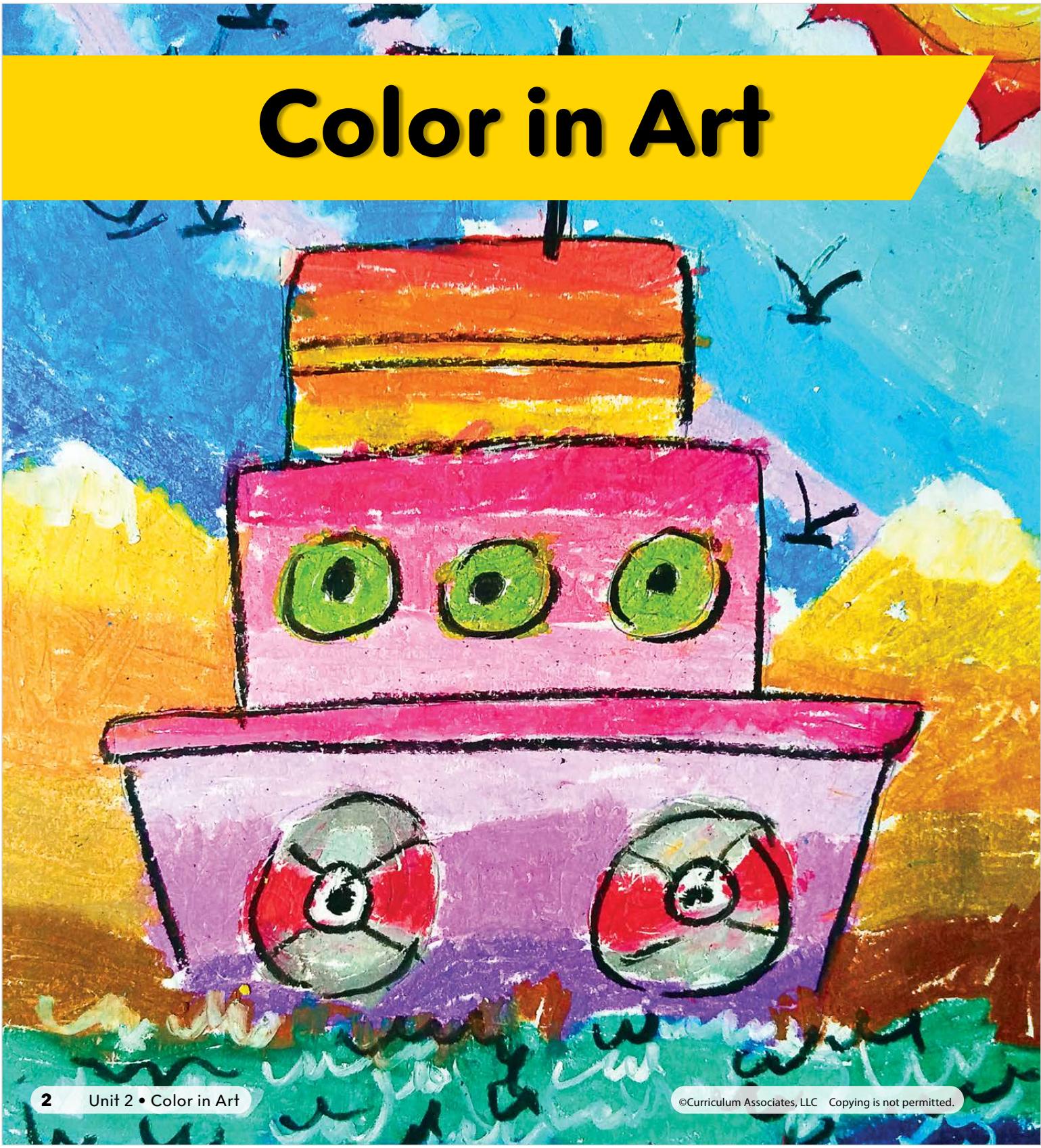


Responsive Instruction

Embedded assessments and scaffolds provide the right next step for every learner.

Notice: Checks for Understanding, Exit Tickets, and content-specific, tiered English learner supports appear throughout. See pages 9 and 10.

Color in Art



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1 2 3 4 5 6

Unit 2 Overview

In this unit, children explore how artists use color in art. They learn about shades, shapes, patterns, and colors in nature, and examine how different artists apply color in their work. Children engage in shared writing to write an opinion piece about artwork by a well-known artist.

ESSENTIAL QUESTION

How do artists use color to express themselves?

KNOWLEDGE

- There are many colors, and mixing them can make other colors. Some colors contrast strongly with others, creating interesting art.
- Colors can make people experience different feelings, and people describe colorful things in different ways.
- Biographies of artists reveal what inspires them and how they use color in unique ways.

KEY LANGUAGE FOCUS

- **Argue/Inform:** Use language to share an opinion about a favorite work of art and to give reasons to support the opinion.

READING SKILLS

- Describe connections between individuals, events, ideas, or information in a text.

WRITING SKILLS

- Write opinion pieces.
- Plan and revise.
- Use action verbs, prepositions, and singular and plural nouns.
- Use question words.

FOUNDATIONAL SKILLS

- Recognize letter sounds; blend, segment, and delete syllables; blend and segment onset and rime.
- Recognize, name, and write letters *Pp, Cc, Oo, Kk, Nn, Rr, Dd, Ee* and connect the letters to their sounds.
- Read, build, and write words with *Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Mm, Nn, Oo, Pp, Rr, Ss,* and *Tt.*

END-OF-UNIT WRITING

Which of Mary's paintings is your favorite? What do you like most about it?

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SESSION PREVIEW

MODULE 3 • Session 21

SESSION GOALS

FOUNDATIONAL SKILLS Introduce	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Blend the first sound and the rest of the word and recognize sounds. • Recognize, name, and write letter *Ee*. • Connect letter *Ee* to its sound. • Listen and look for letter *Ee*. • Identify words when reading.	• Identify key details to summarize a text. • Identify author and illustrator. • Use prepositions.	• Describe how the author's words and illustrator's pictures work together to tell about Mary Blair's life.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 232) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 236) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 2, Module 3, Session 21 • **Word Building Cards:** *E, e* • **SS&A Cards and Video:** Short *e* • **Letter Formation Guide** • ***Alphabet Tales***	• **Integrated Literacy Slides:** Unit 2, Module 3, Session 21 • **Vocabulary Cards:** *collect, vibrant, designing* • **Anchor Chart:** Summarize • **Graphic Organizer:** Summarize	• **Alphabet Book:** *Ee* • Additional materials vary based on class needs–*See Weekly Materials (p. 229) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children as they use the prepositions *in* and *out* during Prepositions: Apply on p. 242.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Point to and say each of the objects on the **Student Worktext** page (*backpack, baby, crib, pool, rocks, wagon*), and have children repeat after you. For item 1, point to and have children repeat the word *in*. Point to the picture on the left and **ask** *"Is the book in the bag?" (yes)* Then point to the picture on the right and repeat the question. *(no)* Invite children to circle the correct picture. Repeat with the target preposition for items 2–4.	Point to each object oin the **Student Worktext** page, inviting children to call out the name of each. Display the phrases *in the* ___ and *out of the* ___. Then for item 1, point to and chorally read the word *in* to designate the target preposition. Point to the picture on the left and **ask,** *"Is the book in the bag or out of the bag." (in the bag)* Repeat the question for the picture on the right. Have children circle the picture that shows the target preposition. Repeat for items 2–4.	Have children work in pairs to identify and say the names of each of the objects on the **Student Worktext** page. Explain that *out* is followed by *of* when describing where someone or something is. To model, **say,** *"The whale is out of the boat."* Then for item 1, point to the word *in*, the target preposition. Have pairs discuss the picture and state a sentence with *in*. *(The book is in the bag.)* Then have them circle the correct picture and continue working together in a similar way to complete items 2–4.

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will blend the first sound and the rest of the word and recognize sounds.
- I will recognize, name, and write letter *Ee*.
- I will connect letter *Ee* to its sound.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Blend Onset and Rime

EL **SCAFFOLD RESPONSES** Help children hear each word part and the sounds. Step to the right and slowly say /m/. Step to the left and slowly say /ŏp/. Then put your feet together and say /mŏp/. Repeat with children. Then do it again with them more quickly.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *mop*.

Listen to the Sounds: *"I am going to blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /m/ /ŏp/."*

Blend the Syllables Together: *"Now I will blend the parts of the word together: /m/ /ŏp/,* mop. *The word is* mop."

APPLY Have children blend the onset and rime in *pet*.

Listen to the Sounds: *"Your turn! Listen as I say the first sound and the rest of the word: /p/ /ĕt/."*

Blend the Syllables Together: *"Now **you** blend the sounds together to say the word." (/p/ /ĕt/,* pet*) "What is the word?"* (pet)

Now use the routine and have children blend onset and rime in the words below. Correct all errors.

/w/ /ĕb/, web	**/m/ /ĕn/, men**
/s/ /ŏck/, sock	**/l/ /ĭt/, lit**

CHECK FOR UNDERSTANDING

IF *Children are not yet able to blend onset and rime in single-syllable words…*

THEN Have children say the onset as they clap one time. Then have them say the rime as they clap a second time. Guide them to blend the onset and rime to say the word as they clap them out together.

PHONOLOGICAL AWARENESS

Recognize Letter Sounds

TIP Listening for a phoneme (sound) before introducing the grapheme (letter) helps children understand the connection between a sound and the letter that stands for that sound.

RECOGNIZE LETTER SOUNDS ROUTINE

MODEL Listen for the first sound in the word *edge*.

Listen for the Sound: *"I am going to listen for the first sound in the word* edge*."*

Say the Sound: *"Now I will say the first sound I hear in* edge*: /ĕ/. The first sound in* edge *is /ĕ/."*

APPLY Have children listen for the first sound in the word *end*.

Listen for the Sound: *"Your turn! What is the first sound in the word* end*?"*

Say the Sound: *"Now **you** say the first sound you hear." (/ĕ/) "Again." (/ĕ/)*

Now use the routine and have children isolate the first sound in each word below. Correct all errors.

elf, /ĕ/	**egg, /ĕ/**	**tan, /t/**	**test, /t/**
nice, /n/	**bed, /b/**	**peck, /p/**	**am, /ă/**

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Learn Letters! (25 MIN.)

PHONICS

Introduce *Ee*

EL **SUPPORT LANGUAGE TRANSFER** There is no sound-spelling match for short *e* in Arabic. Children may pronounce it as short *i*. Use the articulation support on the **SS&A Cards** to practice the sound with children as you point to the letter.

TEACH Display **Word Building Cards** *E* and *e*. **Say,** *"This is the uppercase, or capital, E, and this is the lowercase e."* Have children say the letter name. Then display the **SS&A Cards.** Name the picture and explain that the letter *e* can stand for the /ĕ/ sound at the beginning of *exit*. Use the articulation support.

APPLY Say each word below, emphasizing the vowel sound. Display the **Word Building Card** for *e*. Have children point to the card when they hear a word that begins with /ĕ/.

and	**end**	him
elf	bat	**egg**

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their **Student Worktext.** Repeat with the Alphapillar.

- Ask about sequence: *In the alphabet, which letter comes before the letter* e*? Which letter comes right after* e*?*
- Have children find and circle uppercase *E* on the Letter Train and lowercase *e* on the Alphapillar.

Then have children practice in their student worktexts connecting *e* to /ĕ/.

CHECK FOR UNDERSTANDING

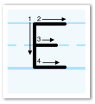
IF *Children are not yet able to connect the letter* e *to the sound /ĕ/ and identify words that contain* e*…*

THEN Have children point to *e* on the **SS&A Cards** and say /ĕ/ several times. Write and display the words from above and point to the initial letter as you say its sound. Have children repeat after you. If children continue to struggle, review the Recognize Letter Sounds lesson for further support.

Letter Formation: *Ee*

TIP Some children may find it difficult to form *E* or *e*. Give children more practice with letters they have difficulty forming.

MODEL Explain how to form uppercase *E* and lowercase *e*. For directions on letter formation, please see the **Letter Formation Guide.**




APPLY As children practice in their student worktexts, have them say the letter name each time they write the letter.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say picture names aloud.

STUDENT WORKTEXT	PAGE
Letter Recognition	pp. 115-116
Phonics	p. 117
Letter Formation	p. 118

Read Aloud!



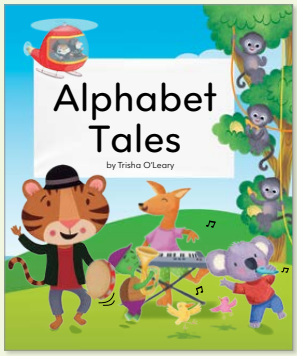
Turn to the next page to read aloud *Alphabet Tales* with children.

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will listen and look for letter *Ee*.
- I will identify words when I read.



Alphabet Tales

Read Aloud! (15 MIN.)

SESSION 21

Alphabet Tales

Say, *"We will read to listen and look for words that begin with e."*

Fluently read aloud "The Eager Elephant" on p. 12 of *Alphabet Tales*. Have children give a thumbs-up when they hear initial /ĕ/. Then call on children to point to the words that begin with the letter *e*.

CONCEPTS OF PRINT

Identifying a Word

TEACH Display the page from *Alphabet Tales*. **Say,** *"Let's find some words!"* Point to the word *The* at the beginning of the first sentence. Explain that you know it's a word because it is made up of letters. A space separates it from the next word. Point to the next word *(most)* and the word after that *(excellent)*.

APPLY Call on children to come up and show you just one word on the page. Have them point to the word and then use a finger to circle it.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to identify a word in a passage…*

THEN Provide children with a brief written sentence, such as *Pat can sit*, and have them draw a box around one word. Have children share the words they chose. Point out that children had room to draw the box because there are spaces around each word.

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Ee

The Eager Elephant

The most excellent eater you'll ever meet
is the eager elephant from Eleventh Street!
He enjoys enchiladas with extra cheese.
He eats eggs over easy with a side of green peas.
He eats in the evening, in the breeze or the heat.
There's no food on Earth that Emilio won't eat!



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12

Ee is for ...



elephant



enchiladas



eggs



evening

13

READING COMPREHENSION

Learning Goals

To understand how artists use color to express themselves, I will:

- identify key details to summarize a text.
- identify author and illustrator.
- use prepositions.



Pocket Full of Colors

Genre: Biography

Unlock the Text (10 MIN.)

STEP 1 | Connect to the Topic

Color in Art

Orange, yellow, red, green, blue–
Artists know just what to do!
Purple, brown, pink, black, and white–
Artists color day and night!

- Remind children of the **Unit Topic: Color in Art** and the **Essential Question**: **How do artists use color to express themselves?**
- Remind children about the last artist they read about, Alma Thomas. **Ask,** *"What is one way Alma Thomas used color to express herself?"* Use **Raise a Hand** to have children share. *(Answers may vary but may reflect the idea that Alma used colors of nature to inspire her.)*
- **Say,** *"Next we're going to read a biography of another artist, Mary Blair."*
- Have children recite the **Color in Art Chant**. Provide guidance as needed.

  Color in Art

  Orange, yellow, red, green, blue– *(point finger to different colors in your clothes)*
  Artists know just what to do! *(point finger to head as though you have an idea)*

  Purple, brown, pink, black, and white– *(point finger to different colored clothes)*
  Artists color day and night! *(pretend to color)*

STEP 2 | Introduce the Text

- **Say,** *"This text,* Pocket Full of Colors, *is similar to the last text we read,* Ablaze with Color. *Both texts are biographies, telling true stories about artists' lives."*
  - Remind children of the page in *What Is a Biography?* that told readers about the hard work it takes to research and write a biography. Encourage children to keep that in mind as they listen to Mary Blair's biography.
- Point out that this text has two authors and one illustrator. **Ask,** *"What did the authors Amy Guglielmo and Jacqueline Tourville do to help create this biography?" (wrote the words) "What did the illustrator Brigette Barrager do?" (drew the pictures)*
- Display the cover of *Pocket Full of Colors*. Read aloud the title and explain that the text is a biography about Mary Blair, an artist who worked for Walt Disney long ago.
  - **Ask,** *"What do you notice about the picture on the cover?" (Answers will vary but may reflect the noticeable bright colors, or for some children, the designs from the Disney ride "It's a Small World.")*

EL **VALUE STUDENT ASSETS** Ask children to draw on their cultural experiences and backgrounds to name other biographies they have heard of, read, or watched that reflect them and their culture. Invite them to use their home language as needed.

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ACADEMIC VOCABULARY
key details, summarize

STEP 3 | Teach Key Vocabulary

- Use the routine and cards to introduce the words. Use the **Cognate Routine** to connect new words to words children know in their home language.

