

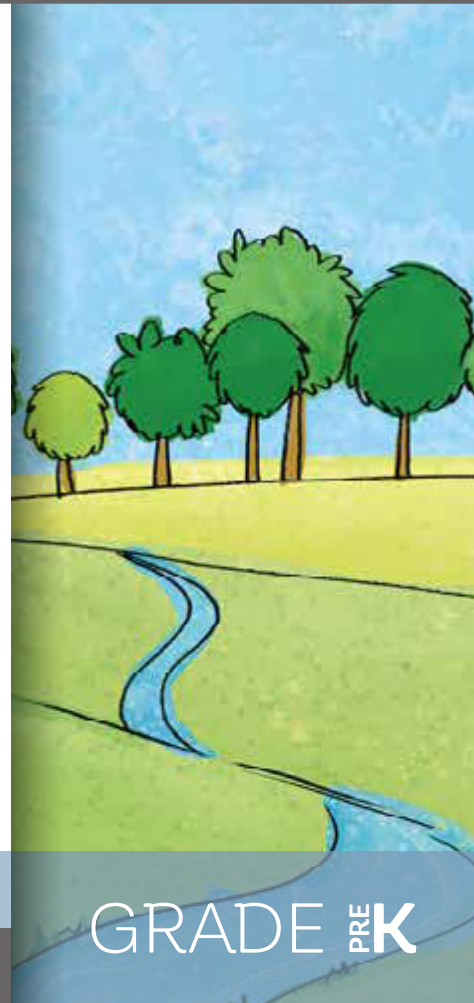
FROM THE CREATORS OF THE F&P TEXT LEVEL GRADIENT™



