

Available for Kindergarten Through Grade 2



Textbook Development

For more than 30 years, Purposeful Design Publications, a division of ACSI, has provided academically rigorous textbooks that are intentionally rooted in biblical truth to equip schools and educators with the tools to eternally transform the hearts and lives of children.

Choosing the right textbooks is an important decision for your school, both financially and foundationally. Purposeful Design textbooks are intentionally created with these five core values:



We believe in a strong commitment to an authentic and integrated biblical worldview.

1



We believe that textbooks must include best practices, be research-based, and adhere to rigorous standards that meet or exceed national and other college- and-career-readiness standards.

2



We believe that textbooks are a tool in the hands of teachers to help them achieve the desired educational outcomes.

3



We believe in providing a solid instructional foundation that incorporates additional instruction and activities for each lesson, allowing teachers easy flexibility and instructional individualization.

4



We believe in supporting educators with ongoing training to build and maintain confidence to maximize their use of PDP textbooks.

5

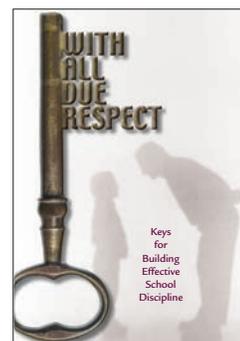
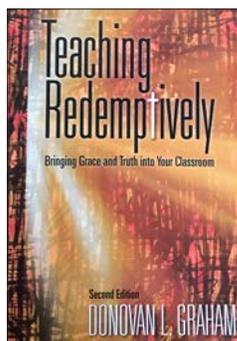
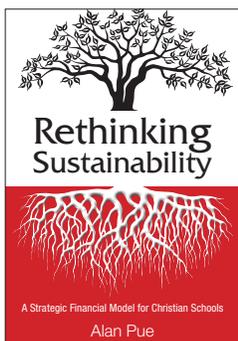
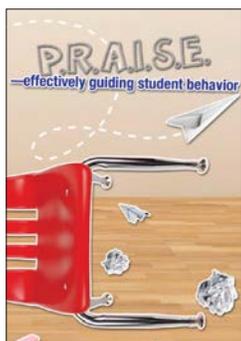
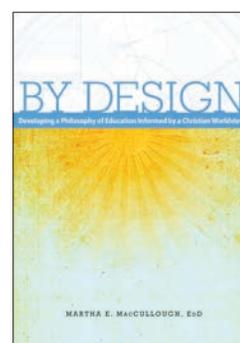
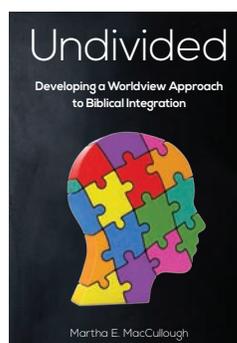
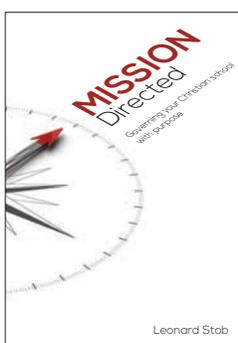
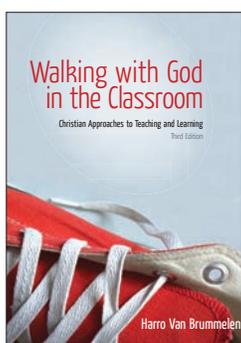
Textbook Training & Resources

Online Resources

From digital and blackline masters to visual aids and more, we supplement each teacher edition with online resources.



More than just textbooks, Purposeful Design Publications provides resources to equip educators.



Features of the Teacher Edition

Preparing a Lesson

1 The *Preparation* sidebar identifies materials that need to be obtained and activities that should be prepared in advance. Its handprint icon appears next to components of the lesson that require preparation.

2 The *Enrichment* sidebar lists activities that will challenge those students who have clearly understood the concepts presented and are ready to learn more.

The activities in the *Recovery* sidebar (not shown) can be used for differentiated learning instruction or to supply extra practice for students who would benefit from more opportunity to learn the concepts taught.

3 The *Worldview* section appears once in each unit and offers biblical teaching that the teacher can share with students. Many times *Worldview* ties to the unit's theme.

4 *Reading* contains sequential instruction in phonics, high-frequency words, and guided reading and literacy centers. The activities in the *Literacy Centers* sidebar (not shown) can be used throughout the week during guided reading time.

5 *Literature* teaches oral vocabulary words and provides time for a read-aloud book. Oral vocabulary words and definitions are listed in the *Oral Vocabulary* sidebar. These words are usually found in the suggested read-aloud book used in *Literature*. The *Literature Guides* section in the back of the teacher edition provides a teaching guide for each suggested read-aloud book.

Lesson 13.5

Chapter 13

1 **PREPARATION**

- Gather several classroom books. (*Worldview*)
- Obtain a **FOAM BALL**. (*Reading*)
- Retrieve the Chapter 13 **HIGH-FREQUENCY WORD CARDS**. (*Reading*)
- Print **BLM 13.5A High-Frequency Word Search** for each student. (*Reading*)
- Retrieve **BLM 13.1A Beginning Reader: House** for each student. (*Reading*)
- Select several oral vocabulary digital masters to display for review. (*Literature*)
- Retrieve both copies of each student's typed sentences from the previous lesson. (*Language and Writing*)

2 **ENRICHMENT**

- Play the following version of the game Musical Chairs in which no student is out. Write several short vowel words on individual index cards. Include some short vowel words that contain ending double consonants or beginning consonant blends. Place chairs in a circle—one chair per student. Put a word card on each chair. Play music and have students walk around in a circle. Stop the music, and then direct students to sit in the chairs closest to them. Guide students to take turns reading the words on their cards. Repeat this process through several rounds and have students sit in different chairs each time.

Worldview **3**

Select a student volunteer. Direct this student to hold his or her hands out in front, palms up. Place a book on the student's hands. When the student is ready, carefully add additional books to the stack, one at a time, ensuring the stack does not become too heavy. Ask students whether holding the books looks like an easy task for just one person. (**No.**) Retrieve the books and select 2–3 additional student volunteers. Repeat the process, but this time distribute the books equally among the volunteers. Explain that while the total weight of the books remains the same, the task of holding the books is easier with the support of others. Guide students to identify ways that believers can function as a community through helping one another. (**Answers will vary.**)

Reading **4**

Phonics

1 Write the following words on the board and choose volunteers to circle the beginning consonant blend in each word: *stop, smell, skip, spill, step, stuck, swim, and snip*. Then, write the following words on the board and choose volunteers to circle the beginning consonant blend and the ending digraph *ck* in each word: *snack, smock, stick, black, and clock*.