KEY VOCABULARY ROUTINE

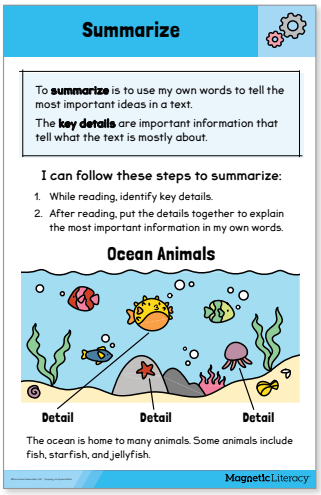
Say It	Define It	Use It	Ask
 **collect** EL Spanish cognate: *coleccionar/ recolectar*	When you collect things, you gather them together.	When I go to the beach, I collect shells.	What things would you like to collect?
 **vibrant** EL Spanish cognate: *vibrante*	Vibrant means very bright.	The sunset is filled with vibrant colors like red and purple.	What is a vibrant color in this room?
 **designing** EL Spanish cognate: *diseñando*	When you are designing something, you are making or creating it.	The artist is designing a new chair.	What might you like to work on designing for our classroom?

STEP 4 | Read Strategically: Summarize

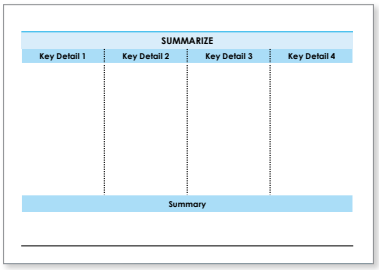
Revisit today's **Learning Goal. Say,** *"When we read the text, we will identify the key details in order to summarize what we learned about Mary Blair."*

TEACH Review the reading strategy Summarize.

- Display and review the **Summarize Anchor Chart.** Remind children of the steps they will take to summarize the text.
  - Look for **key details**, which are "the most important information that helps readers know what the text is mostly about." **Say,** *"When we read a text, we listen for words that tell us about the topic. We also look for key details in the pictures."*
  - Use the key details to **summarize** the text, or "explain the most important information in the text." **Say,** *"When we summarize, we use our own words to tell the most important information about the text."*
- Display the **Summarize Graphic Organizer. Say,** *"This tool will help us make notes about the key details we find as we read about Mary Blair. Then, when we are ready to tell a summary about* Pocket Full of Colors, *we can use this graphic organizer to help us remember the key details."* Point out that in a biography, the key details are often events that happen in the person's life.



Summarize Anchor Chart



Summarize Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read aloud the text, stopping at the following points to help children discuss key details and what the text is mostly about as they continue to build knowledge of how artists use color in art.

collect: On p. 5, remind children that *collect* means "to gather things together."

PAGE 9

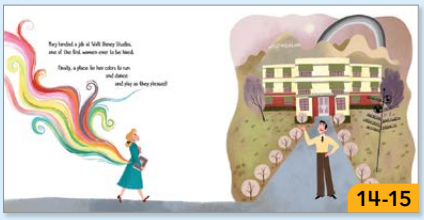


MODEL Think aloud to model identifying a key detail about Mary.

Think Aloud: *"As I read the first pages of this biography, I thought about the most important information the authors want me to remember about Mary. I learn about all the colors Mary collects as she goes across the country. Then she remembers those colors when she opens her sketchbooks and paints them. The illustrator shows me some of the colors Mary collects."*

- Identify the key detail that you will record on the **Summarize Graphic Organizer:** *Mary collects colors to use in her paintings.*

PAGES 14-15



APPLY Have children find a key detail.

- **Ask,** *"In the pictures, what do you see coming out of Mary's sketchbook?" (lots of colors)* Emphasize how much colors mean to Mary and how the illustrator helps readers understand this key detail.
- **Ask,** *"What is the most important thing that happens to Mary?"* Remind children to use the Summarize strategy. *(She is hired by Walt Disney.)*
- Add this key detail to the graphic organizer.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to tell that being hired by Walt Disney is a key detail...*

THEN Review the steps of the Summarize strategy. Reread p. 14. Explain that the word *landed* means that she was "hired, or given a job." Talk about the importance of being one of the first women to work at Walt Disney Studios. Then have children **Turn and Talk** about why this key detail is important to understanding Mary Blair's biography.

rejected: On p. 19, explain to children *rejected* means "to be turned down or not accepted."

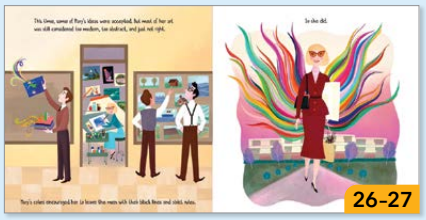
vibrant: On p. 23, remind children *vibrant* means "very bright."

eye-popping: On p. 24, explain to children this phrase means "causing wonder, amazement, or surprise."

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PAGE 26-27



APPLY Support children as they identify a key detail.

- **Ask,** *"What do the authors want us to know about Mary and her job at Walt Disney Studios?"* Remind children to use the Summarize strategy. *(She leaves it.) "Why does she leave her job?" (Others that work with her don't like all the colors she uses in her artwork.)*
  - Have children **Turn and Talk** about the key detail. Prompt volunteers to share what they would add to the **Summarize Graphic Organizer.**
- Record a key detail, such as: *Mary's use of colors isn't wanted at Walt Disney Studios, so she leaves.*

designing: On p. 29, remind children *designing* means "to be making or creating something."

sensation: On p. 36, explain to children *sensation* means "an event that causes lots of excitement and interest."

PAGE 36-37



APPLY Have children find a key detail.

- **Ask,** *"How did Mary's colors finally find a way to shine and sparkle?"* Remind children to use the Summarize strategy. *(Walt Disney asked Mary to help him build a ride to use her colors.)* **Ask,** *"How did the ride turn out?" (great)* Point out that the ride is still popular today.
- Have children **Raise a Hand** to share a key detail to add to the graphic organizer.
- Record one of the suggested key details on the graphic organizer.

SUMMARIZE			
Key Detail 1	**Key Detail 2**	**Key Detail 3**	**Key Detail 4**
Mary collects colors to use in her paintings.	*(Mary is hired by Walt Disney.)*	*(Mary's use of colors isn't wanted at Walt Disney Studios, so she leaves.)*	*(Walt Disney has Mary come back and build a colorful ride that becomes a sensation.)*
Summary			

EL **SCAFFOLD RESPONSES** Provide written and oral sentence frames to help children express what they learned from the authors and illustrator:

- *The authors used the words ___ to tell us ___.*
- *The illustrator used the color(s) ___ to show that ___.*
- *I notice ___ in the illustration.*
- *I think the [authors/illustrator] included this because ___.*

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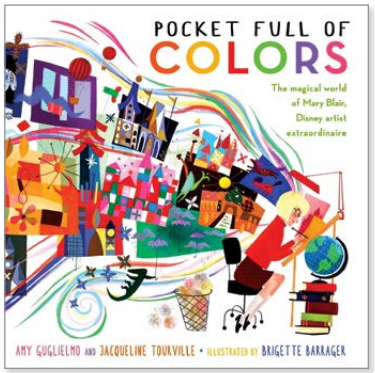
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Review the key details recorded on the **Summarize Graphic Organizer.**
- Guide children to summarize the text. Remind them that a summary includes only the most important details and tells about those details using readers' own words.
  - **Ask,** *"How would you explain the most important parts of a* Pocket Full of Colors *to a friend?"* Have children **Raise a Hand** to share their ideas.
  - Record one of the children's summaries on the graphic organizer.
- Remind children that authors and illustrators help readers understand key details in a text. Have children explain how the authors and illustrator helped them learn about Mary's life.
  - **Ask,** *"What did the authors teach us about Mary Blair's life?" (Answers will vary but should reflect the events in the text, such as: She collected colors and used them to build a ride.)*
  - **Ask,** *"How did the illustrator help us understand Mary Blair?" (Answers will vary but should reflect the illustrator showed how much Mary loved colors by drawing lots of colorful pictures.)* Point out that Mary is often seen with colors swirling around her.

SUMMARIZE			
Key Detail 1	**Key Detail 2**	**Key Detail 3**	**Key Detail 4**
Mary collects colors to use in her paintings.	Mary is hired by Walt Disney.	Mary's use of colors isn't wanted at Walt Disney Studios, so she leaves.	Walt Disney has Mary come back and build a colorful ride that becomes a sensation.
Summary			
(Mary collects colors from all over and finally finds a way to use them in a colorful ride.)			



Pocket Full of Colors

EL **AMPLIFY TEXT STRUCTURE** Ask children if they can think of any other books where the author and illustrator add different details to the text. For example, they may say, *Sometimes the illustrator puts hidden animals or objects in the book.* Prompt the same for the author. They might say, *The author includes words that describe what the character does or says.*

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EXIT TICKET

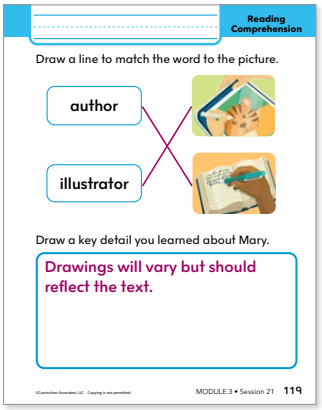
Monitor

- Have children turn to p. 119 in their **Student Worktext.** Guide children through each activity by reading aloud the page. When children create their drawings, they will vary but should reflect Mary's love of colors.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to show a key detail they have learned about Mary Blair…*

THEN Discuss children's pictures. Ask them to share more about how their drawing relates to what they learned about Blair from the biography *Pocket Full of Colors*. **Say,** *"Mary Blair collected colors all her life. How important were colors to Mary?"* Relate what children say back to how Blair feels about colors.


Reading Comprehension

Draw a line to match the word to the picture.

author

illustrator

Draw a key detail you learned about Mary.

Drawings will vary but should reflect the text.

MODULE 3 • Session 21 119

Student Worktext, p. 119

Revisit the Topic

- Remind children of the **Essential Question: How do artists use color to express themselves? Ask,** *"How did Mary Blair use color to express herself?" (She used color in her artwork and to make a ride.)*
- Have children **Turn and Talk** about what they think of Mary Blair's colorful artwork. Prompt them to discuss the following question: *How can Mary Blair's colorful artwork inspire you when you create pictures?*
- Invite children to share their thoughts with the larger group. Provide a sentence frame if needed: *Mary's artwork inspires me because ___.*

EL **GROUP STRATEGICALLY** Partner children at similar English proficiency levels for the **Turn and Talk.** Then, have children regroup to discuss Mary's art with someone at a different language proficiency. Invite them to use their home language as needed.

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TARGETED INSTRUCTION • Grammar

Prepositions (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use the prepositions* in *and* out*."*

TEACH Define what a preposition is.

- Explain to children that a *preposition* is "a word that shows the direction, time, or place of something or someone."
- Tell children that the words *in* and *out* are prepositions because they tell the place of something or someone.
- Provide a real-life example to show children the meanings of *in* and *out*. **Say,** *"The paper clip is in my pocket. Now the paper clip is out of my pocket."*

MODEL Model the use of *in* and *out*.

- Display p. 5 from *Pocket Full of Colors*. Emphasize *in* and *out* as you think aloud.

  Think Aloud: *"I see a man and woman waiting for Mary. The man is sitting in the car. The woman is out of the car."*

APPLY Have children use the prepositions *in* and *out*.

- Display p. 38 from *Pocket Full of Colors*.
- Explain to children they can answer the questions using the words *in* or *out* to tell where things are.
  - **Ask,** *"Is Mary in the boat or out of the boat? Thumbs-up if she is in the boat. Thumbs-down if she is out of the boat."* (thumbs-up; in)
  - **Ask,** *"Are the mermaids in the boat or out of the boat? Thumbs-up if they are in the boat. Thumbs-down if they are out of the boat."* (thumbs-down; out)
- Have children complete the activity on **Student Worktext** p. 120 by circling the picture that matches the preposition you state in a sentence. Give children time to circle the correct picture.
  1. ***in:*** *The book is in the backpack.*
  2. ***out:*** *The baby is out of the crib.*
  3. ***out:*** *The boy is out of the pool.*
  4. ***in:*** *The rocks are in the wagon.*

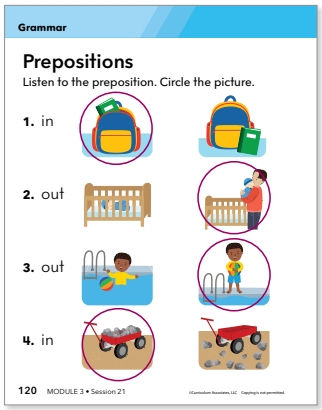
EL See the Session Preview for differentiated EL support.



***Pocket Full of Colors,* p. 5**



***Pocket Full of Colors,* p. 38**



Student Worktext, p. 120

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use the prepositions* in *or* out *to describe where someone or something is…*

THEN Use real-life examples in the classroom to model *in* and *out*. For example, place a crayon or pencil in a pencil box or bag. Orally use *in* and *out* as a preposition. *The crayon is in the box. The crayon is out of the box.* Have children use a classroom object to repeat the process.

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SESSION PREVIEW

MODULE 3 • Session 22

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Break words into their first sound and the rest of the word. • Recognize, name, and write letters *Ee* and *Rr*. • Read, build, and write words with short *e*. • Read words with *Ee*. • Tell apart letters and words in print.	• Make connections between the words and pictures. • Use the pronoun *I*.	• Describe connections in a text using the phrases *the words tell me* and *the picture shows me*.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 244) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 248) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 2, Module 3, Session 22 • **Word Building Cards:** *E, e, K, n, t* • **Letter Formation Guide**	• **Integrated Literacy Slides:** Unit 2, Module 3, Session 22 • **Vocabulary Cards:** *collect, vibrant, designing* • **Anchor Chart:** Use Words and Images • **Graphic Organizer:** Use Words and Images	• **Alphabet Book:** *Ee* • Additional materials vary based on class needs–*See Weekly Materials (p. 229) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children as they describe picture and text clues during Read and Discuss: Apply on p. 251. Add the words to the word wall.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Remind children that they are looking for information in the words and pictures. **Say,** *"We can use what we notice in the pictures to gather information. We can also read the words to help us understand the story."* Co-create a list of colors and objects in the story. Have children pick one color and object and draw a picture of it. Offer words to support children's descriptions such as *tall green trees, red dirt road,* or *yellow house*. Add the words to the word wall.	Guide children to look for information in the illustrations and also the words. **Ask,** *"What colors did Mary use?"* Guide children in collecting color words from each page as you read. Create a list with visuals for students to refer to. Point out that children can use what they notice in illustrations to describe them. Offer art-specific words to help children describe what they see, such as *easel, palette, story board, sketch,* and *paintbrush*. Add the words to the word wall.	Have children reread the text with you. Then ask them if there are parts of the story that are clearer because of the pictures or the words. Have them state the details that give them more information. Offer art-specific words to help children describe what they see. Add the words to the word wall.

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will break words into their first sound and the rest of the word.
- I will recognize, name, and write letters *Ee* and *Rr*.
- I will read, build, and write words with short *e*.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Segment Onset and Rime

EL **SCAFFOLD RESPONSES** To help children hear the sounds in the onset and the rime of a word, pause between each part. Repeat the onset and rime a few times.

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *pet*.

Listen to the Word: *"I am going to break the word* pet *into two parts: the first sound and the rest of the word."*

Say the Sounds in the Word: *"The first sound in* pet *is /p/. The rest of the word is /ĕt/. The two parts of* pet *are /p/ /ĕt/."*

APPLY Have children segment the onset and rime in *met*.

Listen to the Word: *"Your turn! Listen to the word:* met*."*

Say the Sounds in the Word: *"Now* ***you*** *say the first sound you hear in* met*."* *(/m/)* *"What is the rest of the word?"* *(/ĕt/)* *"What are the two parts of* met*?"* *(/m/ /ĕt/)*

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

men, /m/ /ĕn/
ten, /t/ /ĕn/
rip, /r/ /ĭp/
pen, /p/ /ĕn/

CHECK FOR UNDERSTANDING

IF *Children are not yet able to segment onset and rime in single-syllable words with /ĕ/ in the rime…*

THEN Reinforce the skill with visual and tactile support. Use counters or squares of paper in two colors, one for the onset and one for the rime. Start with the counters or papers touching as you say the whole word. Then slide the onset counter or paper away as you segment the word into onset and rime. Touch each counter or paper as you repeat each part.

Learn Letters! (25 MIN.)

PHONICS

Reinforce *Ee*

REVIEW Reinforce letter recognition by displaying **Word Building Cards** *E* and *e* and calling on children to say the letter names and sounds. Repeat as needed. Then include other **Word Building Cards** and have children identify the *E* and *e* cards from among them.