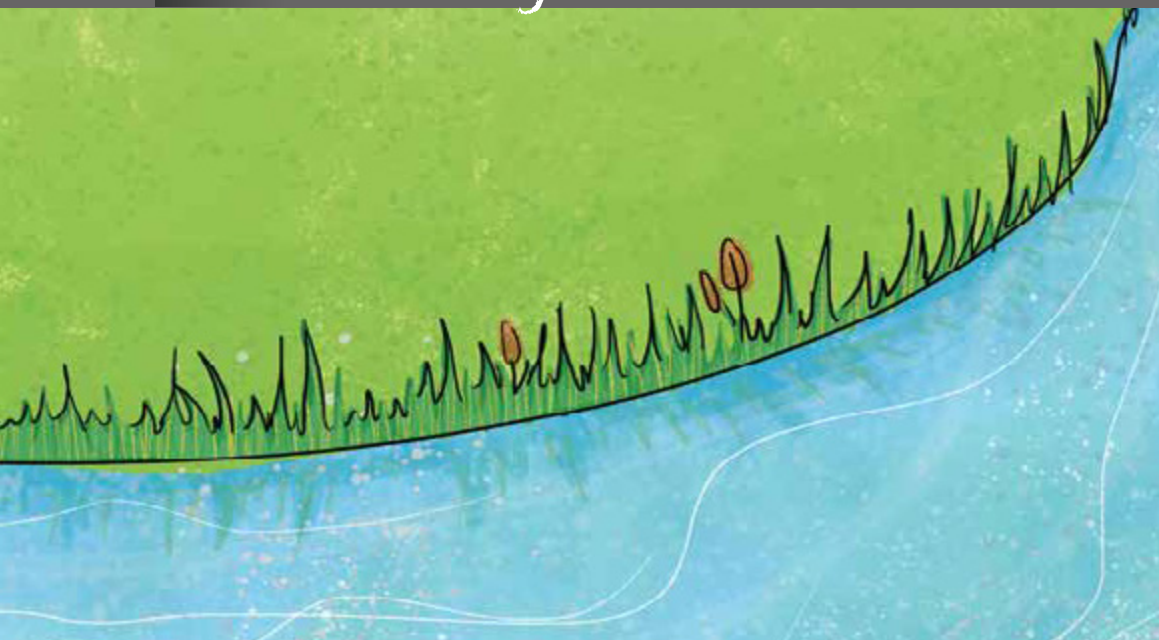
Fountas & Pinnell
Classroom™



AN INTRODUCTION TO THE **FUTURE** OF
Joyful LITERACY EDUCATION



GRADE **PRE K**

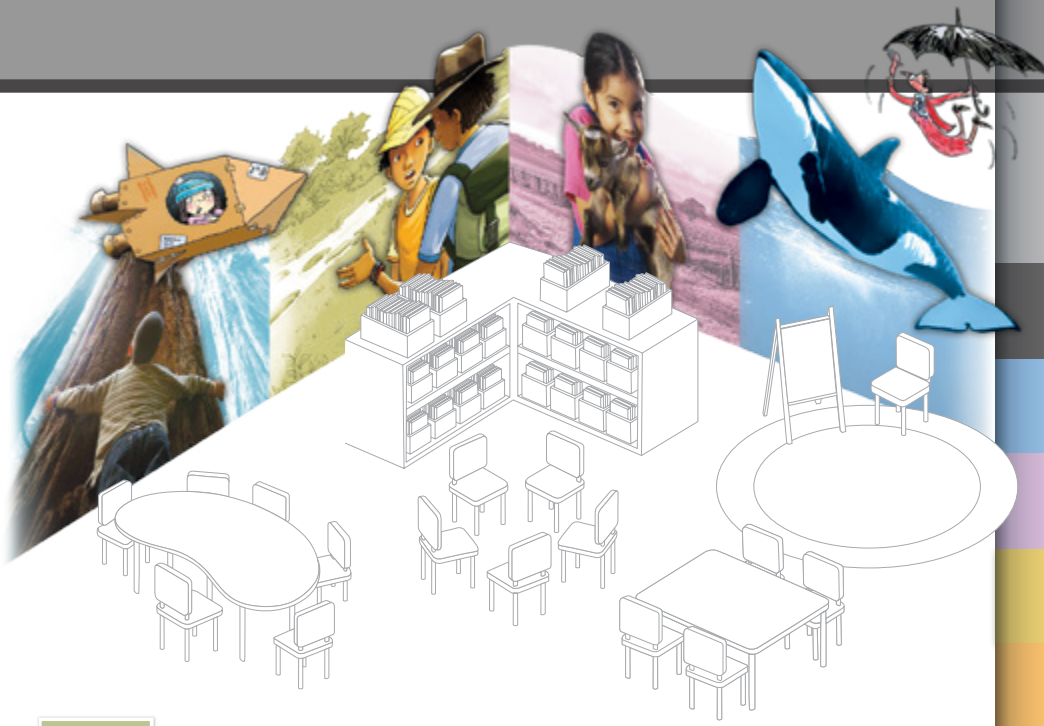




Fountas & Pinnell
LITERACY™

ELEVATING TEACHER EXPERTISE

The stunning landscape illustrations featured throughout reflect a sample of the artwork from the hundreds of new, original books that are part of Fountas & Pinnell Classroom™.




Fountas & Pinnell Classroom™

YOUR CLASSROOM is a place where students explore literacy. A strong prekindergarten environment creates an active learning space that engages children, sparks curiosity, encourages play, and supports an enormous amount of learning. Create a classroom community that is play-based, yet prepares children for the literacy-rich world in which they live. Design and organize your classroom in a way that ensures a joyful, inquiry-infused environment where children develop relationships, explore, expand their language, and read and write in a way that is part of play and often becomes play.

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The Literacy Continuum 58



DESIGNED TO
CHANGE THE
LANDSCAPE OF
LITERACY
EDUCATION

A first-of-its-kind system for high-quality, classroom-based literacy instruction



Fountas & Pinnell Classroom™ (FPC) is a coherent literacy system for prekindergarten through grade 6 that is based on responsive teaching using an inquiry-rich, multi-text approach across multiple instructional contexts.

Fountas & Pinnell Classroom™ stands apart from reading programs in its commitment to the following principles:

1 INSTRUCTIONAL COHERENCE

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each instructional context in the system is reciprocally connected to the others, improving student outcomes and creating equitable literacy opportunities for all students. *The Fountas & Pinnell Literacy Continuum* serves as the instructional anchor for every lesson, goal and book in *FPC*.

2 RESPONSIVE TEACHING

The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of children's learning behaviors, are honored and supported by *Fountas & Pinnell Classroom™*. In this system, you teach individual readers, not a program. Consider each lesson a blueprint for instruction to best support the learners in the classroom.

3 MULTI-TEXT APPROACH

Books, lots of authentic books, are at the heart of *Fountas & Pinnell Classroom™*: exciting books to stir imagination; challenging books to lift every reader; and diverse books to expand readers' knowledge of the world. Every book in *FPC* is carefully written or selected to support an instructional context.

4 STUDENT INQUIRY

Children are curious. *Fountas & Pinnell Classroom™* allows children's curiosity to propel authentic learning and discovery. As children think across texts, they pursue lines of inquiry that interest and engage them as learners, and build knowledge of different topics and themes across a range of disciplines.