2 Write the following sentences on the board. Have students read the sentences aloud to practice fluency: *I can skip. I can swim. I can run and run and run! I like to play in the sun.*

3 Convey that students will help make new words by adding beginning sounds. Choose volunteers to add a beginning sound to words as indicated below:

- Add /s/ to the word *nap*. (**snap**)
- Add /s/ to the word *pot*. (**spot**)
- Add /s/ to the word *tick*. (**stick**)
- Add /s/ to the word *pill*. (**spill**)
- Add /s/ to the word *can*. (**scan**)

4 Say a word that begins with one of the blends studied in this chapter, such as the word *smell*. Then, throw a **FOAM BALL** to a student. Direct this student to determine the blend sound at the beginning of the word (*/sm/*) and to name the letters that make up this blend (**s and m**). (Note: Students do not need to differentiate between the spelling of *sc* and *sk*.) Repeat this process until all students have had a turn.

Write the following words that contain the digraph *ck* on the board and choose volunteers to read the words: *duck, pack, stack, pick, block, and click*.

5 Direct students' attention to the first student page and guide students to complete it. Assign the second page as independent practice.

High-Frequency Words

1 One at a time, display a **HIGH-FREQUENCY WORD CARD** from this chapter and choose a student to read it. Repeat this process through several rounds to assess students' fluency in reading these words.

2 Arrange students into pairs. Distribute **BLM 13.5A High-Frequency Word Search** to each student. Read the directions and have student pairs find the high-frequency words listed.

Guided Reading and Literacy Centers

- Distribute and read **BLM 13.1A Beginning Reader: House**. Review phonics skills and high-frequency words and use *Reader Strategies* as needed to guide students through the text.

Literature **5**

Oral Vocabulary

- Review new and previously taught oral vocabulary words.

Teacher resources are available to download.

This sidebar is found in Lesson 1 in each chapter:

5 **ORAL VOCABULARY**

- **debris** trash or litter
- **tidy** neat and clean

Interactive Read-Aloud

- Refer to Lesson 5 of **Chapter 13 Literature Guide** for discussion, activities, and possible materials.

Language and Writing **6**

Writing Readiness

- Choose an activity from this chapter for today's writing readiness.

Grammar

- Review that a pronoun is a word that takes the place of a noun. Write the following words on the board and read them to students: *happy, hungry, noisy, quiet, and listening*. Sing the song below to the tune of "Are You Sleeping?"

Who is happy? (**Hold palms up and shrug shoulders.**)
 Who is happy? (**Hold palms up and shrug shoulders.**)
 Who's happy today? (**Hold palms up and shrug shoulders.**)
 Who's happy today? (**Hold palms up and shrug shoulders.**)
 I am happy. (**Point to self.**)
 We are happy. (**Point to self and others.**)
 I'm happy today. (**Point to self.**)
 We're happy today. (**Point to self and others.**)

Repeat the song, substituting other adjectives listed on the board for the word *happy*.

Writing Workshop

- Distribute both copies of students' typed sentences. Direct students to draw pictures on both pages to go with their sentences.
- One at a time, direct students to read their sentences to the class and to share any other details about themselves that they would like to. Remind the class how to be good listeners by looking at the speaker, listening carefully, and remembering what the speaker says. As time allows, have each listener think of one question to ask the speaker to learn more about him or her. Collect both copies of students' typed sentences. Keep one copy for their portfolios. Consider laminating and binding the other copy to make a book for the classroom library.

PORTFOLIO **8**

- Keep a copy of students' typed and illustrated sentences from *Writing Workshop* and include the pages in the portfolio.
- Take a picture of each student holding a sign that tells what they want to be when they grow up. Include these pictures in the portfolio with the sentences above.

7

Name _____ 13-5

1. Look at the picture. Sort the words to make a sentence. Write the sentence.

can The duck swim.

The duck can swim.

2. Make an X next to the sentence that goes with each picture.

The clock is hot.

The pan is hot.

The smock is green.

The sock is orange.

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Practice

3. Match the words that have the same beginning blend.

blob — clock
 clap — swam
 swim — black

Chapter Review

4. Circle the beginning blends in each word.

spell slip skin
 smell sniff scan

5. Fill in the circle under the correct word.

sack lock clock
 duck pack neck

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6

Language and Writing contains instruction for writing readiness, grammar, and a writing workshop. Students learn and practice grammar concepts that they can apply in their daily writing.

7

Readable reductions of each student textbook page are large enough for the teacher to read the text. Student pages include exercises in phonics, and answers for the student exercises are included in red on the reductions.

8

The *Portfolio* sidebar offers suggestions of which pieces of student work to include in an ongoing portfolio that will be sent home at the end of the year.

9

The *Safety* sidebar contains an icon that appears beside headings as needed. The *Safety* sidebar cautions the teacher when materials or activities could trigger student allergies or health conditions.

10

The *Extension* sidebar contains directions for administering periodic phonics skills checks in the second half of kindergarten.

These sidebars are used as needed:

SAFETY **9**

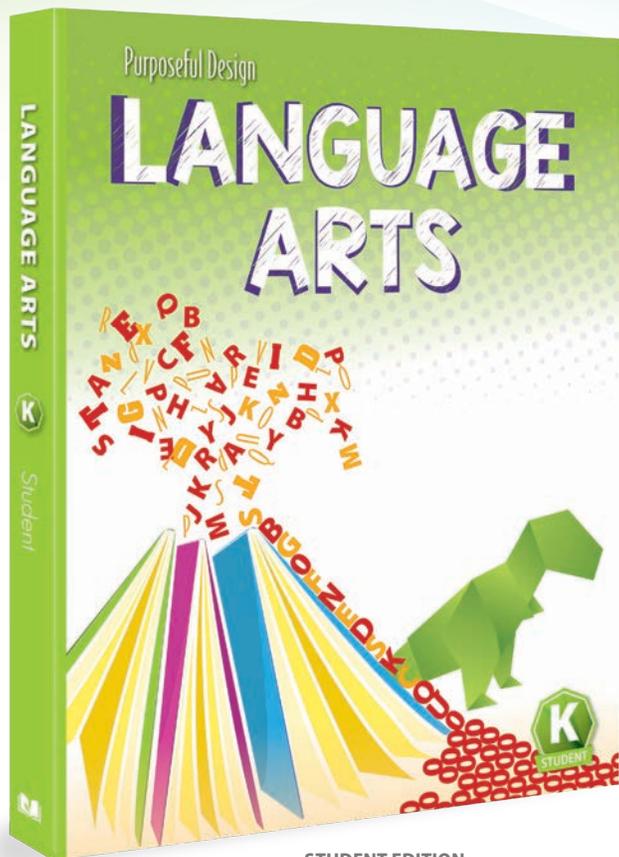
- Check school records for students' allergies or health conditions.