Letter Formation: *Ee* and *Rr*

REVIEW Reinforce letter formation by modeling again how to form uppercase *E* and lowercase *e*, as well as uppercase *R* and lowercase *r*. For directions on letter formation, please see the **Letter Formation Guide.**

APPLY Have children use a finger to draw letters *E*, *e* and *R*, *r* in the air before they practice in their student worktexts. Remind them to say the letter name and the letter-sound each time they write a letter.

Then have children practice their phonics skills in their **Student Worktext.**

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Read and Build Words

TIP "Knowing letters" is not just one thing! It means that children can name letters, identify letter-sounds, write letters, and, most importantly, use the information during reading and spelling. Automatic letter-sound knowledge is most important.

MODEL Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *ten*. Point to each letter as you say its name and sound: *t*, /t/; *e*, /ĕ/; *n*, /n/. Run your finger under the letters as you blend the sounds together to read aloud the word. **Say,** *"/t/ /ĕ/ /n/, the word is* ten."

Now model building *ten* with **Word Building Cards.** **Say,** *"We just read the word* ten, *and now we will build it. The first sound is /t/, so the first letter is* t."* Place the card for *t*. Continue with the rest of the word. When finished, run your finger under the cards as you slowly say *ten*.

APPLY Write and display the word *Ken*. Point to each letter. Have children name each letter and say its sound. (*K*, /k/; *e*, /ĕ/; *n*, /n/) Then have children blend the sounds together as you run your finger under the letters. **Ask,** *"What sounds?"* (/k/ /ĕ/ /n/) *"What word?"* (Ken)

Then have children use **Word Building Cards** to build the word *Ken* and read it aloud. Be sure to point out that *Ken* is a person's name and should start with a capital, or uppercase, letter.

Write Words

TIP Have children with *E* or *e* in their name stand up. Write and display their names. Have the class find each *E* or *e* and identify them as uppercase or lowercase.

TEACH/APPLY Tell children they will now write the words they just built. Dictate the words *ten* and *Ken,* emphasizing the vowel sound. Remind children that *Ken* is a name, so it starts with an uppercase letter. Have children say the letter names and letter-sounds as they write the words on a whiteboard.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to read, build, and spell words with short* e…

THEN Use the **SS&A Cards** to reteach the connection between the /ĕ/ sound and the letter *e*. Provide examples using children's names or classroom objects, such as a desk and pen.

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKTEXT	PAGE
Letter Formation	p. 122
Phonics	p. 123

Read Together!

Turn to the next page to read the Duet Passage with children.



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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will read words with *Ee*.
- I will tell apart letters and words in print.

Read Together! (15 MIN.)

SESSION 22

Duet Passage

TIP Reading decodable text reinforces the letter-sound patterns children are learning and shows them the utility of what they are learning.

TEACH Remind children that they have been learning that the letter *e* can stand for the /ĕ/ sound. They have already used their knowledge of letters and sounds to build and write some of the words in the Duet Passage. **Say,** *"Now it's time to read about Rod and Ken."*

APPLY Have children turn to **Student Worktext** pp. 124–125. Remind children that you will read aloud the blue lines and they will read the white lines. Remind them to start at the pointing finger and point to each word as they read it.

Read the passage with children.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to read words with short* e…

THEN Write and display the words *Ken* and *ten*. Reinforce the connection between each letter and its sound using the **SS&A Cards.** Then work with children to say the sounds in each word and blend them together.

CONCEPTS OF PRINT

Distinguish Letters from Words

TEACH Point to the word *ten* in the third sentence of the Duet Passage. **Say,** *"Ten is a word. It is made up of the letters* t, e, *and* n." Point out that the letters are close together, with no spaces between them, but there is a space before and after the word.

APPLY Have children look at the last sentence on p. 124 of the Duet Passage. Point to the word *can* and read it aloud. **Ask,** *"Is* can *a letter or a word?" (a word) "How do you know?"* Guide children to notice that *can* is a group of letters with spaces on either side. **Ask,** *"What are the letters in the word* can*?"* (c, a, *and* n) Have children circle a letter and draw a box around a word.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to distinguish letters from words…*

THEN Use **Word Building Cards** to physically reinforce that letters are parts of words. Build a word from the passage and establish that the letters work together to make a word. Then mix up the cards so they do not form a word. Establish that the letters are now just letters because they no longer form a word.

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Read Together!

Words with **Ee**



Rod and Ken build a block tower.

Who builds with Ken?

Rod

There are ten blocks left. Ken wants to use all of them.

Ken tells Rod that ten blocks will fit.

How many blocks can fit?

Ten can fit.

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Rod and Ken use nine blocks on the tower.

There is one block left. Where can it go?

on top

Ken sets the last block on top.

Ten blocks fit! How many blocks fit?

Ken fit ten!

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READING COMPREHENSION

Learning Goals

To understand how artists use color to express themselves, I will:

- make connections between the words and pictures.
- use the pronoun *I*.



Pocket Full of Colors

Genre: Biography

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Color In Art.** Display the cover of *Pocket Full of Colors*. Ask children to share an example of how Mary Blair used color in her artwork. *(Answers will vary but should reflect ideas from the text such as: She used color to make Cinderella's pumpkin coach teal.)*
- Remind children that this text is a biography so it provides information about Mary Blair's life and the things she did.
  - **Ask,** *"Why do you think the authors wanted to write a biography about Mary Blair?" (Sample answers: because she created a famous ride for Walt Disney; because she was one of the first women hired by Walt Disney)*

STEP 2 | Review Key Vocabulary

- Use the routine and cards to introduce the words. Use the **Cognate Routine** to connect new words to words children know in their home language.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Frame It
 **collect** EL Spanish cognate: *coleccionar/ recolectar*	When you collect things, you gather them together.	When I go to the beach, I collect shells.	I can collect ___.
 **vibrant** EL Spanish cognate: *vibrante*	Vibrant means very bright.	The sunset is filled with vibrant colors like red and purple.	A vibrant color is ___.
 **designing** EL Spanish cognate: *diseñando*	When you are designing something, you are making or creating it.	The artist is designing a new chair.	It would be fun to be a part of designing a ___.

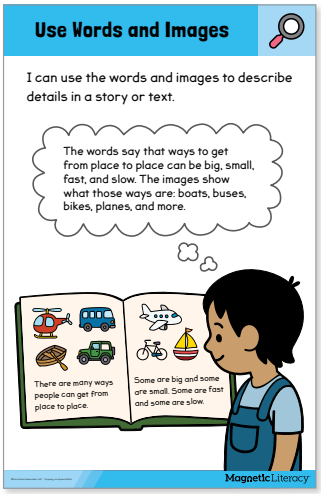
EL **SUPPORT MEANING** Reinforce and support the meaning of the vocabulary words by offering synonyms for each word, such as the word *lively* as a synonym for the word *vibrant*. Couple the synonyms with visual representations or realia to further support meaning.

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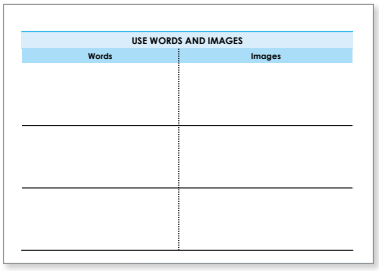
STEP 3 | Teach: Use Words and Images

TEACH Explain how the words and pictures connect to one another.

- Display and review the **Use Words and Images Anchor Chart.** Review that the word *images* refers to "pictures or photos."
- Remind children that authors and illustrators work together to create books like *Pocket Full of Colors*.
  - **Say,** *"You can learn more about the topic you are reading about by paying attention to both the words and the pictures. The words and pictures connect to one another, helping readers better understand what they are reading."*
- Point out that some details in a text can be found in:
  - only the words
  - only the pictures
  - both the words and the pictures
- Display the **Use Words and Images Graphic Organizer.** Remind children that this tool will help them keep track of important details in *Pocket Full of Colors*. As you reread the text, children will help you record details about both the words and pictures.
  - **Say,** *"Today we will use details in the words and pictures as we review what we know about Mary Blair's life as an artist."*



Use Words and Images Anchor Chart



Use Words and Images Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read aloud the text, stopping at the following points to guide children to discuss how the words and pictures connect to each other to give information about Mary Blair's life and to learn more about how artists use color to express themselves.

PAGES 2-3



MODEL Model how to make connections between the words and pictures.

Think Aloud: *"As I read p. 3, I hear details in the words like* wide blue sky, red dirt road, *and* lemon-yellow house *that help me understand where Mary lives. When I look at the picture on p. 2, I see those same details. I see her lemon-yellow house with the red dirt road and the wide blue sky in the background. The details in the words and pictures are connected, or related to each other.*

"Then as I continue to read p. 3, the words say that Mary collects colors. When I look at the picture, I don't see any details that show her color collection. I have to use the words to help me understand Mary better."

- Explain that you will use the **Use Words and Images Graphic Organizer** to record the details that are seen in both the words and the pictures. You can also use the tool to point out details only seen in the pictures or heard in the words.

PAGES 16-17



APPLY Have children make connections between the words and pictures.

- **Ask,** *"When Mary shows up to work on her first day, what does she discover the men are interested in?" (black and white) "How do you know this?" (The words say it and the picture shows they are looking at black and white pictures.)*
- Prompt children to look at the clothing in the pictures.
  - **Ask,** *"What do you notice about Mary's clothes compared to the men's clothes?" (She has on a bright colored dress. The men are all wearing the same colors: white, black, and brown.)*
  - Read aloud the following sentence from the text: *They were only interested in black and white.* *"How do the pictures help you understand this part of the text better?" (The pictures show that they were interested in these colors in both the artwork and in what they wore.)*
- Prompt children to suggest details to add in both columns on the graphic organizer.

EL **OBSERVE LANGUAGE** Listen for children to describe connections using phrases such as *the words say* and *the picture shows.* If children don't say where they found the information, **ask,** *"Did you find that in the pictures or the words?"*

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CHECK FOR UNDERSTANDING

IF *Children aren't yet able to explain how the words and pictures of the men and their artwork are connected…*

THEN Revisit pp. 16–17. **Ask,** *"What colors do you see in the pictures?" (black, brown, white, blue) "What colors do the words say the men are most interested in?" (black and white)* Talk about how the pictures and words help readers understand the big differences between Mary and the men that she will be working with.

PAGE 30



APPLY Have children make connections between the words and the pictures.

- **Ask,** *"Based on the picture, what is Walt doing?" (He's talking on the phone.) "Does the picture help us understand who he is talking to or what he is talking about?" (no)*
  - **Ask,** *"By listening to the text, what do we find out about Walt's phone call?" (He is asking Mary to use her colors to help him build a ride that teaches people about others around the world.)*
  - **Ask,** *"What connections can you make between the words and the pictures?" (Both show and tell that Walt is on the phone.) "What gives you more details on this page?" (the words)*

EL See the Session Preview for differentiated EL support.

- Prompt children to help you record details on the graphic organizer.

USE WORDS AND IMAGES	
Details from Words	**Details from Images**
wide blue sky, red dirt road, and lemon-yellow house	wide blue sky, red dirt road, and lemon-yellow house
Mary collects colors.	Mary is standing at the window looking out.
(The men are interested in black and white only.)	• *(The pictures they are looking at are black and white only.)* • *(Mary is in a bright blue dress.)* • *(The men are in black, white, and brown clothes.)*
(Walt is asking Mary to help him build a colorful ride that teaches people about others around the world.)	*(Walt is talking on the phone.)*

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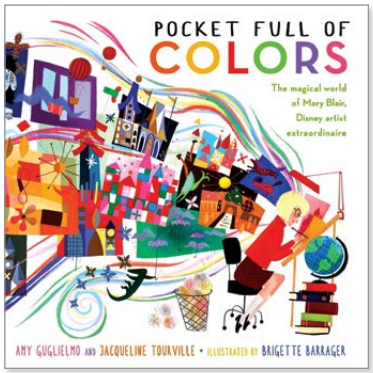
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Remind children that *Pocket Full of Colors* is a biography of the artist Mary Blair. Revisit the **Use Words and Images Graphic Organizer** and find details that relate to the **Unit Topic: Color in Art.** *(Answers may refer to details such as that Mary collects colors or Walt wants her to help him build a colorful ride.)*
- **Ask,** *"How do the words and pictures connect on the pages we looked closely at?" (They each give some of the same details but sometimes the words say more, like on p. 30. Sometimes the pictures show more details, like on pp. 16–17.)*
- Have children **Turn and Talk** about ways Mary used the colors she collected in her artwork. Have volunteers share their ideas with the larger group. *(Answers may vary but should reflect ideas found in the words, such as the caterpillar from* Alice in Wonderland *was aquamarine, a color Mary collected in Brazil, Argentina, and Peru.)*

EL **GROUP STRATEGICALLY** Partner children of varying English language proficiencies during the **Turn and Talk.** Invite them to share their sentences in tandem with the group.



Pocket Full of Colors

USE WORDS AND IMAGES	
Details from Words	**Details from Images**
wide blue sky, red dirt road, and lemon-yellow house	wide blue sky, red dirt road, and lemon-yellow house
Mary collects colors.	Mary is standing at the window looking out.
The men are interested in black and white only.	• The pictures they are looking at are black and white only. • Mary is in a bright blue dress. • The men are in black, white, and brown clothes.
Walt is asking Mary to help him build a colorful ride that teaches people about others around the world.	Walt is talking on the phone.

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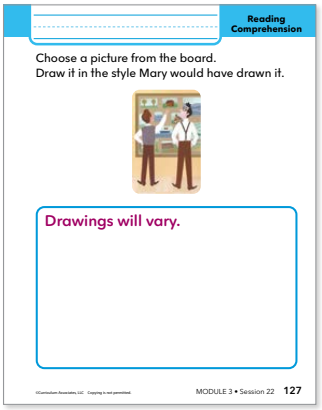
Assess

- Have children turn to p. 127 in their **Student Worktext.** Point out that the picture is from *Pocket Full of Colors* and shows the men pointing to artwork that does not use Mary's vibrant colors. You might discuss some of the images. **Say,** *"The man is pointing to the house. The color of the house is just brown. I wonder how Mary would have made that house look."*
- Read aloud the directions. Have children draw a picture that shows colors that Mary might use.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to draw a picture that represents Mary's vibrant color use…*

THEN Review the pages in *Pocket Full of Colors* and talk about the vibrant colors seen in the artwork that Mary creates. Have children find colors in their crayons' or markers' box that are very bright. Encourage them to use those colors in their drawings.


Reading Comprehension

Choose a picture from the board.
Draw it in the style Mary would have drawn it.

Drawings will vary.

MODULE 3 • Session 22 127

Student Worktext, p. 127

Revisit the Topic

- Remind children of the **Unit Topic: Color in Art.** Prompt them to think about how Mary used color in her work.
- **Ask,** *"Where did Mary get the colors she collected?" (Answers will vary but should reflect the understanding that she collected them from different parts of her life.)*
- Have children think about places that are colorful and suggest where they might collect colors like Mary did.

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TARGETED INSTRUCTION • Grammar

Pronoun *I* (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will capitalize the pronoun I."*

TEACH Explain what the pronoun *I* means.

- Explain to children that a *pronoun* is "a word that takes the place of a noun." The word *I* is a pronoun that is used when someone is talking about themselves. The pronoun *I* replaces your name, which is a noun.
  - **Say,** *"When I am talking about myself, I can use the word* I *instead of calling myself by my name."* Give an example of using *I*. **Say,** *"If I want to tell you my favorite color, I can say, 'I like red.' I would not say, 'Ms. Simons likes red.'"*
  - Point out that the pronoun *I* is always capitalized. Write a capital *I*.

MODEL Model writing a sentence with the pronoun *I*.

TIP As you write, you may encourage children to guide your writing by answering questions you prompt them with. For example, *What direction do I write? (left to right) How do I separate words in a sentence? (with a finger space)*

Think Aloud: *"I want to tell you how I feel about art. I will write this sentence:* I like art. *First, I count the words in my sentence.* I - like - art. *There are three words.* I *is the first word. When I write the word* I, *it needs to be a capital letter."* Write the word *I*. *"I will leave a finger space before I write the next word. The next word is like."* Model a finger space and write *like*. *"The last word is art."* Model a finger space and write *art*. Add a period. Reread your sentence, pointing to each word.

APPLY Have children use the pronoun *I*.

- Explain that children will use the pronoun *I* when they write about something they like. Have children **Turn and Talk** to tell their partner something they like.
- Have children turn to **Student Worktext** p. 128. First, have children draw what they like. Next, have children point to the pronoun *I*. **Ask,** *"Is the word* I *a capital letter or lowercase letter?" (capital)* Instruct children to trace the capital *I*. Then read the word *like* together before they complete the sentence frame with a word that matches their drawing. Encourage children to write a letter for each sound they hear in the word.