5 LANGUAGE-BASED

Reading is thinking grounded in text. Children's talk reflects their thinking. *Fountas & Pinnell Classroom™* is rich with robust opportunities for varied talk structures within each instructional context.

6 TEACHER EXPERTISE

















Your knowledge of your students informs responsive teaching. The extensive professional learning tools woven into the system help educators develop their craft, strengthen instructional decision-making, and deliver high-impact literacy instruction.

A DAY IN PreK

Fountas & Pinnell Classroom™ Literacy Opportunities

FITTING IT ALL TOGETHER

Start with this **suggested half-day framework**, or design your own

INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS	MINUTES EACH DAY
ARRIVAL, CIRCLE TIME, AND PHONOLOGICAL AWARENESS 	• Entry routines, attendance, circle time activities such as class meeting, calendar, birthdays, helpers, weather, sharing, storytelling, phonological awareness games, letter games, songs, movement activities	
INTERACTIVE READ-ALOUD AND WRITING 	• Teacher reads aloud a book from a text set and children share their thinking. The text experience occasionally leads to shared or interactive writing.	
INQUIRY-BASED ACTIVITIES	• Activities in the areas of science, math, social studies, cooking, art, drama, music	
TRANSITION	• Clean up, sharing, snack	
OUTDOOR PLAY		
CHOICE TIME	• Activities such as dramatic play, blocks, music, library, puzzles, games, sand/water table, art	
TRANSITION	• Clean up, songs, chants, marches, oral games	
SHARED READING 	• Teacher engages children in shared reading using enlarged print books and poetry charts. The text experience occasionally leads to shared or interactive writing.	
WRITING MINILESSON 	• Teacher engages children in a short, concise, explicit minilesson or that nurtures joyful learning and writing.	
LITERACY CHOICE TIME	• Activities such as computer, listening, play, bookmaking, letter/word activities, book activity, drawing/writing	
BREAK	• Clean up	
CIRCLE TIME	• Activities such as songs, marches, movement, oral games, sharing, home preparation, and dismissal	

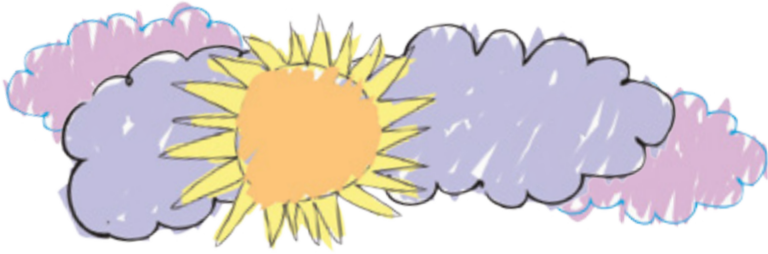
Suggested time allotments shown are for utilizing the instructional contexts of *Fountas & Pinnell Classroom™* within a half-day prekindergarten classroom. Visit www.fountasandpinnell.com/fpc for an alternative full-day prekindergarten suggested schedule.