EXTENSION **10**

- Print **BLM 14.3A Phonics Skills Check**. Print **BLM 14.3B Phonics Skills Scoresheet** for each student. Use the results to give students extra practice as needed with any sounds they miss.

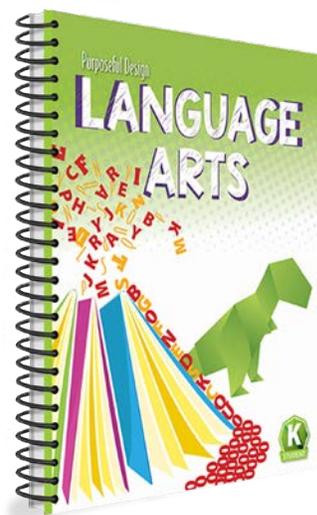
Language Arts Grade K

 Available
For Teacher Edition



STUDENT EDITION

The NEW Language Arts series, K-Grade 2, weaves together the wonders of oral and written language with a biblical worldview. This research-based series has been developed using the guidelines of *The Fountas & Pinnell Literacy Continuum* as well as national and college-and-career-readiness standards. Integral components include systematic phonics instruction as well as spelling with vocabulary instruction. Students will be exposed to a variety of literary genres through decodable and leveled readers and will practice grammar and writing. Teachers will appreciate reader guides for the decodable and leveled readers as well as the literature guides for the suggested read-aloud story books.



TEACHER EDITION



READERS

Kit
Sold
Separately

A language arts kit is sold separately and provides great kinesthetic, learning opportunities through the use of items such as alpha cards, alpha tiles, multi-purpose placemats, blends center, modular phonics flip charts and more.

Table of Contents

Unit A, Chapters 1–3: School 1

Phonics: vowels and letter sounds *a–o*

High-Frequency Words: I, see, like, to, can, you

Reading Groups: Beginning Readers: *School* • *I Like School* • *How Do You Go to School?*

Literature: *The Kissing Hand* • *Llama Llama Misses Mama* • *This Is the Way We Go to School*

Oral Vocabulary: strange, lonely, excited

Grammar: nouns

Writing Workshop: illustrations of nouns, captions in drawings, graphic organizers and brainstorming

Unit B, Chapters 4–6: Friendship 35

Phonics: letter sounds *p–z*, consonants and short vowel sounds

High-Frequency Words: a, the, of, for, and, was, am, is

Reading Groups: Beginning Readers: *Books* • *Friends Share* • *Gifts*

Literature: *A Sick Day for Amos McGee* • *The Invisible Boy* • *The Rainbow Fish*

Oral Vocabulary: proud, invisible, stunned, amazed, delighted

Grammar: verbs

Writing Workshop: captions, graphic organizers, story, friendly letter

Unit C, Chapters 7–9: Music 69

Phonics: initial and medial vowel sounds, initial and final phonemes, words with ending short vowel rimes

High-Frequency Words: brown, yellow, blue

Reading Groups: Beginning Readers: *Dance* • *Drums* • *Tap! Tap!*

Literature: *Giraffes Can't Dance* • *Drum Dream Girl* • *This Jazz Man*

Oral Vocabulary: embarrassed, worried, repeat, rhythm, band, beat

Grammar: sentences, capitalization, periods, question marks, exclamation points

Writing Workshop: sentences, rhyme, facts from informational text

Unit D, Chapters 10–12: Imagination 103

Phonics: short vowel words, *ll, ff, ss, gg, zz, l* blends

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Literature: *Where the Wild Things Are* • *The Power of Henry's Imagination* • *Kitten's First Full Moon*

Oral Vocabulary: mischief, roared, adventure, mystery, imagination, investigate

Grammar: opposites, adjectives, colors, size, comparatives

Writing Workshop: descriptive writing, opposites, color poem, comparatives, superlatives



Unit E, Chapters 13–15: Community 137

- Phonics:** *s* blends, *r* blends, *qu* words, final *s*, short vowel words
- High-Frequency Words:** me, we, live, he, she, they, purple, white
- Reading Groups:** Beginning Readers: *House* • *Kind* • *Draw*
- Literature:** *A House for Hermit Crab* • *You're Here for a Reason* • *Maybe Something Beautiful*
- Oral Vocabulary:** debris, tidy, community, reason, beautiful, mural
- Grammar:** pronouns
- Writing Workshop:** first-, second-, and third-person pronouns; invitation; directions

Unit F, Chapters 16–18: Five Senses 171

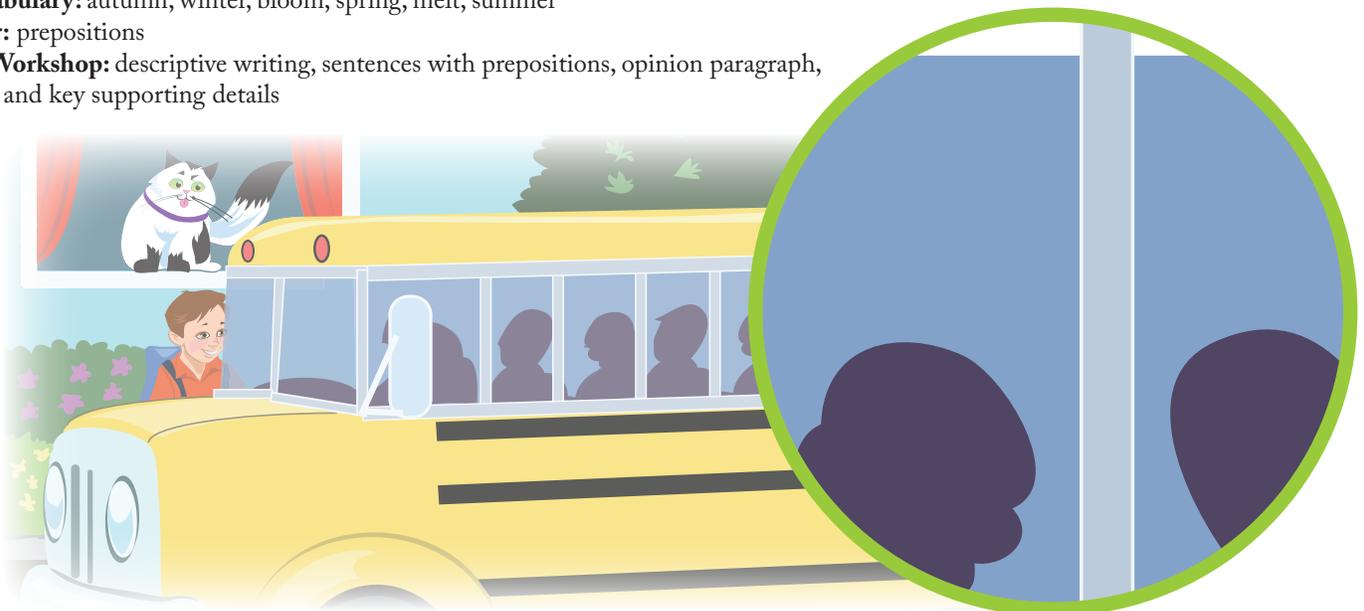
- Phonics:** *sb*, *cb*, *th*, *tch*, short vowel words, book handling and tracking
- High-Frequency Words:** review color words, saw, said
- Reading Groups:** Decodable Reader 1: *Five Senses*
- Literature:** *The Important Book* • *In Plain Sight* • *I Hear a Pickle*
- Oral Vocabulary:** important, information, sight, vanished, loud, noise
- Grammar:** nouns, adjectives related to the five senses
- Writing Workshop:** using nouns, adjectives, shape poem, opinion paragraph