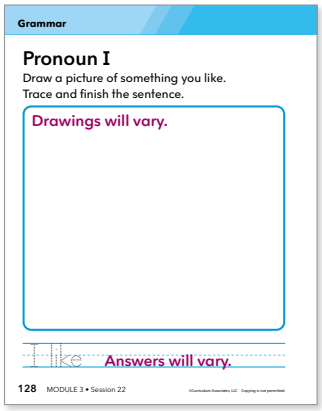
TIP Remember, just like labeling, children are not expected to spell their word correctly. Encourage children to listen to the first sound they hear and write a letter for that sound.

EL SCAFFOLD RESPONSES Help children brainstorm activities that might complete their opinion statements such as *tag, jumping rope, dogs, swimming, flowers, dinosaurs.*

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to capitalize the pronoun* I…

THEN Have children practice writing a capital *I* in shaving cream, sand, or by tracing a capital *I* written with a highlighter.


Grammar

Pronoun I

Draw a picture of something you like.
Trace and finish the sentence.

Drawings will vary.

I like Answers will vary.

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Student Worktext, p. 128

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SESSION PREVIEW

MODULE 3 • Session 23

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Blend the first sound and the rest of the word and recognize sounds. • Recognize, name, and write letter *Ee*. • Connect letter *Ee* to its sound. • Listen and look for letter *Ee*. • Identify words when reading.	• Describe the connection between people and events in a text. • Understand and express an opinion.	• Describe connections between people in a biography.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 256) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 260) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 2, Module 3, Session 23 • **Word Building Cards:** *E, e* • **SS&A Cards and Video:** Short *e* • **Letter Formation Guide** • ***Alphabet Tales***	• **Integrated Literacy Slides:** Unit 2, Module 3, Session 23 • **Vocabulary Cards:** *collect, vibrant, designing* • **Anchor Chart:** Describe Connections • **Graphic Organizer:** Describe Connections	• **Alphabet Book:** *Ee* • Additional materials vary based on class needs–*See Weekly Materials (p. 229) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children to state their own opinion, with a reason, in a jigsaw format during Turn and Talk in Writing: Opinion on p. 266.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Assign groups or partners different pages of the book. Provide the sentence frame *I like the* ___ for the group or partner to state what they agree they like about that page. Model an example. **Say,** *"I like the flowers."* Then have a spokesperson for each group or partner share the opinion that was agreed upon. After all the groups have shared, ask volunteers to recount some of the opinions before children begin working on their own.	Assign groups or partners different pages of the book. Have each pair or group work together to state an opinion. Remind children to name something they like and one thing they don't like. As needed, review examples modeled in the think aloud. Provide a sentence frame to support each group/pair in the jigsaw to present their opinion: • *I like* ___ *because* ___*, but I don't like* ___ *because* ___.	Assign groups or partners different pages of the book. Ask each pair/group to state and support an opinion about their page. Support children to use the word *because* or *the reason is* to connect the opinion and related reason. Model the structure, for example: *I like the birds because they are looking at the painting. I don't like Mary's glasses, and the reason is that they are red.* Have each jigsaw group/pair share their opinion before children write.

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will blend the first sound and the rest of the word and recognize sounds.
- I will recognize, name, and write letter *Ee*.
- I will connect letter *Ee* to its sound.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Blend Onset and Rime

EL **SCAFFOLD RESPONSES** Help children hear each word part and the sounds. Say the onset slowly and have children repeat. Then say the rime slowly and have children repeat. Next, have partners take turns saying the blended words to each other.

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *pen*.

Listen to the Sounds: *"I am going to blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /p/ /ĕn/."*

Blend the Sounds Together: *"Now I will blend the parts of the word together: /p/ /ĕn/,* pen. *The word is* pen."

APPLY Have children blend the onset and rime in *set*.

Listen to the Sounds: *"Your turn! Listen as I say the first sound and the rest of the word: /s/ /ĕt/."*

Blend the Sounds Together: *"Now **you** blend the sounds together to say the word."* (/s/ /ĕt/, set) *"What is the word?"* (set)

Now use the routine and have children blend onset and rime in the words below. Correct all errors.

/b/ /ĕd/, bed	**/w/ /ĭn/, win**
/d/ /ŏck/, dock	**/l/ /ĕt/, let**

CHECK FOR understanding

IF *Children are not yet able to blend onset and rime in single-syllable words…*

THEN Have children say the onset as they tap one pointer finger on the table. Then have them say the rime as they tap the other pointer finger on the table. Guide them to blend the onset and rime to say the word as they slide their pointer fingers together on the table.

PHONOLOGICAL AWARENESS

Recognize Letter Sounds

TIP To help children hear the medial sound, say each word slowly, stretching out each phoneme. Tell children they will hear three sounds in each word.

RECOGNIZE LETTER SOUNDS ROUTINE

MODEL Listen for the middle sound in the word *met*.

Listen for the Sound: *"I am going to listen for the middle sound in the word* met."

Say the Sound: *"Now I will say the middle sound I hear in* met*: /ĕ/. The middle sound in* met *is /ĕ/."*

APPLY Have children listen for the middle sound in the word *need*.

Listen for the Sound: *"Your turn! What is the middle sound in the word* need?"

Say the Sound: *"Now **you** say the middle sound you hear." (/ē/) "Again." (/ē/)*

Then use the routine and have children listen for the middle sound in each word below. Correct all errors.

bet, /ĕ/	**not, /ŏ/**	**beep, /ē/**
fit, /ĭ/	**set, /ĕ/**	**tap, /ă/**

Say the words above and challenge children to shout out the words that do not have /ĕ/ in the middle.

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Learn Letters! (25 MIN.)

PHONICS

Reinforce *Ee*

EL **SUPPORT LANGUAGE TRANSFER** In Spanish and Mandarin, there is no distinction made between short and long *e*. Children may confuse them. Review the two sounds in isolation and then in words with children.

TEACH Display **Word Building Cards** *E* and *e*. **Say,** *"Remember, this is the uppercase, or capital, E, and this is the lowercase e."* Have children say the letter name. Then display the **SS&A Cards.** Name the picture and review that the letter e can stand for the /ĕ/ sound at the beginning of the word *exit*. Use the articulation support.

APPLY Say each word below. Have children stand up for *E*-words and stay seated for non-*E*-words. Remind them that the sound /ĕ/ might be at the beginning or in the middle of the word.

set	cot	need
red	pin	**end**

If any children stand up for the word *need*, confirm that /ē/ is another sound that the letter *e* can stand for.

- In their **Student Worktext,** have children find and circle *Ee* in the Alphabet Apartments and then draw lines to match uppercase and lowercase letters as a review.

Then have children practice in their student worktexts connecting *e* to */ĕ/*.

CHECK FOR UNDERSTANDING

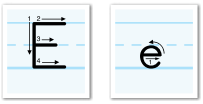
IF *Children are not yet able to connect the letter* e *to the sound /ĕ/ and identify words with* e…

THEN Display the **SS&A Cards** for *e* and say /ēēē/ slowly as you point to the letter and repeat the sound. Slowly say two- and three-phoneme words with short vowels *a*, *e*, *i*, or *o*. When children hear a word with /ĕ/, have them point to the letter on the card. If children continue to struggle, review the Recognize Letter Sounds lesson for further support.

Letter Formation: *Ee*

TIP Point out how to properly grip a pencil as you model how to form *E*, *e*. Observe children to assess grip and provide extra support for those who need practice.

MODEL Remind children how to form *E* and *e*. For directions on letter formation, please see the **Letter Formation Guide.**



APPLY As children practice in their student worktexts, have them say the letter name each time they write the letter.

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKTEXT	PAGE
Letter Recognition	pp. 129–130
Phonics	p. 131
Letter Formation	p. 132

Read Aloud!



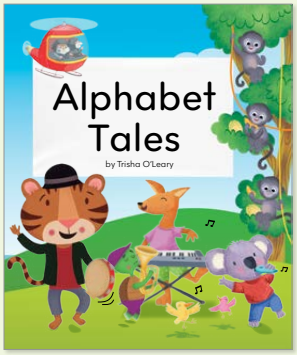
Turn to the next page to read aloud *Alphabet Tales* with children.

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will listen and look for letter *Ee*.
- I will identify words when I read.



Alphabet Tales

Read Aloud! (15 MIN.)

SESSION 23

Alphabet Tales

Say, *"Remember the rhyme about Emilio Elephant? Let's read it again!"*

This time as you read aloud "The Eager Elephant" on p. 12 of *Alphabet Tales*, point out the words with long *e*: *eager, eater, meet, street, he, cheese, eats, easy, green, peas, evening, breeze, heat, eat.* **Say,** *"You know that the letter e can stand for the sound /ĕ/. It can also stand for the sound /ē/. This is called the long e sound. When e stands for its long sound, it says its name: /ēēē/."*

CONCEPTS OF PRINT

Identifying a Word

REVIEW/APPLY Remind children that they know that words are made up of letters and there are spaces between words in a sentence. Hold up *Alphabet Tales* and reread p. 12. When you finish, ask a child to come up and point to a word. **Ask,** *"How do we know this is a word?"* (Point to the word.) *(It is made up of letters close together. There may be a space before it, after it, or both before and after it.)*

CHECK FOR UNDERSTANDING

IF *Children are not yet able to identify a word in a passage…*

THEN Use a familiar text children can read. Have children point to a word on the page. Help them identify the letters in the word and any space before or after the word.

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Ee

The Eager Elephant



The most excellent eater you'll ever meet
is the eager elephant from Eleventh Street!
He enjoys enchiladas with extra cheese.
He eats eggs over easy with a side of green peas.
He eats in the evening, in the breeze or the heat.
There's no food on Earth that Emilio won't eat!



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Ee is for ...



elephant



enchiladas



eggs



evening

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READING COMPREHENSION

Learning Goals

To understand how artists use color to express themselves, I will:

- describe the connection between people and events in a text.
- understand and express an opinion.



Pocket Full of Colors

Genre: Biography

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Color in Art.** Ask them to share an example of how they use color in their own drawings and other art.
- Display the cover of *Pocket Full of Colors*. Remind children that this text is a biography, which gives information about a real person's life.
- **Ask,** *"How did Mary Blair use color in her artwork?" (Sample answer: Mary used colors from her life in her artwork.)* Use **Raise a Hand** to have volunteers share information they learned while reading and rereading Blair's biography as a class.

STEP 2 | Review Key Vocabulary

- Use the routine and cards to introduce the words. Use the **Cognate Routine** to connect new words to words children know in their home language.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Yes/No
 **collect** EL Spanish cognate: *coleccionar/ recolectar*	When you collect things, you gather them together.	When I go to the beach, I collect shells.	Does this sound like the meaning for the word *collect*? Jase drops pebbles on the ground as he walks. *(no)*
 **vibrant** EL Spanish cognate: *vibrante*	Vibrant means very bright.	The sunset is filled with vibrant colors like red and purple.	Does this sound like the meaning for the word *vibrant*? The lights in the theater were so bright, I had to cover my eyes. *(yes)*
 **designing** EL Spanish cognate: *diseñando*	When you are designing something, you are making or creating it.	The artist is designing a new chair.	Does this sound like the meaning for the word *designing*? Kiara built a sandcastle with seashells decorating the sides. *(yes)*

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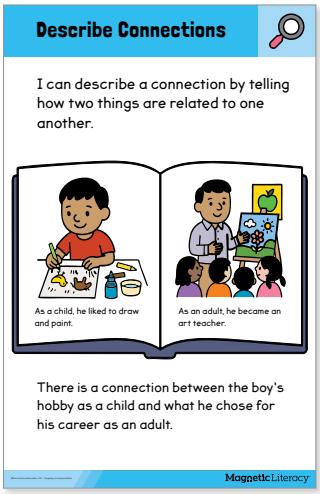
STEP 3 | Teach: Describe Connections

Revisit today's **Learning Goal. Say,** *"When we read the text, we will describe the connection between the people and events."*

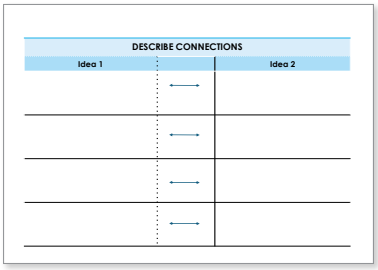
TEACH Review what it means for two ideas in a text to be connected.

- Display and read aloud the **Describe Connections Anchor Chart.** Tell children that together they will find connections between people and events in the biography of Mary Blair, *Pocket Full of Colors*.
- Explain how authors use connections when they write.
  - **Say,** *"Authors often use connections between ideas, events, and people to help tell their stories or to tell about a person's life in a biography. When authors make connections, they are helping us see ways that ideas, events, or people are related to each other."*
  - Point out that we can use those connections to better understand what we read. **Say,** *"Those connections might help us understand why a person grew up the way they did or why an event later in the story happened the way it did."*
  - Explain that in a biography, readers often find connections between events that happen in the person's life. **Say,** *"When Mary Blair got a job at Walt Disney Studios, she got to use her colors for Walt Disney. As we read, we will look for ways Mary and Walt Disney are connected."*
- Tell children that as you read, they will help you track connections on the **Describe Connections Graphic Organizer.**

EL CONNECT TO COGNATES Use the **Language Connections** routine and ask children who speak Spanish and other Latin-based languages what the cognate for *connections* is (*conexciones*). Note that the word part *con* (in Spanish) is in the word as a clue to remind them that they are connecting one person or thing with another.



Describe Connections Anchor Chart



Describe Connections Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read aloud the text, stopping at the following points to guide children to make connections between people in the text as they continue to build knowledge of the use of color in art.

PAGES 14–15



MODEL Model thinking about the connection between Mary Blair and Walt Disney.

Think Aloud: *"This part of Mary's story is so exciting! She gets hired by Walt Disney Studios. The author describes this event as an opportunity for Mary's colors to finally have the chance to run, dance, and play. I see her colors dancing on p. 14. On p. 15, I see Walt Disney waiting for Mary to arrive. He seems happy to see her. There is a connection between Mary Blair and Walt Disney now. He is her boss. She works for him."*

- Record this connection on the **Describe Connections Graphic Organizer.**

EL **BUILD BACKGROUND** Ask children to describe what they know about Walt Disney and any of the amusement parks he made. Invite them to specifically share what they noticed about color with a partner.

PAGES 20–21



APPLY Have children think about the connection between Mary Blair and Walt Disney.

- **Say,** *"In* Pocket Full of Colors, *Walt Disney and Mary Blair are connected to each other through events that happen in Mary's life. Let's think about how Mary and Walt are connected to each other."*
  - **Ask,** *"Where are Walt Disney and Mary Blair going?" (South America) "Why is Walt taking Mary there?" (He wants her to meet some new colors.)*
  - Point out that the men Mary worked with in the studio didn't know what to do about all her colors, but Walt Disney loved her colors.
  - *"How can we relate this event to when Mary first got hired by the studio?" (Walt Disney hired Mary to use her colors, and he wants her to collect more colors now.)*
- Record this connection in the graphic organizer.

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PAGES 30–31

APPLY Have children think about the connection between Mary Blair and Walt Disney.

- **Ask,** *"Before we read these pages, what did Mary do?" (She quit her job at the studio and designed advertisements.)*
  - *"What happens on these pages?" (Walt Disney calls Mary Blair and tells her about his plan to use her colors to build a special ride. Mary Blair says she will come back but she has to be the one in charge.)*
- Have children **Turn and Talk** about a connection they see between Mary and Walt. Then have several volunteers share their connections with the class.
  - Point out that Walt continues to believe in Mary and her colors.
- Record children's connections on the graphic organizer.