TOTAL:
3 HOURS

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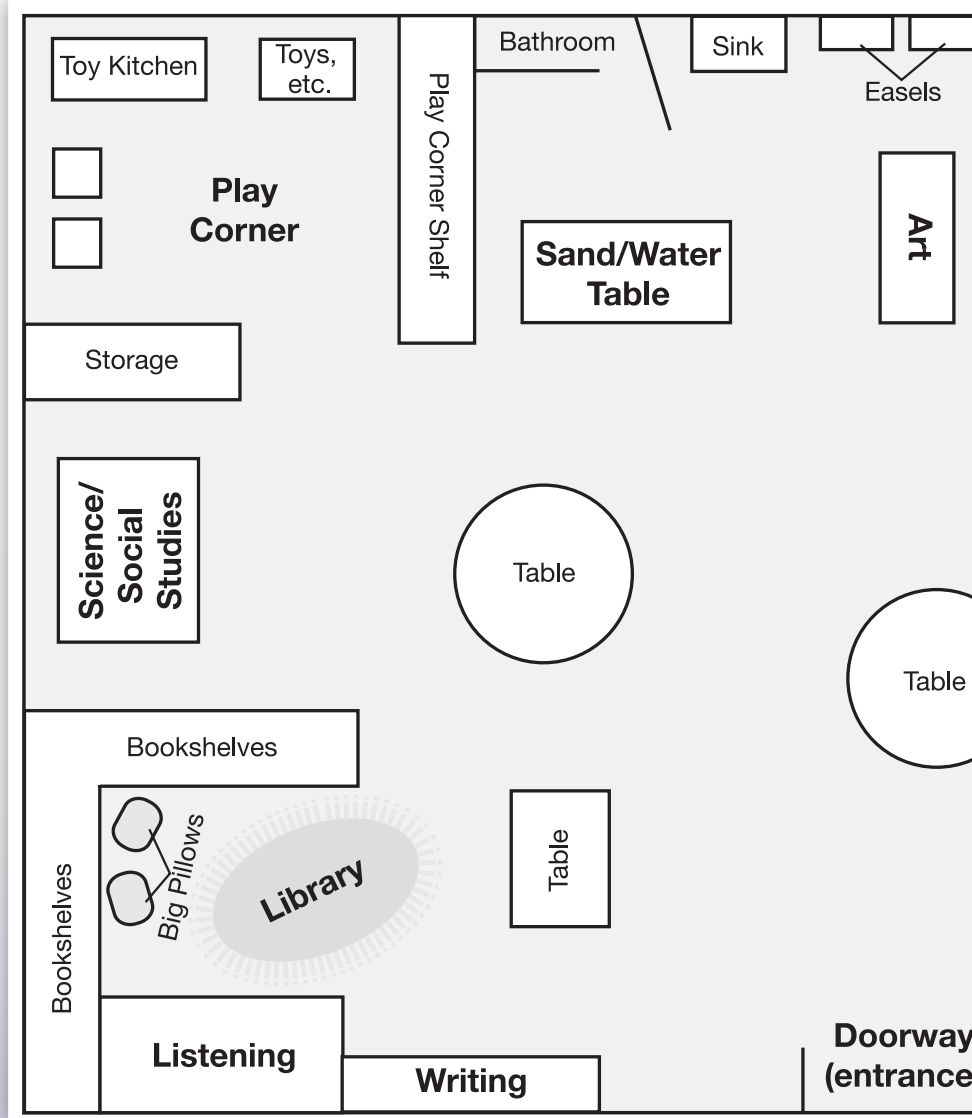


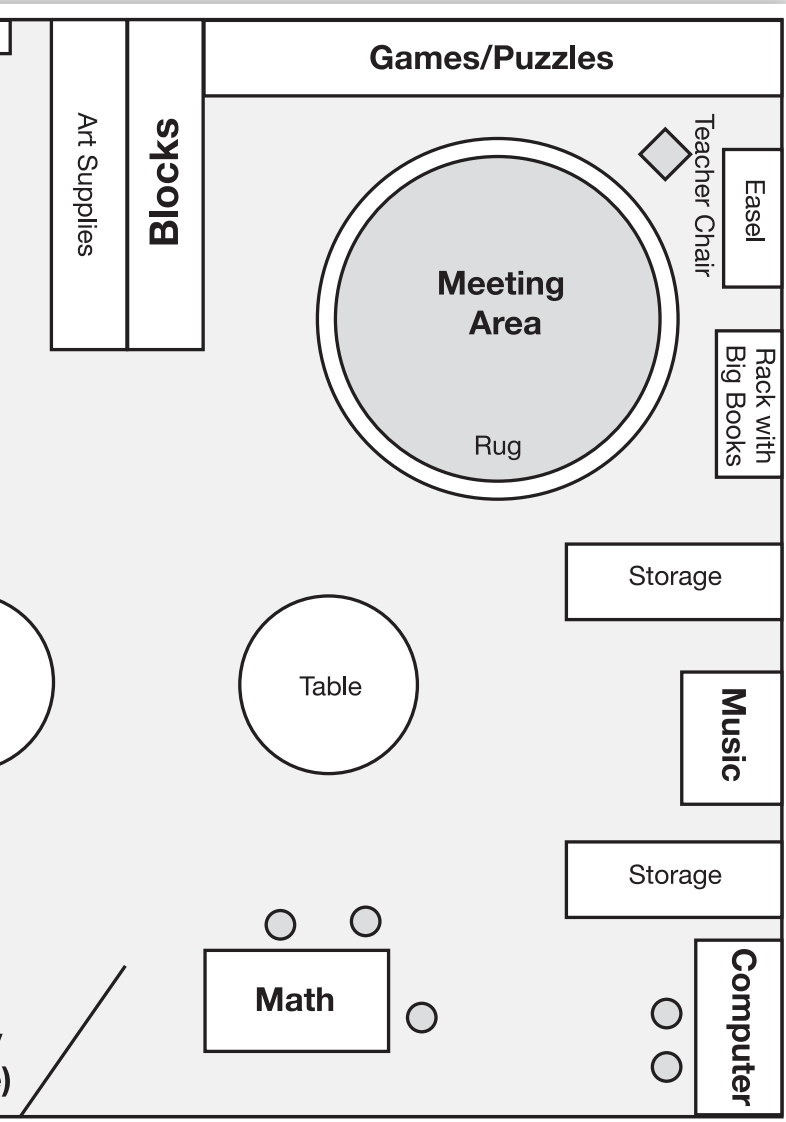
DESIGNED TO
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LITERACY
EDUCATION