Unit G, Chapters 19–21: Food 205

- Phonics:** *lt*, *nt*, *nd*, *ft*, *lk*, *lp*, *lf*, *ck*; short and long vowel words
- High-Frequency Words:** are, have, one
- Reading Groups:** Decodable Reader 2: *Food*
- Literature:** *The Little Red Hen* • *Too Many Tamales* • *Cora Cooks Pancit*
- Oral Vocabulary:** exhausted, lazy, feast, problem, harvested, hungry
- Grammar:** verbs: present, past, future
- Writing Workshop:** directions, descriptive writing, researching and recording facts

Unit H, Chapters 22–24: Seasons and Weather 239

- Phonics:** *spr*, *scr*, *str*, *spl*, *squ*, *thr*; introduction to *wh*, *kn*, *mb*; one vowel *e* /*ē*/ words
- High-Frequency Words:** two, four, seven
- Reading Groups:** Decodable Reader 3: *Seasons and Weather*
- Literature:** *The Snowy Day* • *The Mitten* • *Sneezy the Snowman*
- Oral Vocabulary:** autumn, winter, bloom, spring, melt, summer
- Grammar:** prepositions
- Writing Workshop:** descriptive writing, sentences with prepositions, opinion paragraph, main idea and key supporting details



PREPARATION

- Gather **LARGE MAGNETIC LETTERS**.
(Reading)
- Retrieve the **HIGH-FREQUENCY WORD CARDS** for the words *he*, *she*, and *they*.
(Reading)
- Retrieve **BLM 14.1A Beginning Reader: Kind** for each student.
(Reading)
- Write each of the following sentences on different colors of sentence strips:
I can tap on the big drum. We can play in the fun club. You did not see me run. Can you get a pen for me? Cut the strips apart so each word is separated but keep each sentence together. (Language and Writing)
- Retrieve the completed copies of **BLM 14.1C Copywork: Invitation Letter** for each student. Select **DM 6.2A Five Parts of a Letter** for display. (Language and Writing)
- Select **DM 14.2A Invitation Sample** for display. (Language and Writing)

Reading

Phonics

- 1 Write the following words on the board and choose volunteers to underline the beginning consonant blend in each word: *brim, crib, brass, cross, Brad*, and *crack*. (**br, cr, br, cr, Br, cr**)
- 2 Write the consonant blend *dr* on the board. Have students say the individual sounds for the letters *d* and *r*. Guide students to blend these two sounds together. Then, write the word *dress* and guide students to read the word. Remind students that double consonants at the end of words only make one sound as in the word *dress*.

Write the consonant blend *fr* on the board. Have students say the individual sounds for the letters *f* and *r*. Guide students to blend these two sounds together. Then, write the word *frog* and guide students to read the word.
- 3 Use **LARGE MAGNETIC LETTERS** to display the following words one at a time: *drag, drill, drip, drop, drum, frizz*, and *Fred*. Lead students in the game Chop and Pound to sound out and read the words.
- 4 Say the following sets of words and direct students to name the two words in each set that rhyme:
 - crab, rip, tab (**crab, tab**)
 - drum, gum, drip (**drum, gum**)
 - cup, fruit, suit (**fruit, suit**)
 - dress, mess, mat (**dress, mess**)
 - green, pen, bean (**green, bean**)
- 5 Direct students' attention to the first student page and guide students to complete it. Read the word *fruit* for students on this page as it is not yet decodable. Assign the second page as independent practice.

High-Frequency Words

- 1 Display **HIGH-FREQUENCY WORD CARDS** for the words *he*, *she*, and *they*. As you hold up each card, use the word in a sentence.
- 2 Write the words *he*, *she*, and *they* spread out across the board. Choose a boy to stand under the word *he*, a girl to stand under the word *she*, and a small group to stand under the word *they*. Ask students questions and have them answer the questions using the words on the board. For example, ask students the following question: *Who is wearing a blue shirt?* (**He is wearing a blue shirt.**)

Guided Reading and Literacy Centers

- Distribute **BLM 14.1A Beginning Reader: Kind**. Read the story together. Point out the vocabulary word *kind* and define it. Choose a volunteer to use it in a sentence. Have students circle *kind* in their readers. Collect student readers.

Literature

Interactive Read-Aloud

- Refer to Lesson 2 of **Chapter 14 Literature Guide** for discussion, activities, and possible materials.

Language and Writing

Writing Readiness

- Distribute writing notebooks to students. Choose a word from the Word Wall and have students write it a few times in their notebooks. Remind them to use their finger to make a space between words.

Grammar

- Arrange students into four groups. Distribute each cut-apart sentence strip to a group. Direct groups to arrange the words to make a sentence. Guide groups as needed. When each group is finished, direct them to say, "We made a sentence." One at a time, direct each group to stand, to name the pronoun in their sentence, choosing from *I*, *we*, or *you*, and to read their sentence. Have the class say to the group, "You made a sentence," and the group respond back with, "We made a sentence." Point out that the pronoun *you* in *You made a sentence* refers to more than one student. *You* can refer to one person or a group of people.