EL **AMPLIFY TEXT STRUCTURE** Remind children that illustrations sometimes show important information that is not said in the text. Ask children to point to things that happen in Blair's life that are not expressed directly in words. Show p. 15. Explain that the grays and muted colors in this illustration are clues that Disney Studios was not as colorful or welcoming as Blair had hoped. Tell children to pay close attention to the pictures to fully understand events in Blair's life. Invite children to analyze illustrations and share what they notice with a partner.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe connections between Mary and Walt…*

THEN Revisit pp. 14–15, pp. 20–31, and pp. 30–31. Have children study the expressions on Walt's face and on Mary's face. Talk about this important connection between Walt Disney and Mary Blair. **Say,** *"Walt Disney seems to trust Mary Blair to use her colors in appropriate ways. He is offering to have her build a ride. That sounds like a big project."*

DESCRIBE CONNECTIONS

Idea 1		Idea 2
Mary is hired by Walt Disney Studios.	⟷	Walt Disney is Mary's boss.
(Mary goes to South America to collect more colors.)	⟷	*(Walt likes Mary's colors and wants her to collect more.)*
(Mary goes back to Walt Disney Studios to use her colors for a new ride.)	⟷	*(Walt hires Mary again to use her colors for a new ride.)*

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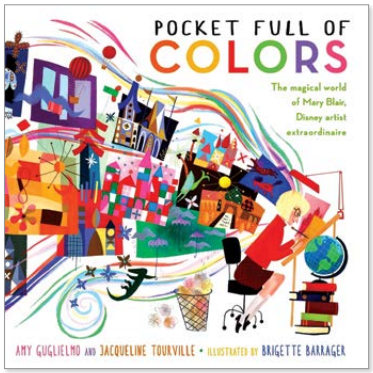
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Display and read aloud the **Describe Connections Graphic Organizer** notes. Point out how Mary's colors were involved with each new connection she had with Walt Disney.
- **Say,** *"On pp. 20–21, we learn how Walt helps Mary collect more colors. It is because of his offer to go to South America that she collects so many more colors."*
- Have children **Turn and Talk** about other connections between Walt and Mary. Prompt them to consider how the connections in the text led to Mary building a new ride for Walt Disney. *(Answers will vary but should show that Walt wanted Mary to see other parts of the world so she could help him build his ride with all her colors.)*
  - **Ask,** *"At the end of the biography, why do you think the author said that the ride was Mary's world?" (because it was so colorful like her and she helped design it)*

EL **VALUE STUDENT ASSETS** Ask children whose families are from South America to describe some of the colors they might see there. Show images of people and places in Brazil, Bolivia, Peru, Columbia, or Ecuador. Invite them to specifically share what they noticed about color in these countries.



Pocket Full of Colors

DESCRIBE CONNECTIONS		
Idea 1		**Idea 2**
Mary is hired by Walt Disney Studios.	⟷	Walt Disney is Mary's boss.
Mary goes to South America to collect more colors.	⟷	Walt likes Mary's colors and wants her to collect more.
Mary goes back to Walt Disney Studios to use her colors for a new ride.	⟷	Walt hires Mary again to use her colors for a new ride.

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EXIT TICKET

Assess

- Have children turn to p. 133 in their **Student Worktext.** Read aloud the directions and the phrases that go with each image. Have children circle the correct response.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to understand connections between Walt and Mary...*

THEN Review the pages from the session's stopping points. Guide children to retell what happens on those pages and how Walt and Mary are connected.


Reading Comprehension

Circle the words that tell how Walt used Mary's colors.

for painting rainbows

for designing a ride

Art

for children's books

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MODULE 3 • Session 23 133

Student Worktext, p. 133

Revisit the Topic

- Revisit the **Essential Question: How do artists use color to express themselves?** **Ask,** *"How did Mary use color?" (She used color to design things for Disney movies, like Cinderella's coach, and for TV commercials, and to design a ride.) "Why do you think Mary used such bright colors in her work?" (I think bright colors made her happy.)*
- Remind children of the **Unit Topic: Color in Art.** Ask them to **Turn and Talk** about how *Pocket Full of Colors* fits into the unit topic. Remind them to use details from the text to explain their thoughts.

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TARGETED INSTRUCTION • Writing

Opinion (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will state an opinion."*

TEACH Define *opinion.*

- Explain to children that an *opinion* is "what a person thinks or feels about something." Point out that people's opinions about something may be different.
- Display and read aloud the opinion you wrote about art in the previous session: *I like art.* **Say,** *"When I shared my opinion about art, I said I liked it. Someone else may have said they found art boring or hard to do. Everyone may have a different opinion, or the way they feel about something, and that's okay."*

MODEL Model stating an opinion with the phrase *I like.*

- Display pp. 22-23 from *Pocket Full of Colors.*

  Think Aloud: *"When I look at this picture, I see many things I like and a few things I don't like. I can tell my opinion by saying what I like. I can start with the words* I like the ___. I like the sun. I like the birds. I like the trees. *I can also tell what I don't like. I can start with the words* I don't like the ___. I don't like the buildings. *I have shared my opinions with you. You might have similar or different opinions."*



***Pocket Full of Colors*, pp. 22-23**

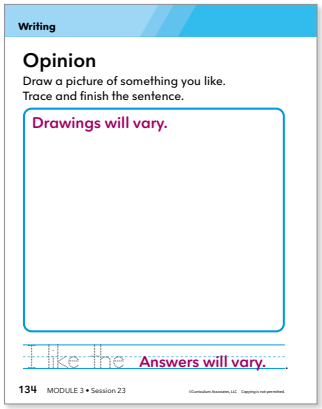
APPLY Have children state their opinion.

- Give children time to look at the same picture from *Pocket Full of Colors* to notice something they like.
  - Have children **Turn and Talk** to tell their partner what they like. Provide the sentence frame: *I like the* ___.

EL See the Session Preview for differentiated EL support.

- Have children turn to **Student Worktext** p. 134. Explain that they will draw a picture to go with the opinion they shared with their partner. Then they will complete the sentence frame: *I like the* ___.
- Have children point to the word *I* and remind them that *I* is a capital letter. Have them track and choral read the sentence frame: *I like the* ___. Then have children write a word to match their picture and opinion.

TIP Encourage children to repeat the word they are writing, listening for each sound they hear. Direct children to write a letter for each sound. It is okay if they only hear the first sound or the first and last sounds.



Student Worktext, p. 134

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to state their opinion…*

THEN Use more familiar examples to help children state their opinion. Ask questions to help prompt an opinion statement. For example, *What is your favorite color? What kind of breakfast do you like?* Provide children with a sentence frame to respond: *I like* ___.

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SESSION PREVIEW

MODULE 3 • Session 24

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Break words into their first sound and the rest of the word. • Recognize, name, and write letters *Ee* and *Dd*. • Read, build, and write words with short *e*. • Read words with *Ee*. • Tell apart letters and words in print.	• Describe the connection between events and ideas in a text. • Write or say an opinion and give a reason.	• Describe connections between people and events in a biography.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 268) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 272) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 2, Module 3, Session 24 • **Word Building Cards:** *d, E, e, m, r, t* • **Letter Formation Guide**	• **Integrated Literacy Slides:** Unit 2, Module 3, Session 24 • **Vocabulary Cards:** *collect, vibrant, designing* • **Anchor Chart:** Describe Connections • **Graphic Organizer:** Describe Connections	• **Alphabet Book:** *Ee* • Additional materials vary based on class needs–*See Weekly Materials (p. 229) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children as they describe connections in *Pocket Full of Color* during Read and Discuss on p. 274.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Offer language and examples to help children describe connections, such as *key detail, main topic, Mary Blair, Walt Disney, her Disney coworkers, events,* and *retelling*. Model using this language with simple prompts. **Ask,** *"What do you call a shorter version of a text?" (a retelling) "Who loved Mary Blair's colors?" (Walt Disney) "Who rejected Mary Blair's ideas?" (her Disney coworkers)* Provide examples and visuals to further support comprehension. Encourage children to answer other connection questions using key words.	Group children in triads and have each child be responsible for describing a connection using a complete sentence and key words. Offer key words, such as *key detail, main topic,* and *retelling*. Provide children with oral and written sentence frames to describe connections: • *A shorter version of a ___ is called a ___.* • *Walt Disney loved ___.* • *Mary Blair's Disney coworkers thought ___.*	Form pairs. Ask children to take turns describing connections between people using complete sentences. Encourage children to use key words and add details. For example, children may suggest a sentence such as *Walt Disney loved Mary Blair's vibrant colors.* Encourage them to add related details, such as *like lemon yellow and aquamarine.*

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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will break words into their first sound and the rest of the word.
- I will recognize, name, and write letters *Ee* and *Dd*.
- I will read, build, and write words with short *e*.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Segment Onset and Rime

EL **SCAFFOLD RESPONSES** To help children hear the sounds in both the onset and rime, use your hands. Put your hands together and say /f/ /ĕd/. Raise your right hand and say /f/. Raise your left hand and say /ĕd/.

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *fed*.

Listen to the Word: *"I am going to break the word* fed *into two parts: the first sound and the rest of the word."*

Say the Sounds in the Word: *"The first sound in* fed *is /f/. The rest of the word is /ĕd/. The two parts of* fed *are /f/ /ĕd/."*

APPLY Have children segment the onset and rime in *ten*.

Listen to the Word: *"Your turn! Listen to the word:* ten."

Say the Sounds in the Word: *"Now* ***you*** *say the first sound you hear in* ten." *(/t/) "What is the rest of the word?" (/ĕn/) "What are the two parts of* ten*?" (/t/ /ĕn/)*

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

hen, /h/ /ĕn/

dock, /d/ /ŏk/

lad, /l/ /ăd/

pet, /p/ /ĕt/

CHECK FOR UNDERSTANDING

IF *Children are not yet able to segment onset and rime in single-syllable words with medial /ĕ/…*

THEN Use cubes as visual and tactile support. Have children place one cube to represent the onset and another cube to represent the rest of the word. Touch each cube and repeat each part of the word.

Learn Letters! (25 MIN.)

PHONICS

Reinforce *Ee*

REVIEW Reinforce letter recognition by displaying **Word Building Cards** *E* and *e* and calling on children to say the letter names and sounds. Repeat as needed. Then include other **Word Building Cards** and have children identify the *E* and *e* cards from among them.

Letter Formation: *Ee* and *Dd*

REVIEW Reinforce letter formation by modeling again how to form uppercase *E* and lowercase *e*, as well as uppercase *D* and lowercase *d*. For directions on letter formation, please see the **Letter Formation Guide.**

APPLY Have children use a finger to draw letters *E, e* and *D, d* in the air before they practice in their student worktexts. Remind them to say the letter name and sound each time they write a letter.

Then have children practice their phonics skills in their **Student Worktext.**

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Read and Build Words

EL SCAFFOLD RESPONSES Strengthen the connection between letters and their sounds. After you build *red*, point to each letter, say its sound, and have children repeat. Then point to each letter and invite children to say each sound themselves.

MODEL Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *met*. Point to each letter as you say its name and sound: *m*, /m/; *e*, /ĕ/; *t*, /t/. Run your finger under the letters as you blend the sounds together to read aloud the word. **Say,** *"/m/ /ĕ/ /t/, the word is* met."

Now model building *met* with **Word Building Cards.** **Say,** *"We just read the word* met, *now we will build it. The first sound is /m/, so the first letter is* m." Place the card for *m*. Continue with the rest of the word. When finished, run your finger under the cards as you slowly say *met*.

APPLY Write and display the word *red*. Point to each letter. Have children name each letter and say its sound. (*r*, /r/; *e*, /ĕ/; *d*, /d/) Then have children blend the sounds together as you run your finger under the letters. **Ask,** *"What sounds?" (/r/ /ĕ/ /d/) "What word?"* (red)

Then have children use **Word Building Cards** to build the word *red* and read it aloud.

Write Words

TIP Make sure children use proper paper slant and pencil grip. They should hold their pencil between their thumb and index finger, resting it on their middle finger. Assess pencil grip and offer support as needed.

TEACH/APPLY Tell children they will now use what they know about letters and sounds to write the words they just built. Dictate the words *met* and *red* for children to spell and write on a whiteboard.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to read, build, and spell words with /ĕ/…*

THEN Use the **SS&A Cards** to reteach the connection between the sounds and the letters in the words children are building and spelling.

APPLY/PRACTICE

Before children begin working, say picture names aloud.

STUDENT WORKTEXT	PAGE
Letter Formation	p. 136
Phonics	p. 137

Read Together!

Turn to the next page to read the Duet Passage with children.



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FOUNDATIONAL SKILLS • Letter *Ee*

Learning Goals

- I will read words with *Ee*.
- I will tell apart letters and words in print.

Read Together! (15 MIN.)

SESSION 24

Duet Passage

EL **BUILD BACKGROUND** Identify Deb in the story. Explain that she wants people to build a sculpture.

TEACH Remind children that they have been learning that the letter *e* stands for the /ĕ/ sound. They have already used their knowledge of letters and sounds to build and write some of the words in the Duet Passage. **Say,** *"Now it's time to read about Deb."*

APPLY Have children turn to **Student Worktext** pp. 138–139. Remind them that you will read aloud the blue lines and they will read the white lines. Remind them to point to each word as they read it.

Read the passage with children. Ask if they heard any long *e* words. Repeat the words *she, needed,* and *meet,* and point out that they contain the long *e* sound.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to read words with the letter* e…

THEN Use the **Word Building Cards** to review the one-to-one correspondence of each sound and letter in any missed words.

CONCEPTS OF PRINT

Distinguish Letters from Words

REVIEW Remind children that words are made up of letters and that words are separated by spaces. Have children look at the word *red* on p. 139 as you read it aloud. **Ask,** *"Is* red *a letter or a word?" (a word)* *"What letters are in this word?"* (r, e, d)

APPLY Have children point to each word in the last sentence of the Duet Passage, *Deb did it!* Then have them underline one word and circle a letter within that word in their student worktexts.

CHECK FOR UNDERSTANDING

IF *Children are not yet able to distinguish letters from words…*

THEN Write this sentence from the Duet Passage: *Deb met ten.* Have a child come up and point to each word. **Ask,** *"How many words are there?" (three)* Then have children point to each letter in one word.

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Read Together!

Words with **Ee**





Deb wanted to make a red sculpture.

She needed workers to build the sculpture.

How many workers did she meet?

Deb met ten.

They made the red sculpture. What color was it?

red

It looked great! Deb thanked the workers.

She fed them pizza. The workers cheered.

What did they say?

Deb did it!

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READING COMPREHENSION

Learning Goals

To understand how artists use color to express themselves, I will:

- describe the connection between events and ideas in a text.
- write or say an opinion and give a reason.



Pocket Full of Colors

Genre: Biography

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Color in Art.** Use **Raise a Hand** to have several volunteers share their favorite text from the unit.

EL **SCAFFOLD RESPONSES** Provide oral and written sentence frames to help children express their ideas in different ways:

- *My favorite text from the unit is* ___.
- *I like it because* ___.
- *I like the colors used in* ___.

- Display the cover of *Pocket Full of Colors*. Remind children that this text is a biography that tells the true story of Mary Blair's life. **Ask,** *"What have we learned about Mary Blair's life?" (Mary Blair was an artist who collected colors and used them in her artwork.)*

STEP 2 | Review Key Vocabulary

- Use the routine and cards to introduce the words. Use the **Cognate Routine** to connect new words to words children know in their home language.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Ask
 **collect** EL Spanish cognate: *coleccionar/ recolectar*	When you collect things, you gather them together.	When I go to the beach, I collect shells.	What did Mary collect?
 **vibrant** EL Spanish cognate: *vibrante*	Vibrant means very bright.	The sunset is filled with vibrant colors like red and purple.	What is your favorite vibrant color that Mary used?
 **designing** EL Spanish cognate: *diseñando*	When you are designing something, you are making or creating it.	The artist is designing a new chair.	What did Mary enjoy designing?

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STEP 3 | Teach: Describe Connections

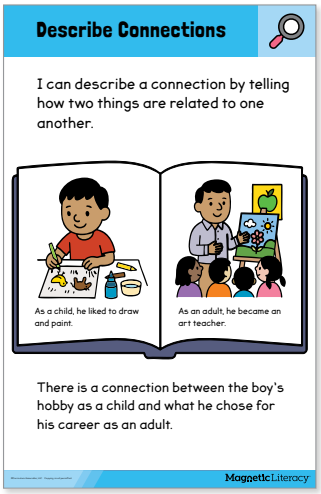
Revisit today's **Learning Goal. Say,** *"When we read the text, we will describe the connection between events and ideas in a text."*

TEACH Review what it means for two ideas in a text to be connected.

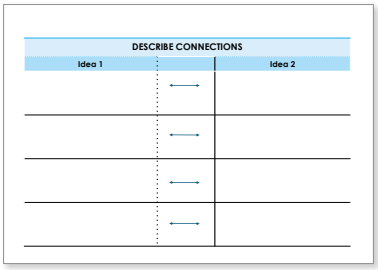
- Review the **Describe Connections Anchor Chart.** Remind children that they can make connections by telling how two things in a text are related to one another.
- **Say,** *"In the last session, we found connections between Mary Blair and Walt Disney."* Display the **Describe Connections Graphic Organizer** from the previous session. Review one connection between Mary and Walt. **Ask,** *"How did Walt help Mary collect more colors?" (He took her to South America.)*

DESCRIBE CONNECTIONS		
Idea 1		**Idea 2**
Mary is hired by Walt Disney Studios.	⟷	Walt Disney is Mary's boss.
Mary goes to South America to collect more colors.	⟷	Walt likes Mary's colors and wants her to collect more.
Mary goes back to Walt Disney Studios to use her colors for a new ride.	⟷	Walt hires Mary again to use her colors for a new ride.

- **Say,** *"In this session, we will be making more connections. Today we will make connections between how the events in Mary's life, including all her travel, connect to her art."*



Describe Connections Anchor Chart



Describe Connections Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read aloud the text, pausing at the stopping points to guide children to make connections between two pieces of information in the text while they continue to build knowledge of how artists use color to express themselves.