Building a Fountas & Pinnell Classroom™ Community

The prekindergarten classroom is a place of joy, activity, and continuous inquiry. This bright, busy space accommodates a variety of learning tools that are essential to a community of young learners, and encourage discovery, imagination, movement, exploration, and play.





Whole Class activities form the foundation of instruction in your prekindergarten classroom, and include Interactive Read-Aloud, Shared Reading, Phonological Awareness, and Writing Minilessons.



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The Fountas & Pinnell Classroom™ System

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each context plays an essential role that contributes in different ways to every child's development as a reader, writer, and language user.

- AVAILABLE NOW
- AVAILABLE SUMMER 2021
- FUTURE DEVELOPMENT

Pre-publication data subject to change.

Instructional Context	Classroom Resources
<p>INTERACTIVE READ-ALOUD IRA</p>	<ul style="list-style-type: none"> ● 120 trade titles ● 120 Lesson Folders ● 25 Inquiry Overview Cards ● Context Collection Guide
<p>SHARED READING AVAILABLE IN ENGLISH AND SPANISH SR</p>	<ul style="list-style-type: none"> ● 30 original titles [Big books with 6-copy small book sets] ● 30 Lesson Folders ● Context Collection Guide ● All resources available in Spanish Summer 2021
<p>WRITING MINILESSONS WML</p>	<ul style="list-style-type: none"> ● Words That Sing Poetry Charts, PreK [supplemental purchase] ● Joyful Writing in PreK: Create. Imagine. Learn.
<p>PHONOLOGICAL AWARENESS PWS</p>	<ul style="list-style-type: none"> ● Sounds, Letters, and Words in PreK: Listen. Look. Learn.
<p>PROFESSIONAL LEARNING TOOLS PLT</p>	<ul style="list-style-type: none"> ● The Literacy Continuum ● Literacy Beginnings, Third Edition ● FPC System Guide, PreK



Digital Components

ONLINE RESOURCES

- Lesson Folders
- Inquiry Overview Cards
- Professional Development Video Library
- Other General Resources

ONLINE RESOURCES

- Lesson Folders
- Inquiry Overview Cards
- Professional Development Video Library
- Other General Resources

AUDIO BOOKS

- Shared Reading titles

ONLINE RESOURCES

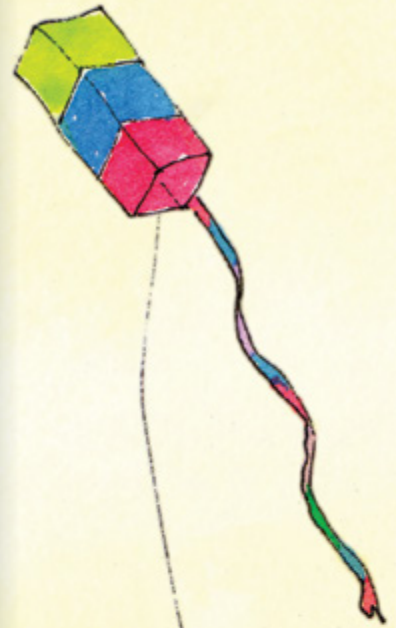
- Downloadable Anchor Chart Art
- General Resources
- Professional Development Video Library

ONLINE RESOURCES

- Display-ready poems, songs, and more
- Audio files of most anchor texts
- Picture, Letter and Word Cards
- Professional Development Video Library

PROFESSIONAL LEARNING TOOLS

- The Literacy Continuum Digital Edition
- Literacy Beginnings, Third Edition Digital Edition
- The Fountas & Pinnell Literacy™ Community



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BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud, children can:

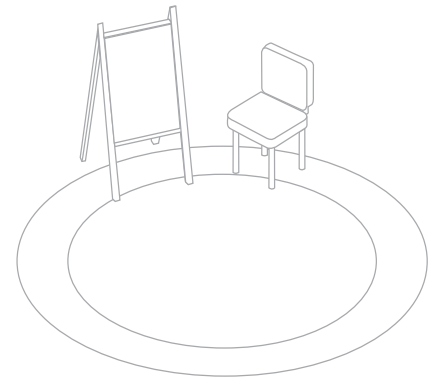
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to language patterns.
- Make connections between texts.
- Study characteristics of different genres.

