Title: Finding Stripes  Level: AA ISBN: 978-1-60719-626-6 Publisher: Newmark **Day 1**

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. see You on whiteboards, kids in journals

2. the draw 3 lines. Say /w/ write w, say

3. /i/ write i, say /th/ write th

Slide your finger under the word

and say **with**

Airwrite the word with- w, i, t, h

Say **with**

Use the word **with** in a sentence. Have kids do the same. Write **with**.

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)
* Show kids something with stripes. Talk about the color or width pattern of the example. Have them look for examples of things with stripes.

Show the book Finding Stripes. Today, we’ll be reading a book about things you might see at a beach or pool that have stripes. What has stripes on the cover?

What other things by a pool or beach might have stripes? (teacher makes a list and readers will check items off if found in your reading today- save the list for tomorrow)

Slide finger under title and read Finding Stripes. Point to the author’s name and say it’s written by Chris Michaels.

p. 2-3 Talk about the picture glossary.

The author shows a drawing in the top, left corner and shows a real photograph of the same objects. We also see the word that names each picture. Look- this first word starts with b, it must say balls. We say ball**s** because there are 2 of them.

Let kids name each picture and point to the word that identifies it. Talk about the beginning sound in each word. Notice that longer words have more letters!

p. 3 The author reminds us of the 3 sight words we will try to learn and remember so that we can become better readers and writers. I’ll say one of the words, you point to the word I say. Now you say one of the words and have your partner point to it. Let your partner say a word, and you point to it.

Difficult Words/Vocabulary – p. 2 picture words, balls, chairs, sails, sandals, umbrellas

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers ask- Does it make sense? Does it match? Does it sound right?

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

Look for beginning sounds as you read each word and think, does this sound right, does it make sense?

Give kids the books and have them look for the sight words, drawings, and photos of objects with stripes.

Let’s echo read our book today. You model reading a page, pointing to each word. Model how you look at the pictures and photos and think about what the author is sharing.

The students read, pointing to each word.

Then give kids a chance to whisper read the book to themselves. Encourage anyone who rereads when they finish the book.

After Reading: (5-7 min.)

* Discuss the story

p. 4 Look at the word that starts with a w. How do I know that this sentence does not say “See the balls **where** stripes.”? Where does not make sense.

p. 6 Does this page say “Sing the chairs with stripes.”? No, that does not make sense!

What does the page say?

p. 8 Does this page say “See the boats with stripes.”? No, boats starts with a b! The author is telling us to look at the top part of the boat, the sails to see stripes. The wind pushes against the sails to push the boat forward.

p. 10 Does this page say “See the girl’s sandals with stripes.”

No, the girl’s starts with a g, there is no word that starts with g! There are 5 words, so the reader should say 5 words too!

p. 12 This is a tricky one… Does the page say “See the umbrella with stripes.”? No, there are many umbrellas so we says umbrellas, with a s added to the end.

Writing Connection: (5 min.)

Draw a shirt and add stripes to it.

Draw a ball and add stripes to it.

Draw a towel and add stripes to it.

Add the label- **stripes** because all of these items have stripes.

You could add a few with no stripes and add the label- **no stripes**.

Title: **Finding Stripes**  Level: AA ISBN: 978-1-60719-626-6 Publisher: Newmark **Day 2**

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. with Shake magnetic letters in your hand

2. the **b, s, t, r, e, e**

3. see Pass the whiteboard to one child and have them build the word **see**, another child builds **bee**, then **tree**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

What do you remember about our book Finding Stripes? Don’t give them the books yet!

Ask them to try to picture/remember some of the things that were in our book.

Let’s reread the book today to see how many things we remembered.

Yesterday we made a list of things we thought you might see at the beach or a pool. Today as we read we’ll check off any of our ideas that match the author’s writing.

Difficult Words/Vocabulary – p. 2 picture words, balls, chairs, sails, sandals, umbrellas

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers think about what they read. They make connections with the book.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Look at each pg. and describe the pattern of the stripes. (color, width, lines, circles)

Pick some pages and with fingers, trace the stripe pattern.

Describe the pattern in the sentences in this book.

Can you think of something at your house that has stripes?

Can you think of any animals with stripes?

Writing Connection: (5 min.)

Make your own page.

Write a sentence and then add pictures to help the reader think about your idea.

See the \_\_\_\_\_\_\_\_\_\_ with stripes.

Trade pages with a friend. Read each your friend’s page.