Writing Workshop

- 1 Distribute completed **BLM 14.1C Copywork: Invitation Letter** to students. Display **DM 6.2A Five Parts of a Letter**. Have students point to the five parts of a letter on their pages as you read and point them out on DM 6.2A. Remind them that an invitation letter also includes information about where and when an event will take place. Ask students where (**Tim's house**) and when (**Saturday at 2:00 PM**) the party is to take place.
- 2 Have students pretend that they will be hosting a party in the class for their parents to attend. Guide students to choose the event name, the location, the date, and the time of the class party. Write this information on the board. Display **DM 14.2A Invitation Sample**. Have students help complete the invitation using the information you wrote on the board.

ENRICHMENT

- To help make a real-life connection to the theme about community, coordinate a food or coat drive to do as a class. Check with a local organization to see what items would be most helpful for you to collect and donate to them. As you conduct the drive, lead discussions with students about how Jesus helped others who were in need. Have students brainstorm other ways they can help those in their community who are in need.

PORTFOLIO

- Remind students that God made each of them unique for a purpose. Print and distribute **BLM 14.2A God Made Me** to each student. Direct students to draw a picture of themselves and some of the special abilities that God has given them. Lead a discussion about how they can serve others with the abilities and gifts that God has given them.

Name _____

14.2

Draw a line from each picture to the correct beginning blend. Write the blend and then write the word.

 <p>dr fr</p> <p><u>d</u> r u m</p> <p><u>drum</u></p>	 <p>dr fr</p> <p><u>f</u> r o g</p> <p><u>frog</u></p>
 <p>dr fr</p> <p><u>f</u> r u i t</p> <p><u>fruit</u></p>	 <p>dr fr</p> <p><u>d</u> r e s s</p> <p><u>dress</u></p>

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Practice

1. Fill in the circle under the correct beginning blend for each word. Write the blend on the lines.

 <p>sp sw</p> <p><u>s</u> p i l l</p>	 <p>sp st</p> <p><u>s</u> t o p</p>
 <p>st sk</p> <p><u>s</u> k i n</p>	 <p>sw sp</p> <p><u>s</u> w i m</p>

2. Circle the picture that rhymes with the first picture.

		
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PREPARATION

- Gather **LARGE MAGNETIC LETTERS**. (Reading)
- Gather the prepared **BEGINNING BLENDS CENTER** and attach it to the board or wall. Label sticky notes with the corresponding blends and attach them to the pockets. Sort the cards into groups of vowels, consonants, blends, and pictures. (Reading)
- Retrieve **BLM 14.1A Beginning Reader: Kind** for each student. (Reading)
- Obtain a **PLASTIC JAR** and several **RUBBER BANDS** for each student. (Language and Writing)
- Print **BLM 7.5A Blank Cube** and write the words *I*, *we*, and *you* two times each on the cube. Assemble the cube. (Language and Writing)
- Select **DM 14.3A Four Questions Organizer** for display. (Language and Writing)
- Select **DM 14.2A Invitation Sample** for display. (Language and Writing)

EXTENSION

- Print **BLM 14.3A Phonics Scoresheet Sample** and **BLM 14.3B Phonics Skills Check**. Print **BLM 14.3C Phonics Skills Scoresheet** for each student. Follow the directions on the scoresheet. Score each student as shown on BLM 14.3A. Use the results to give students extra practice as needed with any sounds they miss. Use the same Phonics Skills Check as many times as necessary with individual students until they pass. These skills checks will appear in units that do not include the Diagnostic Test.

Reading

Phonics

- 1 Write the words *frog*, *drum*, and *Fred* in a column down the left side of the board and the words *bed*, *hog*, and *hum* down the right side. As a class, read the words aloud in each column. Choose volunteers to draw a line to match the rhyming words. (**frog, hog; drum, hum; Fred, bed**)
- 2 Write the consonant blend *pr* on the board. Have students say the individual sounds for the letters *p* and *r*. Guide students to blend these two sounds together. Then, write the word *press* and guide students to read the word.

Write the consonant blend *tr* on the board. Have students say the individual sounds for the letters *t* and *r*. Guide students to blend these two sounds together. Then, write the word *truck* and guide students to read the word.
- 3 Use **LARGE MAGNETIC LETTERS** to display the following words one at a time: *prep*, *prod*, *prick*, *prop*, *track*, *trek*, *trap*, and *trim*. Lead students in the game Chop and Pound to sound out and read the words.
- 4 Distribute picture cards from the **BEGINNING BLENDS CENTER**. Direct students to say the names of their pictures and to determine the beginning blend for each picture. One at a time, have students place their picture cards behind the correct blend on the chart. Leave the sticky notes on the pockets for use throughout the year.
- 5 Direct students' attention to the first student page and guide students to complete it. Assign the second page as independent practice.

Guided Reading and Literacy Centers

- Distribute and read **BLM 14.1A Beginning Reader: Kind**. Review the high-frequency words *he* and *she*. Have students draw rectangles around the words *he* and *she* each time they appear. Review that when reading, students should pause after each sentence. Have students practice reading and pausing correctly. Collect student readers.

Literature

Oral Vocabulary

- Arrange students into small groups. Have students pretend to create their own community. Guide them to brainstorm restaurants, stores, and other businesses that they would want in their community. Have them think of special events that they might have in their community. As time permits, direct students to draw pictures of their communities. Choose volunteers to share about their communities and to share their reasons for the restaurants, stores, businesses, and events that they would want to have in their communities. Challenge students to say the words *community* and *reason* several times throughout the activity.

Interactive Read-Aloud

- Refer to Lesson 3 of **Chapter 14 Literature Guide** for discussion, activities, and possible materials.

Language and Writing

Writing Readiness

- Distribute a **PLASTIC JAR** and several **RUBBER BANDS** to each student. Direct students to place a rubber band over the tops of their fingers and thumb on one hand, to stretch out their fingers, and to attempt to put the rubber band on the plastic jar using only that hand. Have them repeat the activity several times, alternating hands each time.

Grammar

- Ask students what a pronoun is. (**word that takes the place of a noun**) Display the prepared cube and have students read the words on it. Roll the cube. Then, select a volunteer to use the cube's uppermost pronoun in a sentence about an event that either has occurred or will occur during the day. Write the sentence on the board. Repeat the activity several times. Challenge students to compose sentences following the daily sequence of events. Retain the pronoun cube.

Writing Workshop

1 Display **DM 14.3A Four Questions Organizer**. Explain that this graphic organizer can be used to brainstorm. Convey that students will use the organizer to brainstorm details for a class party. Write the word *party* in the middle circle. For the rectangle labeled *Who*, have students suggest people they can invite to the class party, such as family, friends, or another class. Write students' suggestions in the rectangle. Continue this process to brainstorm details for a class party by having students suggest types for the rectangle labeled *What*, locations of the party for the rectangle labeled *Where*, and dates and times of the party for the rectangle labeled *When*.