Expand children's thinking across the year with books that spark discussion and inquiry

Interactive read-aloud promotes the joy of reading, expands children's vocabulary and language, and increases their ability to think, talk, and draw or write about texts that fully engage their interest.

Interactive Read-Aloud At A Glance

- Whole-group instruction
- During interactive read-aloud, teacher reads aloud a selected text to children, occasionally pausing for conversation
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most children
- Children are listening to the text and viewing the illustrations
- Text-based discussion helps children construct meaning
- Children make connections between books in the text set.



Texts and Instruction for Interactive Read-Aloud

The *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* is the foundation for literacy instruction, and is organized into 25 text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.



RESOURCES

Fountas & Pinnell Classroom™

Interactive Read-Aloud Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Interactive Read-Aloud Collection*.

Interactive Read-Aloud Books

120 trade titles, 1 copy of each

This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture children’s ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text sets to help children make connections among ideas and notice parallels in the craft of writing across multiple texts.

Interactive Read-Aloud Lesson Folders

120 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend children’s reading, writing, and language skills.

Inquiry Overview Cards and Inquiry Projects

25 Inquiry Overview Cards [1 per text set] that feature a brief overview of the text set, opportunities to think across books, an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.

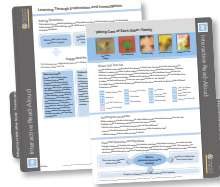
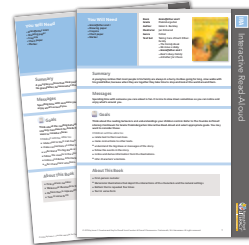
FPC Interactive Read-Aloud Online Resources

The resources needed for each lesson, including:

- Lesson Folders
- Inquiry Overview Cards
- Video Library
- General Resources
- Text Set labels
- Parent Letters



Best trade book choices in curated text sets



Put Interactive Read-Aloud into Action

“Interactive read-aloud is at the heart of literacy instruction in the classroom. Reading aloud to students is not a luxury. It is a necessity.”

–Irene C. Fountas and Gay Su Pinnell



Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide</i>	Carefully curated collection of exquisite trade titles • 120 titles	• 120 Lesson Folders • 25 Inquiry Overview Cards	Online access to lesson resources by title

SPARK CHILDREN'S INTERESTS WITH THEMATIC TEXT SETS

Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your children's needs and interests, you may wish to present the text sets in a different order.

Prekindergarten Text Sets

MONTHS 1-2

1. Sharing Stories and Songs: Nursery Rhymes
2. Letters at Work: The Alphabet
3. A is for Alphabet: ABC Books
4. Taking Care of Each Other: Family
5. The Importance of Friendship

MONTHS 3-4

6. Seeing Color in the World Around You
7. Telling a Story with Pictures: Wordless Books
8. Numbers at Work: Counting
9. Having Fun with Counting Songs and Chants
10. Author/Illustrator Study: Byron Barton

MONTHS 5-6

11. Having Fun on the Farm
12. Songs and Movement
13. Having Fun with Language
14. Stories with Threes: Exploring Animal Tales
15. Exploring Animal Fantasy

MONTHS 7-8

16. Sharing the Earth: Animals
17. Author/Illustrator Study: Donald Crews
18. Understanding Feelings
19. Food: Family and Tradition
20. Caring for Pets

MONTHS 9-10

21. Repeating Patterns and Refrains
22. Author/Illustrator Study: Denise Fleming
23. Clever Characters
24. Exploring Weather
25. Cumulative Tales: Noticing Patterns



Inside Text Set 15:

Explore Animal Fantasy with bold texts and illustrations, and engage children in thinking about the Essential Question: *What makes these stories fun to read?*

INQUIRY OVERVIEW CARDS GUIDE PREPARATION

Each thematically related text set includes an Inquiry Overview Card that is designed to help you prepare to use the books in a particular text set, as well as introduce some of the thinking that children will do as they engage with the text sets.