PAGE 9



MODEL Model how to describe connections.

Think Aloud: *"Mary traveled to California, and while she traveled, she collected colors she saw in the desert, near the ocean, and in the city. She used her sketchbook to save those colors for a later time. When I think about how her travels connect to her art, I think about how she collected those colors and saved them in her sketchbook for use at a later time. Her travels connect to the art in her sketchbook."*

- Record the connection on the graphic organizer.

PAGES 24-25



APPLY Have children describe connections between Mary's travel and her artwork.

- **Ask,** *"What did Mary do while she was in South America with Walt?" (She painted the scenery to capture the vibrant colors.)*
- **Ask,** *"How did Mary use the new colors she collected on her trip in her work at the studio? Give an example." (She added the new colors to her artwork. For example, she used lime green for* Peter Pan.*)*
- Have children **Turn and Talk** to describe the connection between Mary's travel and her artwork. Then have volunteers share their connections with the group.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe connections between Mary's travels to South America and how she used the new colors in her work at the studio…*

THEN Revisit pp. 22-25 in *Pocket Full of Colors*. Help children see the direct correlation made between the colors named on p. 23 and the colors used for Disney artwork on pp. 24-25.

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PAGES 34–35

APPLY Have children describe connections between Mary's travel and her artwork.

- **Ask,** *"How did Mary's colors take her on a trip around the globe?" (Mary had been collecting colors on her travels, so the colors reminded her of those travels.)*
- **Ask,** *"What's the connection between all those travels and Mary's artwork?" (Mary uses her collected colors in her artwork for the ride.)*
- Record this connection on the graphic organizer.



DESCRIBE CONNECTIONS		
Idea 1		**Idea 2**
Mary collects colors as she travels to California.	⟷	Mary saves those colors in her sketchbook.
(Mary goes to South America to collect more colors.)	⟷	*(Mary uses those colors in artwork for the studio.)*
(Mary has traveled many places and has collected colors.)	⟷	*(Mary uses all her collected colors in the ride she designs.)*

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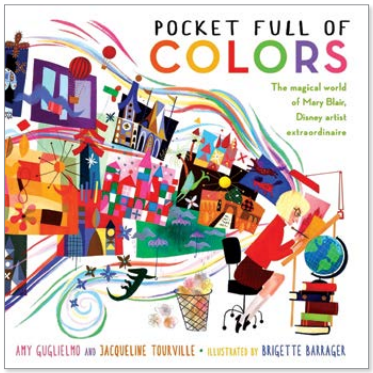
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Display and review the **Describe Connections Graphic Organizer.**
- Display and reread p. 9 in *Pocket Full of Colors.* Remind children of the connection they made on that page between Mary's travels and her art.
- Have children work in pairs to act out the connection on p. 9. One child may pretend to be Mary Blair as she travels to California and collects colors. The other child may pretend to be Mary Blair when she opens her sketchbook and saves her colors for another time.

DESCRIBE CONNECTIONS		
Idea 1		**Idea 2**
Mary collects colors as she travels to California.	⟷	Mary saves those colors in her sketchbook.
Mary goes to South America to collect more colors.	⟷	Mary uses those colors in artwork for the studio.
Mary has traveled many places and has collected colors.	⟷	Mary uses all her collected colors in the ride she designs.



Pocket Full of Colors

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EXIT TICKET

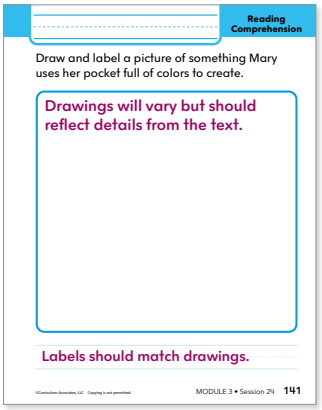
Assess

- Have children turn to p. 141 in the **Student Worktext.** Read aloud the directions.
- Have children draw and label a picture of something Mary uses her pocket full of colors to create.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify something Mary uses her colors to create…*

THEN Revisit the illustrations on pp. 13, 18–19, 24–26, 28–29, 34–35, and 38–39 in *Pocket Full of Colors*. **Ask,** *"What kinds of artwork did Mary create?"* Guide children to identify a connection between Mary's artwork and the colors she uses from her travels.



Reading Comprehension

Draw and label a picture of something Mary uses her pocket full of colors to create.

Drawings will vary but should reflect details from the text.

Labels should match drawings.

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Student Worktext, p. 141

Revisit the Topic

- **Ask,** *"How is Mary Blair similar to Alma Thomas as an artist?" (Answers may vary but should reflect the idea that both artists took their inspiration from the colors they found in the world around them.)*
- Have children think about and answer the **Essential Question: How do artists use color to express themselves?** Prompt them to answer as they think about any of the artists they read about in the unit. *(Answers will vary but should reflect an understanding of how an artist from the unit uses color. For example, Mary Blair uses color to express herself by using colors she has collected on her travels. That allows her to share her adventures with others.)*
- Have children **Turn and Talk** about this prompt: *Which artist did we read about that uses color the best? Tell why.* Invite volunteers to share their responses with the larger group. *(Answers will vary but should reflect an artist from the unit: the color Gray, Mo, Jo, Alma Thomas, Mary Blair.)*

EL **DEVELOP ORAL LANGUAGE** Provide oral and written sentence frames to children during the **Turn and Talk.** *I think that the artist who uses color best is ___ because ___.* Prompt children to practice saying their sentence before sharing aloud.

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TARGETED INSTRUCTION • Writing

Opinion and Reason (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will state an opinion and give a reason."*

TEACH Remind children what an opinion is and define *reason*.

- Tell children when we share an *opinion*, or "how we think or feel about something," it is important to also give a *reason*, or "why you think or feel that way."
- Explain that when we tell the reason for an opinion, we use the word *because* between our opinion and our reason. *I like going to the beach because I like to build sandcastles.*

EL **DEVELOP ACADEMIC LANGUAGE** Provide oral and written sentence frames to help children connect their opinion and reason. *My opinion is* ___ *because* ___. Provide visual representations to further support comprehension.

MODEL Model giving a reason for an opinion.

- Share a reason about why you like art, using your opinion from previous sessions.

  Think Aloud: *"You may want to know why I said I like art. I will give a reason to tell why. I will use the word* because *to signal to you that I am about to give my reason:* I like art because it helps me imagine places I've never been. *My opinion is:* I like art. *My reason is:* because it helps me imagine places I've never been."

APPLY Have children repeat their opinion and give a reason.

- Display pp. 22-23 from *Pocket Full of Colors*.
- Have children revisit **Student Worktext** p. 134. Remind them that they shared their opinion about the pictures from *Pocket Full of Colors*. Now they will give a reason for their opinion. Have children **Turn and Talk** to tell why they liked what they saw on pp. 22-23 in the text. Provide the sentence frame: *I like the* ___ *because* ___.
- Have children complete the activity on **Student Worktext** p. 142. Have them point to the word *I* while together you chorally read the sentence frame and track the print.
- Have children rewrite what they like and then write a reason. Remind them to write a letter for each sound they hear and to leave finger spaces between their words.

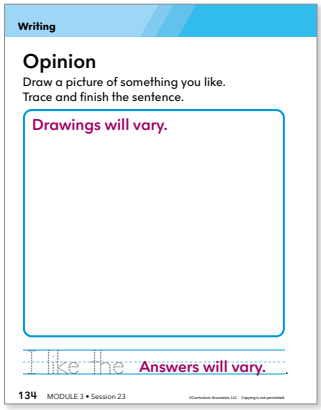
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to give a reason for their opinion…*

THEN Have children suggest reasons for their opinions about things that interest them in the classroom. For example, *You like cars and trucks. Why do you like them? You like the color purple. Why do you like it?* Provide children with a sentence frame to respond: *I like* ___ *because* ___.



***Pocket Full of Colors*, pp. 22-23**



Writing

Opinion

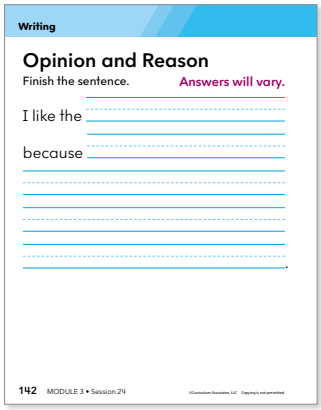
Draw a picture of something you like.
Trace and finish the sentence.

Drawings will vary.

I like the Answers will vary.

134 MODULE 3 • Session 23

Student Worktext, p. 134



Writing

Opinion and Reason

Finish the sentence. Answers will vary.

I like the _____

because _____

142 MODULE 3 • Session 24

Student Worktext, p. 142

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SESSION PREVIEW

MODULE 4 • Session 25

SESSION GOALS

FOUNDATIONAL SKILLS Assessment	INTEGRATED LITERACY Process Writing: Introduce	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
Complete Foundational Skills Unit 2 Assessment.	• Review the steps in the writing process. • Identify important parts of opinion writing. • Explore an opinion writing example.	• Identify an opinion and a reason in an example of opinion writing.

MATERIALS & PACING

FOUNDATIONAL SKILLS WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 280) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 2, Module 4, Session 25 • **Foundational Skills Unit 2 Assessment**	• **Integrated Literacy Slides:** Unit 2, Module 4, Session 25 • **Anchor Chart:** Steps in the Writing Process, Opinion Writing • **Modeling Text:** *Ablaze with Color*	• **Alphabet Book:** *Ee* • Additional materials vary based on class needs–*See Weekly Materials (p. 229) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Use **Collect and Display** to support children as they express an opinion and reason they heard before completing the **Student Worktext** page during Step 3: Apply on p. 282.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Display the exemplar painting. **Ask,** *"What did I say about this painting?"* Have partners talk and then share ideas. Affirm words and phrases *(favorite, your favorite)* and simple sentences (*You like it*). Record responses as you collect them. **Say,** *"Yes, I said this painting is my favorite. That is my opinion."* Then **ask,** *"Why is this my favorite painting?"* Record children's language. Then rephrase and record the more academic language as well.	Display the exemplar painting. **Ask,** *"What is my opinon about this painting?"* Have partners talk and share out using: • *You said this painting is ___. That is your opinion.* Record responses. Then **ask,** *"What is the reason for my opinion?"* Provide: • *It is your favorite because ___.* Record responses. Help rephrase using academic language and record again.	Display the exemplar painting. **Ask,** *"What is my opinion of this painting?"* Have partners talk and share out using: • *Your opinion is that this painting is ___.* Record responses. Then **ask,** *"What is the reason for my opinion?"* Provide: • *This painting is your favorite because ___.* Record what children say. Then ask children if they can help each other use more academic language. Record.

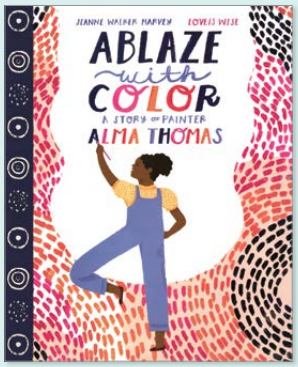
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PROCESS WRITING • Analyze the Task

Learning Goals

To write an opinion about an artwork in a text, I will:

- review the steps in the writing process.
- identify important parts of opinion writing.
- explore an opinion writing example.



Ablaze with Color

Genre: Biography

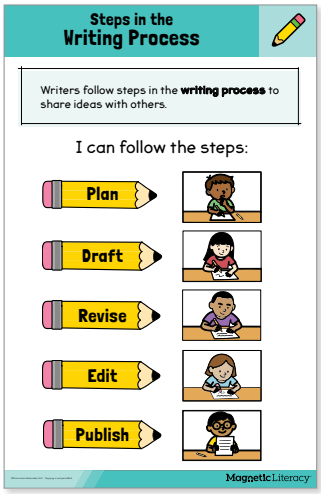
Introduce (45 MIN.)

STEP 1 | Teach

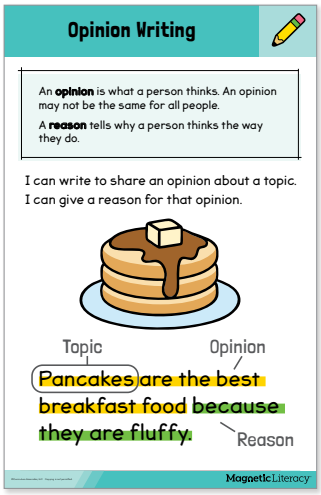
Review the writing process and introduce opinion writing.

- **Say,** *"When we want to share what we think about something, we can write about it. To do our best work, we can follow a set of steps called the writing process."*
- Display and read aloud the **Steps in the Writing Process Anchor Chart.**
- Display and read aloud the **Opinion Writing Anchor Chart.** Explain that **opinion writing** shares what a person thinks about something. Writers can use opinion writing to share their thoughts about things they have read or done.
- Remind children that a *writing prompt* "tells you what to write about." It might ask a question or ask you to explain something about a text or topic.
- Tell children they can write and draw to share what they think about a text.
  - **Say,** *"When I want to share an opinion about something I have read, I read it carefully. Then I think about the question I am answering."*
- Remind children that writing is using words and drawing is making a picture. These are both ways to share information.
- Tell children that when we share an *opinion*, or "what we think or feel about something," it is important to also give a *reason*, or "why you think or feel that way."
  - Explain that writers can use the word *because* to give a reason after stating an opinion.
- Explain that writers use the pronoun *I* when they share their opinions because it shows what they think.

EL CONNECT TO COGNATES Point out that people can have different opinions. Prompt speakers of Latin-based home languages to identify the cognate for *opinion*, such as *opinión* in Spanish. Encourage partners to share their opinions about a favorite fruit using the sentence frames: *My favorite fruit is ___. What's your favorite fruit?*



Steps in the Writing Process Anchor Chart



Opinion Writing Anchor Chart

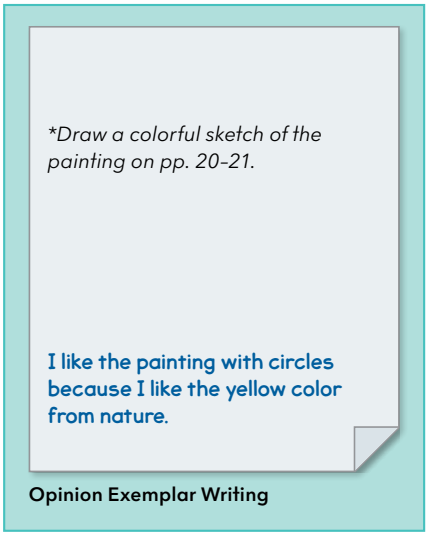
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ACADEMIC VOCABULARY
opinion writing

STEP 2 | Model

Model opinion writing.

- **Say,** *"For the last few weeks, we have been learning about colors, and how artists use colors to express feelings. One of the texts we read is* Ablaze with Color, *which tells about the artist Alma Thomas. I can write to share an opinion about Alma's art. I can answer the questions: Which of Alma's paintings is your favorite? What do you like most about it?"*
- Display the cover of *Ablaze with Color.* Flip through the pages and have children **Raise a Hand** to share details from the text.
  - **Say,** *"Alma loved the bright colors and patterns she saw in nature when she was a little girl. She noticed the colors and patterns in the wind, sunshine, and flowers. When she grew up, she still loved those things. Alma's memories of patterns of light and colors in nature inspired her new style of art."*
  - Remind children that a *connection* is "the way two things are related." Explain how there is a connection between nature and Alma's art.
  - Review pp. 20–25. **Ask,** *"How are Alma's paintings connected to her childhood?" (She remembered the colors and patterns from nature and used them in her paintings.)*
  - Review pp. 26–31. **Say,** *"Alma's paintings are displayed in galleries. They are colorful and full of patterns that were inspired by what she saw in nature."*
  - Review pp. 20–31 again. **Ask,** *"Which of Alma's paintings is your favorite? Why do you like it?" (Answers will vary.)*
  - **Say,** *"Everyone can have different opinions about Alma's paintings, and that is okay!"*



Opinion Exemplar Writing

- Turn to pp. 20–21. **Say,** *"This painting is my favorite. That is my opinion, and I can write to tell what I like most about it."*

TIP Keep pp. 20–21 on display so children can refer to them for the remainder of the session.

Think Aloud: *"I can draw and write to answer the writing prompt. I can use pictures and words to show which painting is my favorite and what I like most about it.*

The painting with the circles is my favorite. I like many things about it. I like the pattern, I like the circles, but what I like most is the yellow color in the background."