2 Once the brainstorming is completed, have students select one choice from each of the four rectangles and write them on the board or chart paper for reference. Display **DM 14.2A Invitation Sample**. Choose volunteers to help complete the invitation using the information they selected.

RECOVERY

- Print and laminate **BLM 14.3D Line Tracing** for students. Use the laminated pages to give students extra practice with developing their fine-motor skills. Direct students to trace each stroke using dry-erase markers. Use as often as needed for extra practice.

Name _____

14.3
tr, pr

1. Read the word. Copy it. Circle the correct picture.

trap   

truck   

track   

2. Read and trace the words. Underline the beginning blends.

prop trim prep

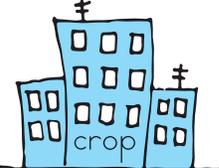
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Practice

3. Use the key to color the pictures that have the same beginning blend.

 br words  cr words  tr words

136

Chapter 24 Literature Guide

Preparation

- For Lesson 4, obtain the following for each group of four students to make snow paint: a **BOWL**, a **FOAMING SHAVING CREAM FOR SENSITIVE SKIN**, glue, and a generous amount of **WHITE GLITTER** or silver glitter. Obtain **MEASURING CUPS**. In each group's bowl, mix glitter, 1 cup shaving cream, and ½ cup glue. For each student, gather a sheet of blue construction paper and a **PAINTBRUSH**. Have paper towels or baby wipes available for cleanup.
- For Lesson 5, obtain **1½ WHITE CHENILLE STEMS** for each student to make snowflakes. Cut the chenille stems in half. Fold each piece in half to find the midpoint and twist two pieces together in the center. Then twist a third piece around the center. Spread out the joined pieces to resemble a snowflake. Have **CUPS** and enough **WHITE, CLEAR, AND PASTEL COLORED PONY BEADS** for each student to use 30 beads.

Background Information

- **Summary:** A snowman struggles to find just the right temperature to be comfortable.
- **Author/Illustrator:** Maureen Wright (illustrated by Stephen Gilpin)
- **Oral Vocabulary:** summer, melt
- **Story Vocabulary:** shiver
- **Theme:** seasons and weather

Lesson 1

Reading and Listening Comprehension

- **Introduction:** Ask students whether they have ever felt too warm with a coat or too cold without one. (**Answers will vary.**) Convey that students will hear a story about a snowman that struggles to find just the right temperature. Explain that to shiver means to shake from the cold.
- **Picture Walk-Through:**
 1. Give the book to a volunteer to hold. Have the volunteer locate the front cover and back cover of the book. Direct the rest of the class to describe the covers to a partner. Have another volunteer turn to the title page and show it to the class. Direct pairs to describe the picture on the title page.
 2. Flip through the pictures in the book and have students make predictions about the story based on the illustrations.
- **Modeling Fluency:** Read the book aloud without stopping. Model reading fluency as you read.
- **Listening Comprehension:** Read through the book again and ask the following questions:
 1. **pages 1–2:** What does it mean to shiver? (**to shake from the cold**)
 2. **pages 3–4:** Does Sneezy like hot cocoa? (**Yes.**)
 3. **pages 5–6:** What happens to Sneezy? (**He melts.**) What does Sneezy tell the children to do? (**to make him brand new**)
 4. **pages 9–10:** What does a girl share with Sneezy? (**a hat**)
 5. **pages 15–16:** What does a little boy share with Sneezy? (**a scarf**)
 6. **pages 21–22:** What does a little girl share with Sneezy? (**a coat**)
 7. **pages 23–24:** What happens to Sneezy after he puts on the coat? (**He is too hot.**)
 8. **pages 25–29:** What happens after Sneezy eats ice cream? (**He feels just right.**)

Lesson 2

Plot and Characters

- **Guided Retelling:** Guide students to recount the important parts of the book by having students act out Sneezy's part. Point out the pattern in the book: First Sneezy sneezes and shivers. Next, he does something to get warm. Then, he melts. Finally, his friends rebuild him. Note that at the end, the pattern changes as Sneezy does not melt. Read the book aloud to students and have them act out the pattern in each scene.
 1. Students shiver and sneeze. (Wrap arms around themselves, shiver and sneeze.)
 2. Students do something to get warm. (Drink cocoa, sit in a hot tub, or stand by a fire.)
 3. Students melt into a puddle. (Sink to the floor.)
 4. Students get rebuilt. (Stand up.)
- **Character Discussion:** Lead students in a discussion about the book's characters by asking the following questions:
 1. Have you ever had a hard time getting comfortable, like Sneezy? (**Answers will vary.**)
 2. What might have happened if Sneezy's friends had not been there? (**He would not have been rebuilt each time.**)

3. How do Sneezy's friends show patience with him? (**Answers will vary.**)
4. How can you show patience with others when they have a hard time? (**Answers will vary.**)

Lesson 3

Informational Text Connection

- **Informational Text:** Read the following text aloud:

A season is a time of year. There are four seasons: winter, spring, summer, and autumn. Winter is the coldest season. Some places get snow during the winter. Many animals migrate or leave their homes to go someplace warmer in the winter. Other animals hibernate or sleep inside all winter long. All people cannot travel someplace warmer in the winter. Neither can they stay inside and sleep all winter long. Instead, they must bundle up in warm clothes when they go outside to work or play on a winter day. God planned for winter to last for a short time. Then another season begins when the cold winter is over.

- **Informational Text Discussion:** Guide students in a discussion about the text by asking the following questions:
 1. What is a season? (**a time of year**)
 2. How many seasons are there? (**four**)
 3. What are the seasons? (**winter, spring, summer, autumn**)
 4. Which season of the year brings snow? (**winter**)
 5. Which is the coldest season? (**winter**)
 6. What does the word *migrate* mean? (**leave**)
 7. What does the word *hibernate* mean? (**sleep**)

Lesson 4

Informational Text Connection, continued

- **Making Inferences:** Read the text from Lesson 3 again. Ask the following questions:
 1. How can you tell that spring, summer, and autumn are not very cold seasons? (**The text says that winter is the coldest season.**)
 2. Why do people not hibernate in the winter? (**Possible answers: People must attend work or school; people get hungry.**)
 3. When can you build a snowman in the winter? (**when it snows**)
 4. How is this text similar to *Sneezy the Snowman*? (**they are both about winter**) How is it different? (**Possible answers: This story tells facts and information about the season and is nonfiction; the other one tells a story and is fiction.**)
- **Theme Activity:** Lead students in making puffy snowman paintings. Place **BOWLS OF PREPARED SNOW PAINT** within easy reach of all students. You may want to use one bowl or recipe for each group of four students. Distribute **PAINTBRUSHES** or let them use their fingers. Give each student a piece of blue construction paper. Inform students that today they will make a puffy snowman, but they must follow directions. Read the following directions to students:
 1. With your finger or brush, smear a layer of snow across the page at the bottom.
 2. With your finger or brush, paint a large circle no bigger than half the page tall. Fill in the circle with paint.
 3. With your finger or brush, paint a medium circle on top of the large circle. Fill in the circle with paint.
 4. With your finger or brush, paint a small circle on top of the medium circle. Fill in the circle with paint.
 5. With your finger or brush, make little dots of snow in the background, falling from the sky.