Exploring Animal Fantasy

About This Text Set
The books in this set include animal fantasy books featuring animals that talk and behave like humans. Animal fantasy stories are often modeled on traditional literature, which also frequently features animal characters that behave like people, but the themes, characters, events, and settings of animal fantasy are often rooted in reality, and young children will easily make connections to their own lives. You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.

<i>Five Little Monkeys Jumping on the Bed</i>	<i>Bunny Cakes</i>	<i>A Mother for Chocco</i>	<i>Maisy Hare</i>
<i>Ten on the Sted</i>	<i>Koala Lou</i>	<i>Bear's Busy Family</i>	<i>Froggy Gets a Doggy</i>
<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>	<i>Henry the Duck</i>	<i>Froggy Gets a Doggy</i>	<i>Hunting for Dinners</i>

Thinking Across Books
While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about animal fantasy books.

- What do you notice about the characters in these books?
- How are these stories the same? How are they different?
- What connections can you make to the characters and your own life?

Essential Question and Big Ideas
Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.

The characters are animals, but they act like people.

What makes these stories fun to read?

It's fun to imagine animals acting like people.

Animal fantasy stories are often similar to traditional stories.

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Learning Through Exploration and Investigation

Asking Questions
Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

How do the characters in animal fantasy stories act like people?

Why is it fun to read about animals acting like people?

How are animal fantasy stories like traditional stories?

Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set.

<p>Draw Animal Characters Talk with children about the characters in these stories. How are they like people? How are they different? Hand out blank drawing paper and crayons or markers. Have children fold the paper in half lengthwise. On one side of the paper, have them draw and color one of the characters from one of the stories. Encourage them to include details such as clothes. On the other side of the paper, have them draw and color a picture of themselves. Have volunteers talk about how they are like the character. For example, they might relate to some of the ways that Maisy spends her time in school, or to Little Bear's difficulty sleeping, or to Baby Duck's dislike of rain. Talk about ways they are different from these characters. Point out that in real life, animals don't talk and act like people. Invite volunteers to tell what they know about the way that a mouse, duck, or bear would act in real life.</p>	<p>Have Fun with Animal Characters Revisit some of the illustrations in the stories in this set with children. Talk about some of the details that make these animal characters particularly fun and surprising, such as seeing Eddie the Elephant wearing a swimsuit, or Baby Duck carrying an umbrella, or a big bear being so gentle and loving. Invite children to talk about other surprising or fun things about the characters. Then, teach children the words to the rhyme, "Five Little Monkeys Jumping on the Bed" ("Five little monkeys jumping on the bed. One fell off and bumped his head. So Mama called the doctor and the doctor said, No more monkeys jumping on the bed!"). Sing or say the rhyme together, repeating each verse and counting down to one. Have children act out the rhyme with the monkeys, the doctor, and Mama. Have one monkey leave the circle each time.</p>	<p>Act Out Nursery Rhymes Discuss some traditional stories or nursery rhymes with which children are familiar, such as "The Three Little Kittens" or "The Three Little Pigs," and point out that they are similar to the stories in this set, as they also feature animal characters that act like people. Invite children to name other traditional stories they know that feature animal characters acting like people. Children can begin to make the connection between these stories and the stories they have read in this set. Then, teach children the words to the rhyme, "Three Little Kittens" ("Three little kittens, they lost their mittens, and they began to cry. Oh, Mother dear, we sadly fear, our mittens we have lost. What shall we do now? I have naughty kittens, then; you shall have no more! I have children take lumps acting out the parts of mother and kittens. Alternatively, have children make craft stick puppets for each of the characters and act out the rhyme.</p>
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Taking Care of Each Other: Family



Bear's Busy Family



The Family Book



We Have a Baby



Grandfather and I



A Mother for Choco

Familiarize yourself with the **text set** overview—an explanation of how the books in the set are connected and suggestions of titles from other sets that you may want to include.

About This Text Set

Young children enjoy talking about the people in their lives. The books in this text set invite children to explore the idea of what makes a family. There are many different kinds of families but there are things that are the same about all families. Family members love and care for each other and help one another. Children will explore what it means to be part of a family, how it makes us feel and how we all have our own special place in our families.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.

- Daddy Calls Me Man*
- You Can Do It, Sam*
- Owl Babies*
- Can't You Sleep, Little Bear?*
- Koala Lou*
- Noisy Nora*
- Have You Seen My Duckling?*
- In the Rain with Baby Duck*
- Full, Full, Full of Love*
- Bunny Cakes*
- Bee-bim Bop!*
- All for Pie, Pie for All*
- Fun with My Family*

Expand children's abilities to infer larger messages, discuss similarities and differences, make connections to their lives, express opinions, and synthesize evidence from several sources by **thinking across books**.