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PROCESS WRITING • Analyze the Task

Think Aloud: *"I like the yellow color in the background because the text says Alma used bright colors from nature in her paintings. That information connects what I see in the painting to what I learned about Alma. That is the reason for my opinion. You might have a different favorite painting or reason, and that's okay!"*

- Model drawing the painting on chart paper. Leave space to write under the drawing.
- Explain that you drew a picture to share your opinion about the text. Now, you will write a sentence that explains your picture.
  - **Say,** *"I drew a picture to share my opinion about* Ablaze with Color. *In my drawing, I drew Alma's painting with the circles. Next, I will write a sentence that explains my picture."*
- Below the drawing on the chart paper, write: *I like the painting with circles because I like the yellow color from nature.*
  - While writing, call attention to writing mechanics. Demonstrate that writing goes from left to right, a sentence starts with a capital letter and ends with a period, and there should be a space between words.
- Read aloud the sentence. Then have children chorally read it with you.
  - **Say,** *"The sentence answers the questions: Which of Alma's paintings is your favorite? What do you like most about it?"*

STEP 3 | Apply

Have children identify features of opinion writing.

- Remind children that you drew and wrote a sentence to share an opinion that answers questions about *Ablaze with Color.* **Ask,**
  - *"Did I draw a a painting from the text?" (yes) "Which painting did I draw?" (the one with the circles and yellow background)*
  - *"What is my opinion?" (I like the painting with the circles.)*
  - *"Did I give a reason to explain why the paining with the circles is my favorite?" (yes)*
  - *"What is my reason?" (I like the yellow color from nature.)*
  - *"What detail from the text connects to my reason?" (nature)*
- Have children **Turn and Talk** to share the opinion, reason, and the part that shows a connection to the text.

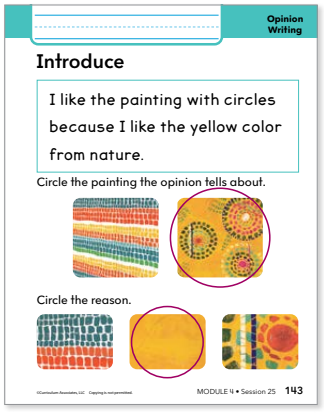
EL See the Session Preview for differentiated EL support.

- Have children turn to p. 143 in their **Student Worktext.** Read aloud the exemplar writing. Then read aloud the directions. Have children circle the picture that shows the opinion and then circle the picture that shows the reason for the opinion.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify features of opinion writing...*

THEN Ask questions about the exemplar, then point to the part of the writing that matches each response. **Ask,** *"Which painting is my favorite?" (the painting with the circles) "What is my reason?" (I like the yellow color from nature.)*


Opinion Writing

Introduce

I like the painting with circles because I like the yellow color from nature.

Circle the painting the opinion tells about.

Circle the reason.

MODULE 4 • Session 25 143

Student Worktext, p. 143

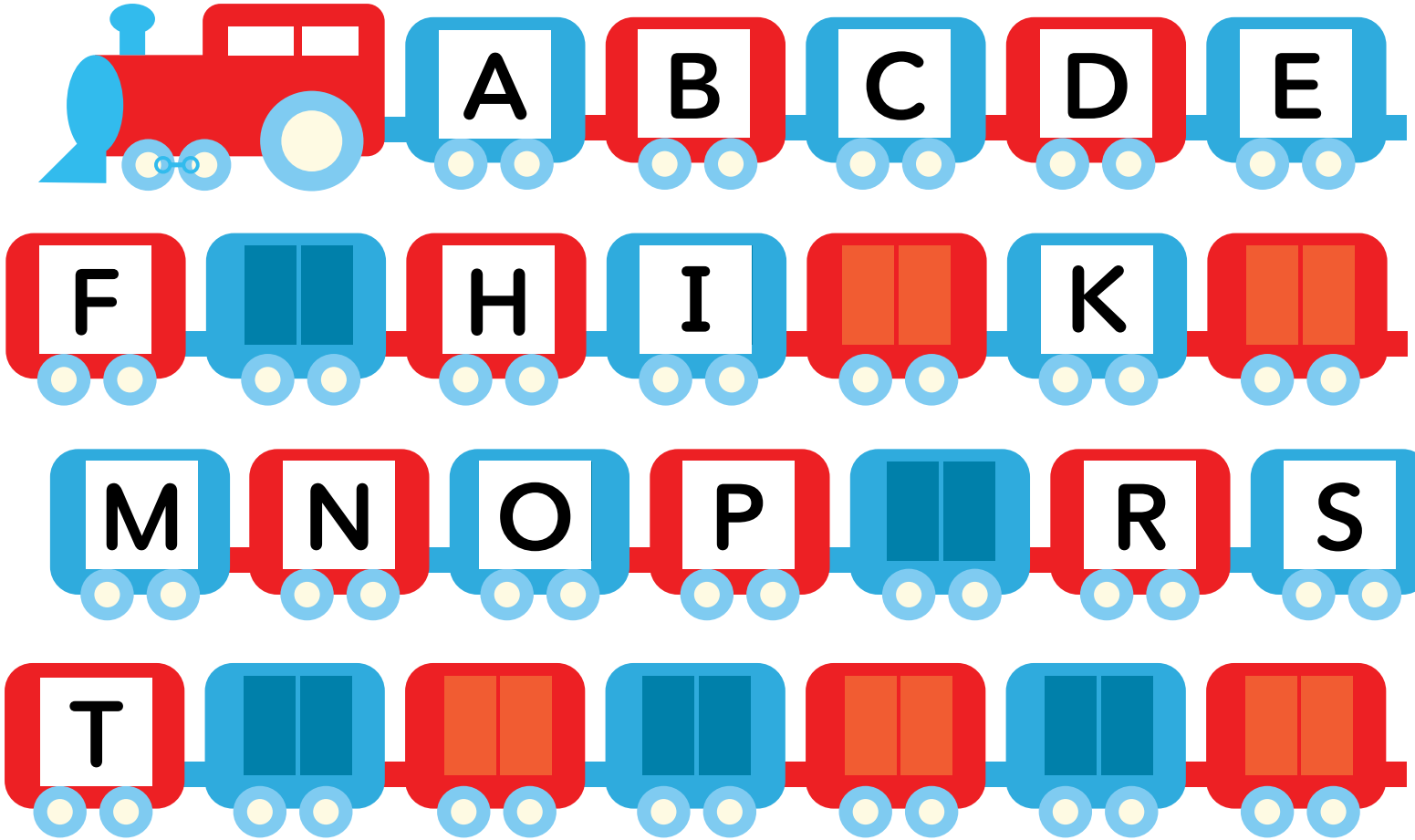
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Letter Recognition

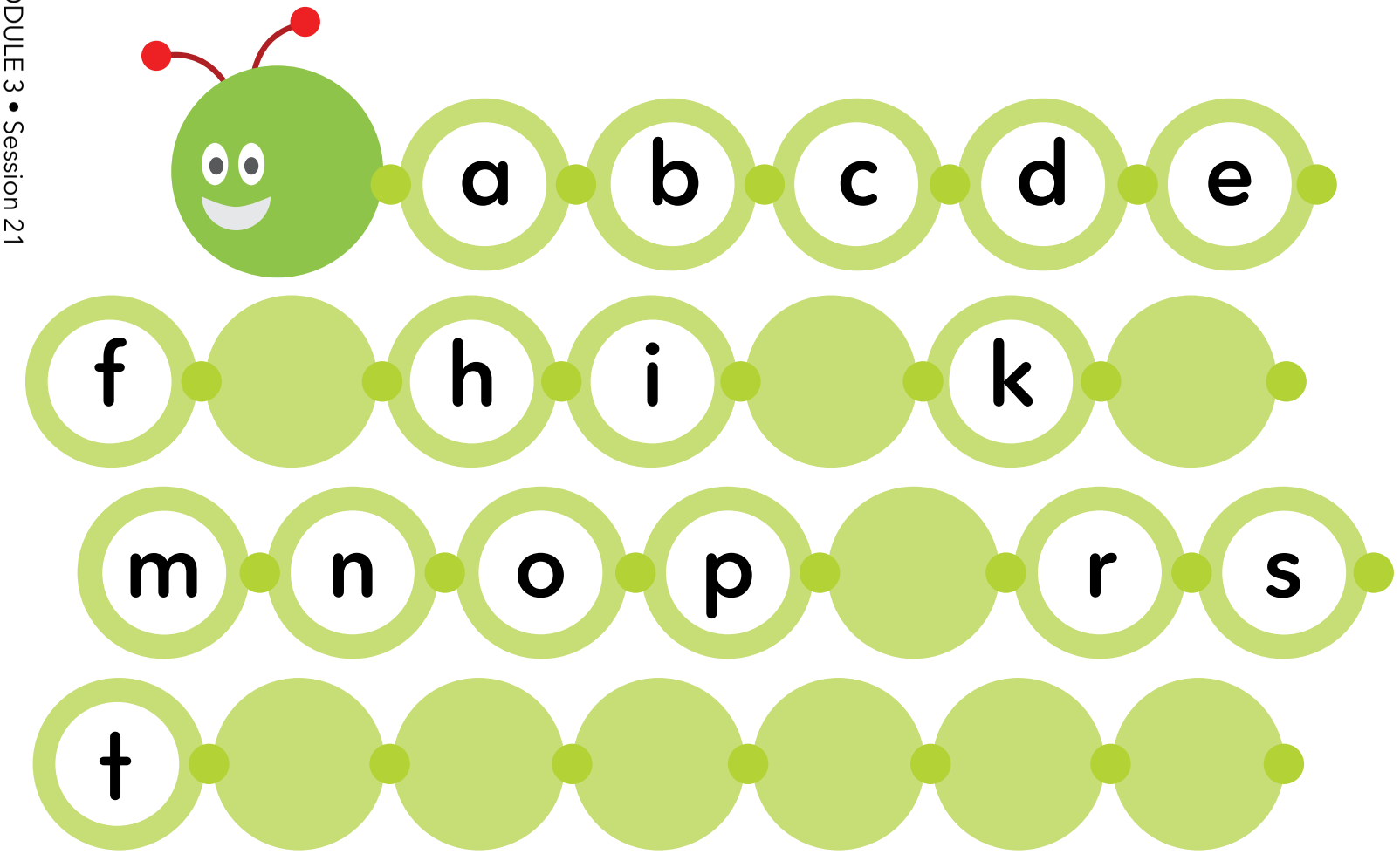
Circle the **E**. Then point to each letter and say its name.



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Letter Recognition

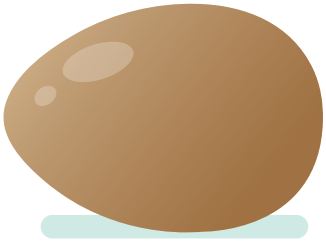
Circle the **e**. Then point to each letter and say its name.



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Phonics

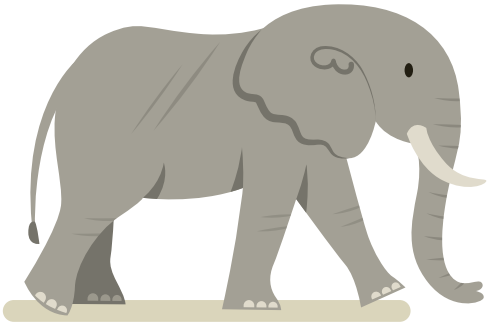
Which pictures start with **e**? Circle them.

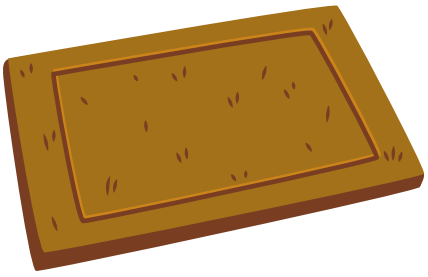








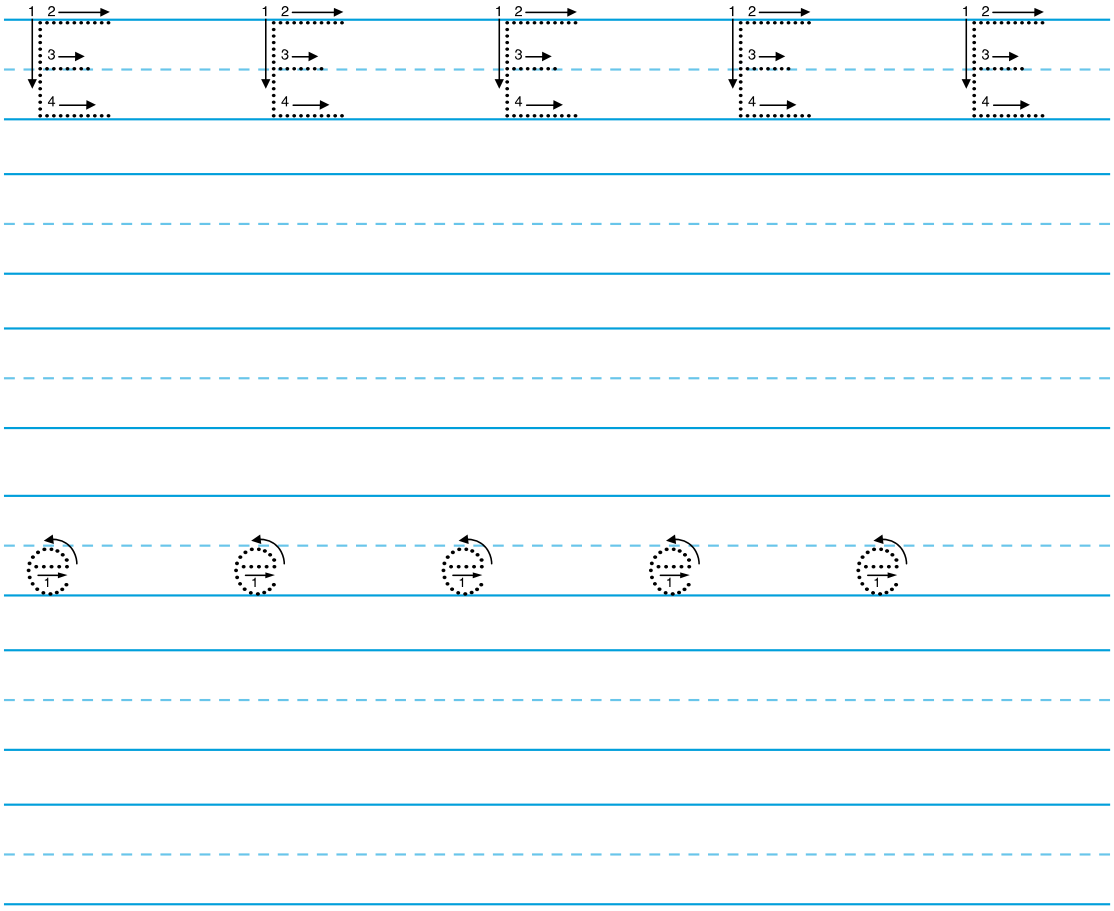




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Letter Formation

Trace and write the letters. Fill the lines.

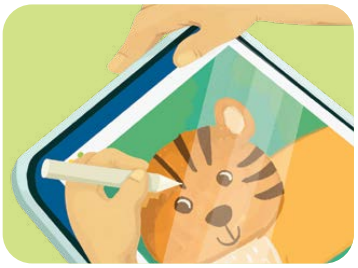


Circle your best **E** and **e**!

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Draw a line to match the word to the picture.

author



illustrator



Draw a key detail you learned about Mary.

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Grammar

Prepositions

Listen to the preposition. Circle the picture.