Allow the paint to dry overnight. The dry snowmen will be puffy to the touch. Guide students to use glue and construction paper to add eyes, a nose, a hat, buttons, a scarf, and anything else each student would like to add.

Lesson 5

Wrap-Up Activity

- **Activity:** Read **Psalm 139:13–14**: “For You created my inmost being; You knit me together in my mother’s womb. I praise You because I am fearfully and wonderfully made; Your works are wonderful, I know that full well.” Explain that God made each person unique, just as He makes each snowflake unique.
- Inform students that they will use math to make snowflakes. Distribute the prepared **CHENILLE-STEM** snowflakes to students and place **CUPS of WHITE, CLEAR, AND PASTEL COLORED PONY BEADS** within easy reach. Guide students to place five pony beads on each strand of the snowflake. Ask them to see what kinds of patterns they can create as they count the beads. When all beads are in place, have students curl the end of each strand around one of their fingers and then stuff the end back into the last pony bead to create a kind of knot.
- **Discussion:** Give volunteers time to show their snowflakes to the class. Exclaim how unique each one is. Read the verse from Psalm 139:13–14 again and say a prayer thanking God for making each student unique.

Name _____

1. Look at the picture. Sort the words to make a sentence. Write the sentence.



green. truck
The is

2. Look at the pictures. Fill in the circle next to the sentence that goes with each picture.



- The brick is blue.
- The brick is red.



- He will crack the egg.
- The crib is big.

Practice

3. Match the words that have the same beginning blends.

press •

frog •

dress •

• frizz

• prop

• drip

Chapter Review

4. Draw a rectangle around the correct picture.

cross



drum



5. Circle the beginning blend in each word.

grass

bran

prep

Fran

crib

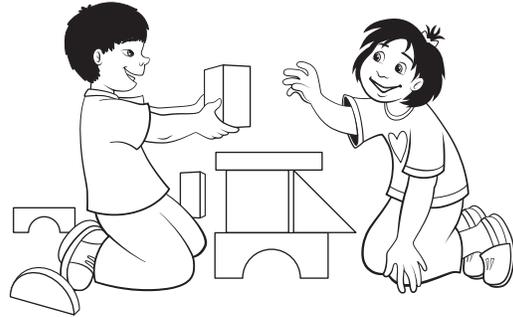
trip

Name _____

Kind

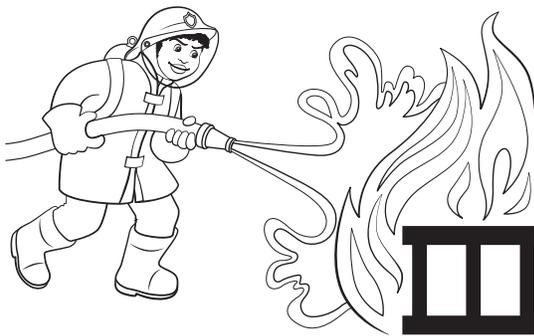


Pam is kind.
She is kind to Max.

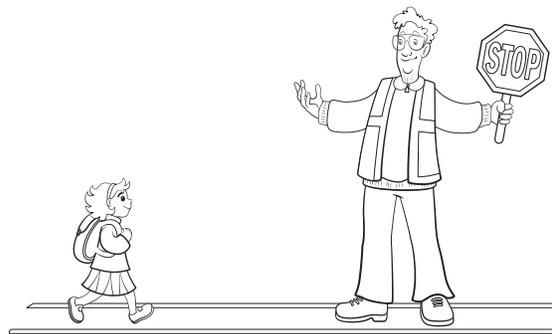


Brad is kind.
He is kind at school.

High-frequency words: he, she
Vocabulary: kind



Fran is kind.
She is kind to us.



Greg is kind.
He is kind to me.

God Made Me

Name _____

I praise You because I am fearfully
and wonderfully made; Your works are
wonderful, I know that full well.

Psalm 139:14

Phonics Scoresheet Sample

Have students read each word from **BLM 14.3B Phonics Skills Check**. As they read, circle the individual phonics sounds in each word that students miss. If a student self-corrects within three seconds, do not count it as a miss. Use this skills check to determine whether students need additional practice.

s <u>u</u> n	b <u>l</u> ack	b <u>o</u> x	b <u>o</u> g
b <u>l</u> ock	sock	zip	fast
tag	f <u>l</u> ag	top	stop
f <u>l</u> op	glad	r <u>u</u> n	tap
r <u>e</u> d	flip	ten	tip

— Student passed this phonics skills check by getting 18 or more words correct and can move on to the next skills check.

X Student needs extra practice with the following sounds:

_____ u, bl, b, fl, d _____

Phonics Skills Scoresheet

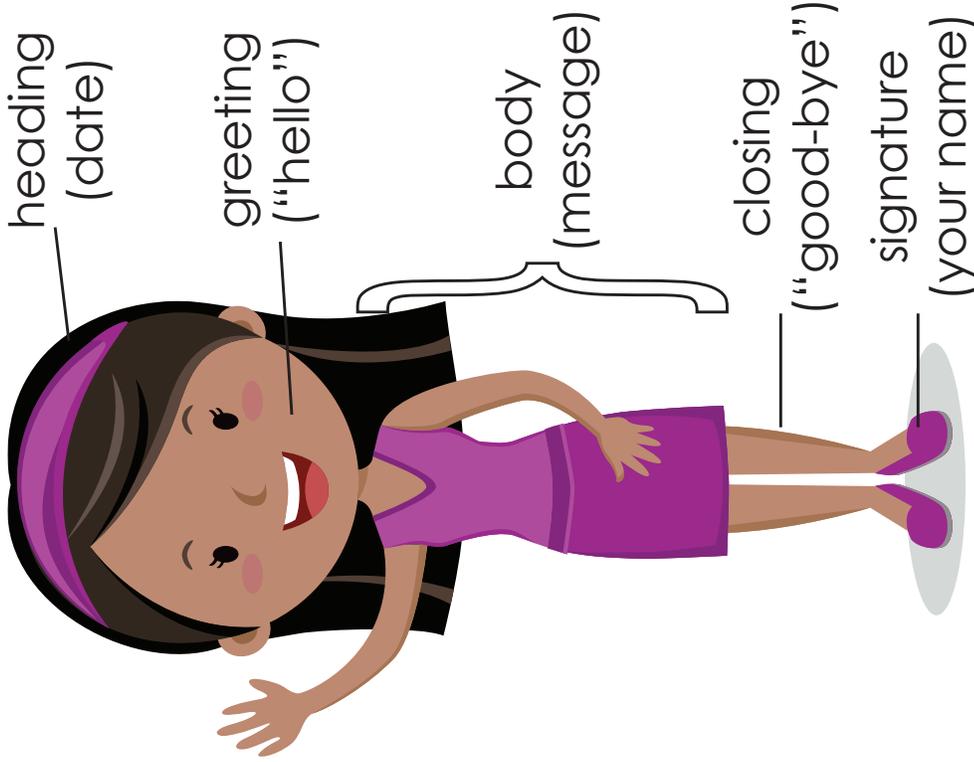
Have students read each word from **BLM 14.3B Phonics Skills Check**. As they read, circle the individual phonics sounds in each word that students miss. If a student self-corrects within three seconds, do not count it as a miss. Use this skills check to determine whether students need additional practice.

cat	gum	fit	fan
box	pin	dug	man
pop	tip	beg	sun
sad	job	rid	pen
hut	leg	top	jet

— Student passed this phonics skills check by getting 18 or more words correct and can move onto the next skills check.

— Student needs extra practice with the following sounds:

Name _____



Dear _____

You are invited to _____

It is on _____

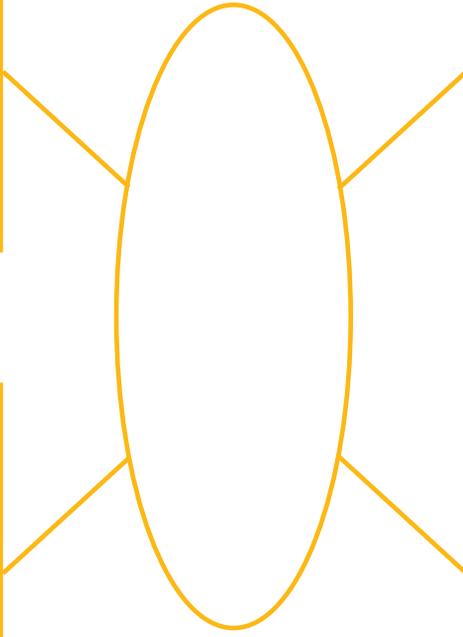
at _____

Your child, _____



Invitation Sample DM 14.2A

Who



When

What

Where

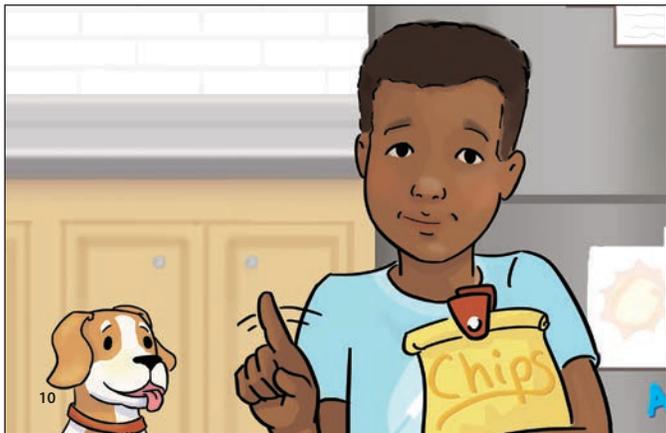
Four Questions Organizer DM 14.3A

Decodable Readers



Hop, hop, hop.
This frog will win!

55



I get chips.
This food is not for Max.

11



I make the air cold.
I make the land white.
I am God.

1

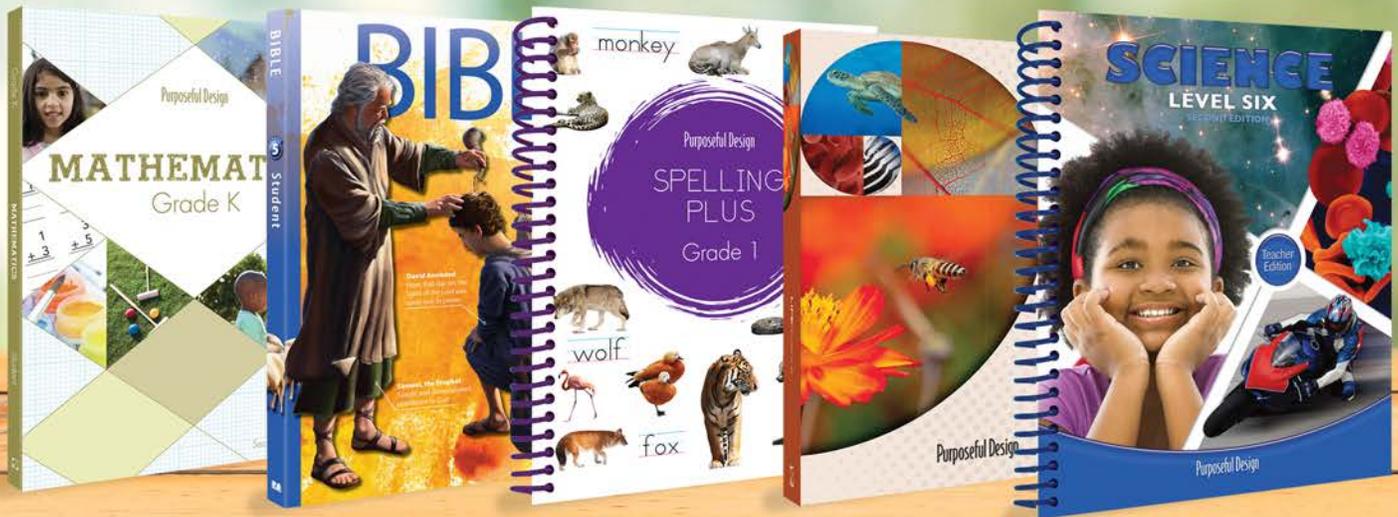


God made the trees.
He made the plants.
He made the sharks,
the frogs, and ants.
God is good.

9

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