1. in





2. out





3. out





4. in



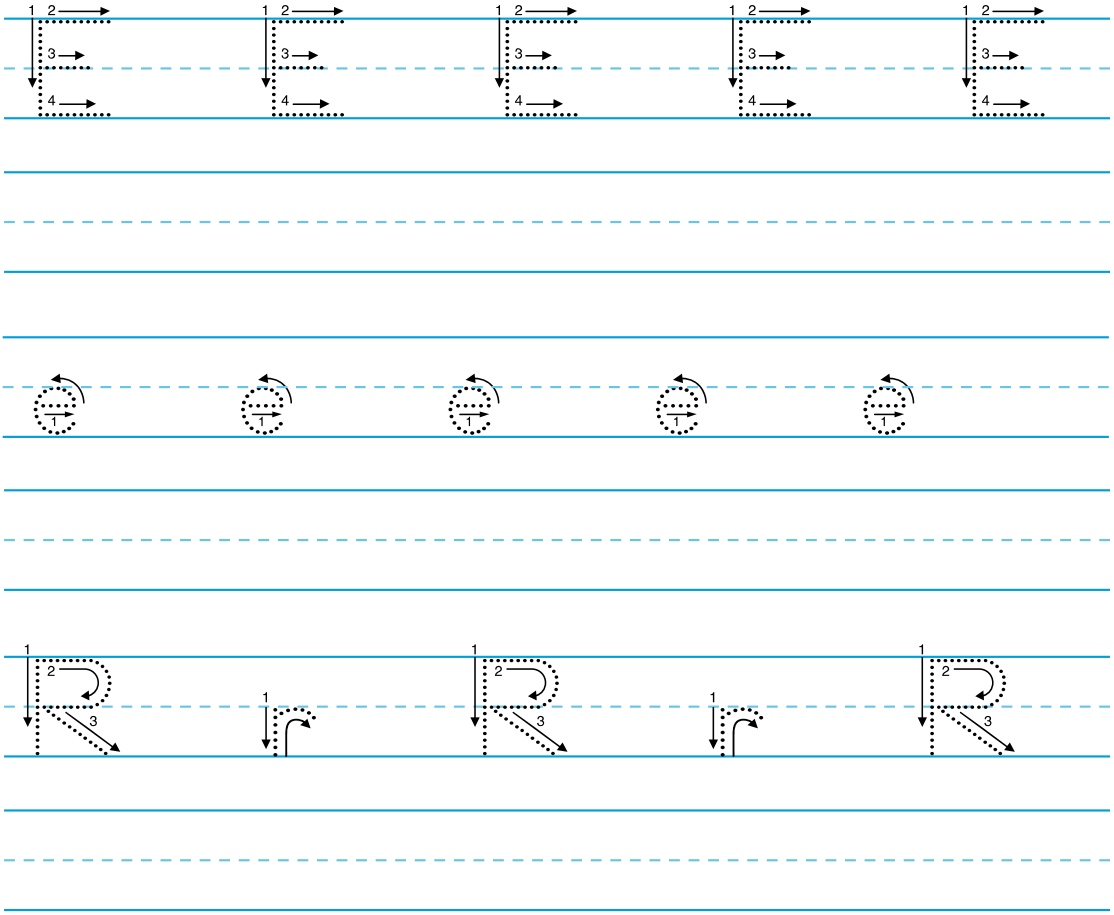


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Letter Formation

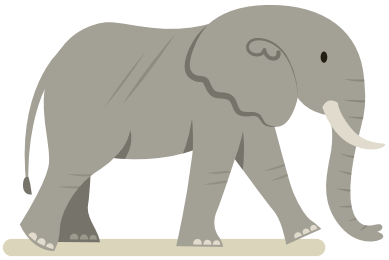
Trace and write the letters. Fill the lines.
Circle your best letters!



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Phonics

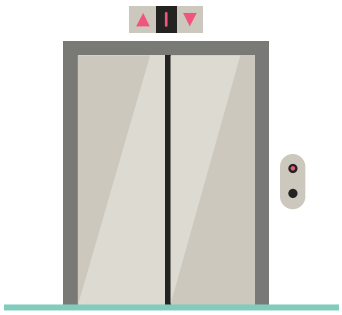
Say each picture name.
Write the first letter of each picture name.



1. _____



2. _____



3. _____

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Read Together!

Words with **Ee**



Rod and Ken build a block tower.

Who builds with Ken?

Rod

There are ten blocks left. Ken wants to use all of them.

Ken tells Rod that ten blocks will fit.

How many blocks can fit?

Ten can fit.

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Rod and Ken use nine blocks on the tower.

There is one block left. Where can it go?

on top

Ken sets the last block on top.

Ten blocks fit! How many blocks fit?

Ken fit ten!

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Choose a picture from the board.
Draw it in the style Mary would have drawn it.



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Grammar

Pronoun I

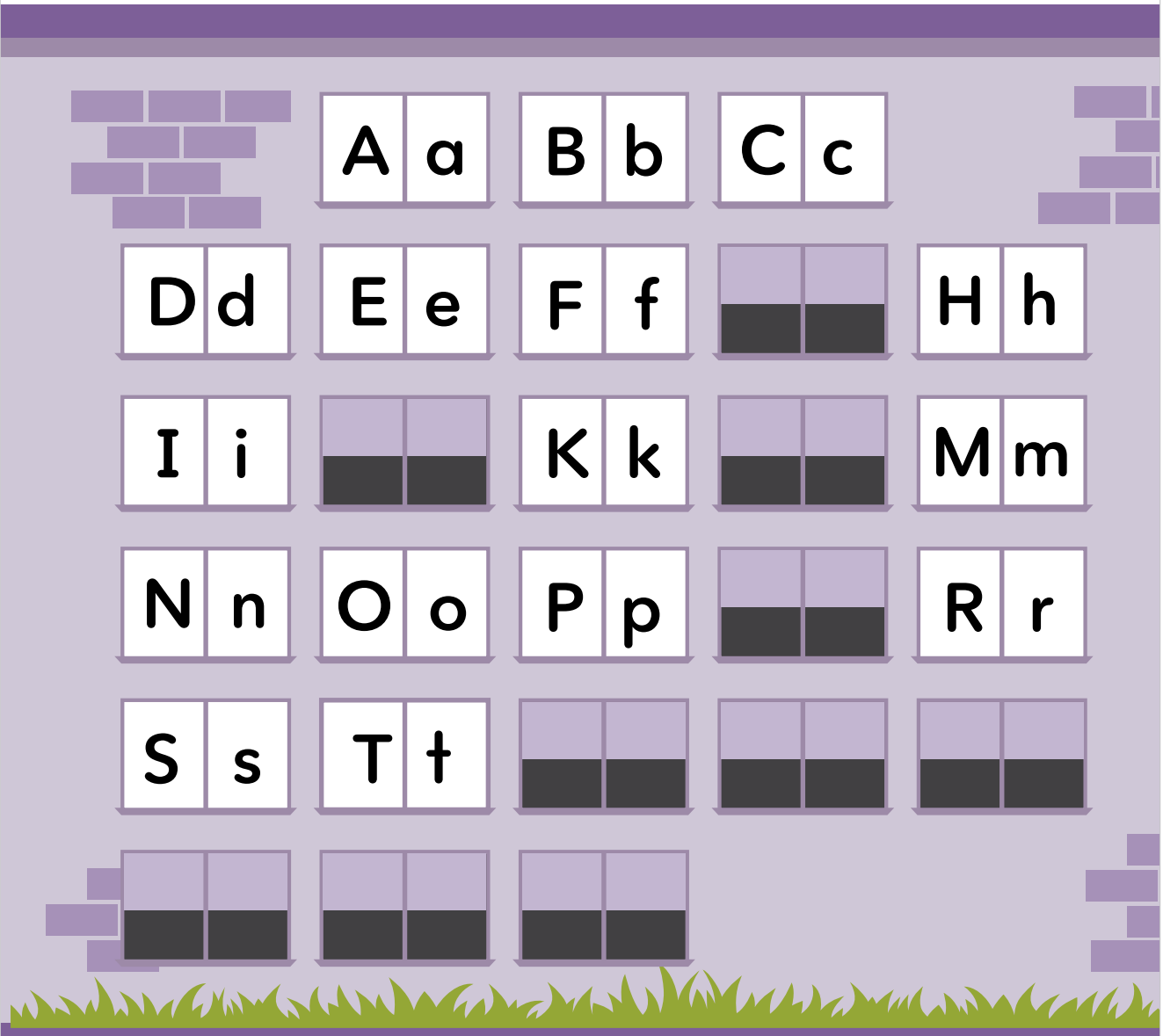
Draw a picture of something you like.
Trace and finish the sentence.

I like

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Letter Recognition

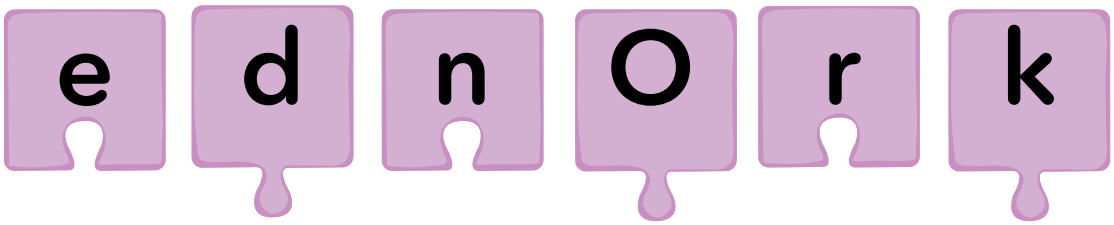
Find and circle the **Ee** window.
Name the other letters you see.

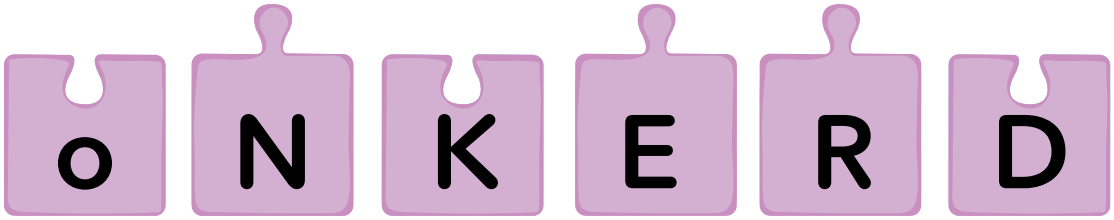


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Letter Recognition

Draw lines to match the letters.

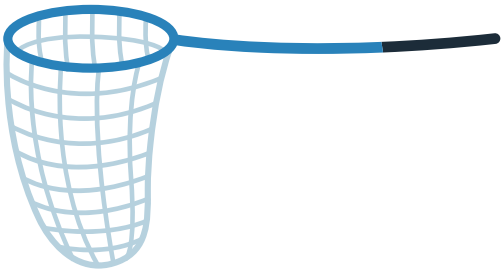




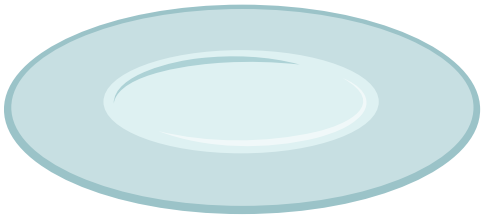
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Phonics

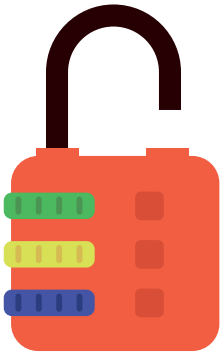
Which picture names have **e** in the middle?
Circle the pictures.

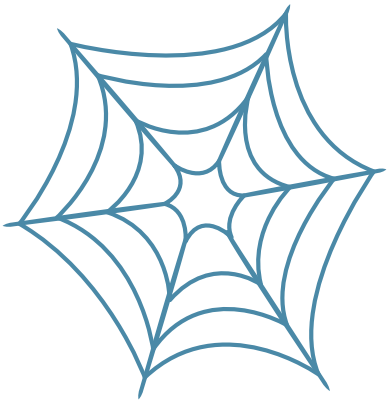








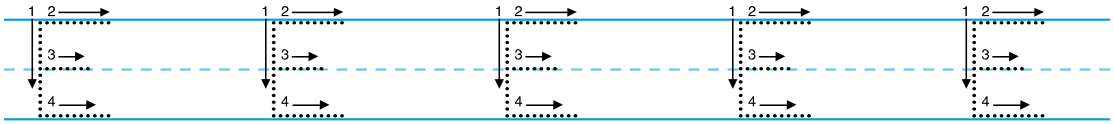




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Letter Formation

Trace and write the letters. Fill the lines.





Circle your best **E** and **e**!

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Circle the words that tell how Walt used Mary's colors.



for painting rainbows



for designing a ride



for children's books

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Writing

Opinion

Draw a picture of something you like.
Trace and finish the sentence.



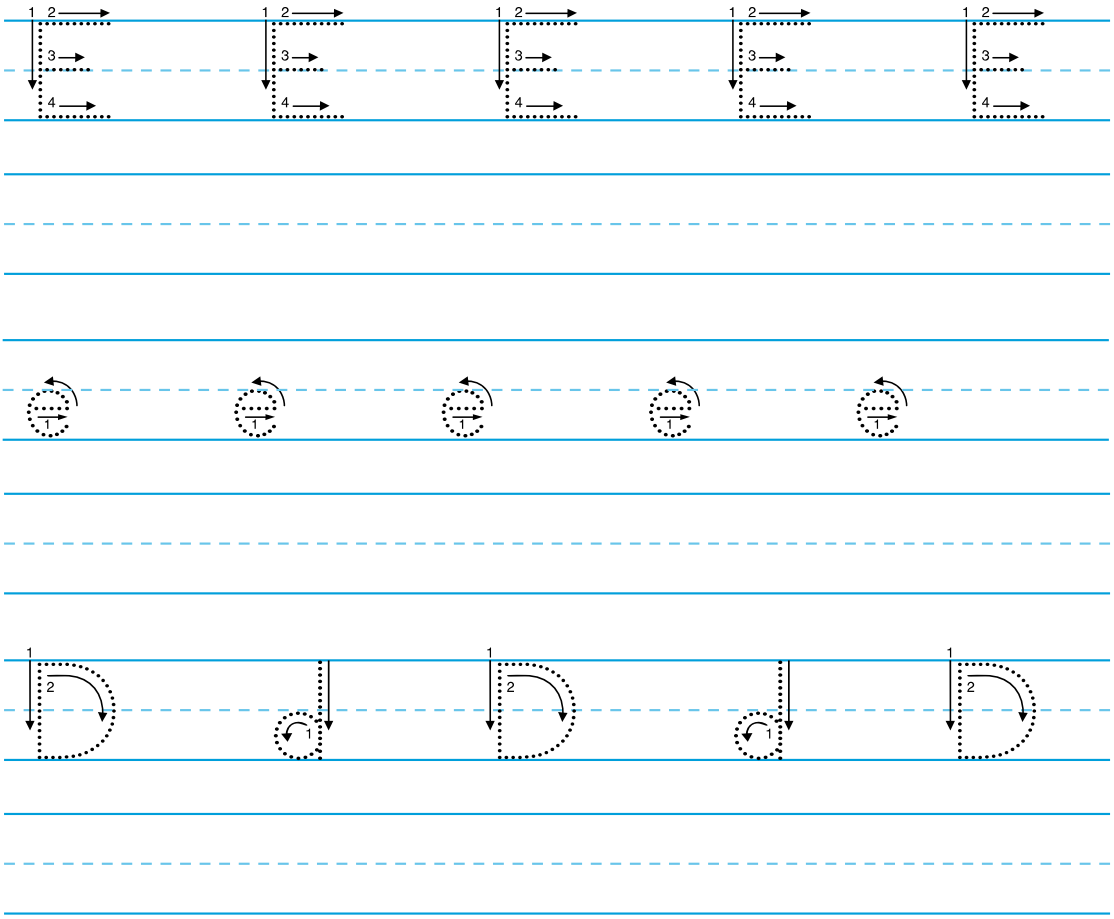
I like the .

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Letter Formation

Trace and write the letters. Fill the lines.
Circle your best letters!



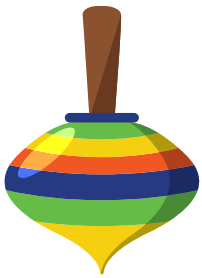
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Phonics

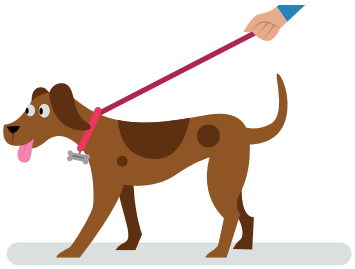
Write **e** or **o** to complete each word.

1. 

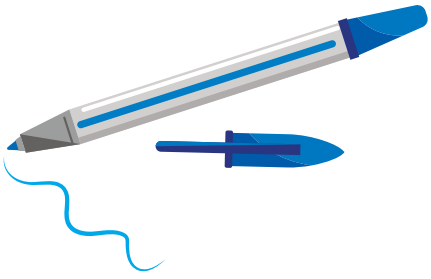
b _____ d

2. 

t _____ p

3. 

p _____ t

4. 

p _____ n

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Read Together!

Words with **Ee**



Deb wanted to make a red sculpture.

She needed workers to build the sculpture.

How many workers did she meet?

Deb met ten.

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They made the red sculpture. What color was it?

red

It looked great! Deb thanked the workers.

She fed them pizza. The workers cheered.

What did they say?

Deb did it!

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Reading Comprehension

Draw and label a picture of something Mary uses her pocket full of colors to create.

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Writing

Opinion and Reason

Finish the sentence.

I like the _____

because _____

_____

_____

_____

_____

_____

_____

_____

_____.

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Introduce

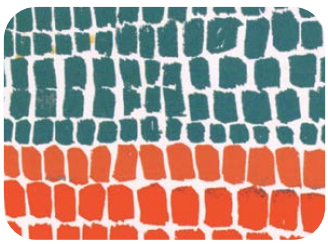
I like the painting with circles because I like the yellow color from nature.

Circle the painting the opinion tells about.





Circle the reason.







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by i-Ready