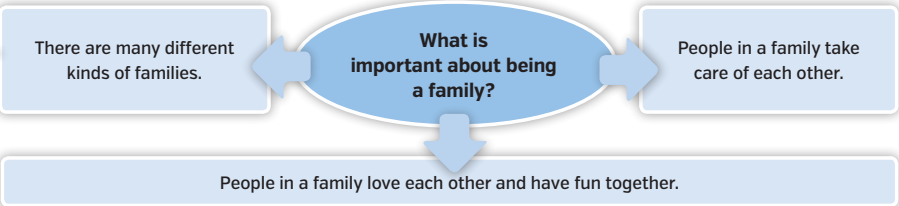
Thinking Across Books

While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about family.

- What is the same about these books? How are they different?
- How do the illustrations help you understand how the characters feel?
- What do these stories make you think about?

Essential Question and Big Ideas

Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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IRA Interactive Read-Aloud

Taking Care of Each Other: Family Prekindergarten



Interactive Read-Aloud INQUIRY CARD



Learning Through Exploration and Investigation

Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

Ask open-ended, essential questions about the big ideas to help children identify lines of inquiry they might want to research and explore.

What makes your family special or unique?

What are some of the ways that people in a family take care of each other?

What are some things that families do together?

Extend children's learning with **inquiry projects** designed to help them bring together what they have learned and explore a topic in more depth.

Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set.

Draw Your Family

Discuss with children what it means to be a family. Emphasize that your family are the people who love you and take care of you, and there are different kinds of families. Have each child draw a picture of their families. Invite them to tell the rest of the class who each family member is. Create a bulletin board to hang the drawings on, and use the board to have discussions with the children about the ways their families are alike and how they are different.

Explore Ways You Show You Care

Use interactive or shared writing to brainstorm ways that family members take care of each other (e.g., making meals or reading stories). Distribute drawing and coloring supplies and have children draw a picture showing a family member caring for them, or of them caring for a family member.

Make a Big Book

Create a big book with one page per child. Each child finishes the sentence that you have written on the page: "I like to ___ with my family (or family member, such as Mom, Dad, Grandpa)." Have each child illustrate their page and use dictated or interactive writing to complete the sentence. Bind the pages together as a big book for shared reading, and make it available for children to look at.

Sing a Song

Have children sit in a circle together. Teach them simple words they can sing to any tune they are familiar with: "Tell me what you like to do, like to do, like to do. Tell me what you like to do, like to do with your family." Go around the circle, with everyone singing together, and have each child take a turn responding by singing, "I like to ___ with my family."

Taking Care of Each Other: Family Prekindergarten

Interactive Read-Aloud

IRA

IRA3454

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GRADE PreK

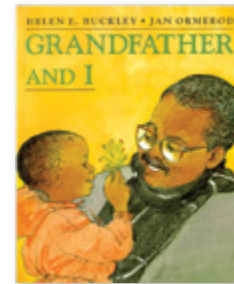
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Gather the **materials** needed to prepare for and present the lesson.

You Will Need

- *Grandfather and I*
- Drawing paper
- Crayons
- Chart paper
- Marker

Book *Grandfather and I*
Grade Prekindergarten
Author Helen E. Buckley
Illustrator Jan Ormerod
Genre Fiction
Text Set Taking Care of Each Other: Family
 • *The Family Book*
 • *We Have a Baby*
 • *Grandfather and I*
 • *Bear's Busy Family*
 • *A Mother for Choco*



Convey the **main** or “**big ideas**” of the text.

Summary

A young boy notices that most people in his family are always in a hurry. He likes going for long, slow walks with his grandfather, because when they are together they take time to stop and look at the world around them.

Choose or modify **Goals** [align to *The Literacy Continuum*] to match the learning needs of students.

Messages

Spending time with someone you care about is fun. It is nice to slow down sometimes so you can notice and enjoy what's around you.

Goals

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade Prekindergarten Interactive Read-Aloud and select appropriate goals. You may want to consider these:

- Children will be able to:**
- relate text to their own lives.
 - make connections to other texts.
 - understand the big ideas or messages of the story.
 - follow the events in the story.
 - notice and derive information from the illustrations.
 - infer characters' emotions.

Draw children's attention to the book's genre, structure, and important characteristics before or after reading using the **About This Book** section.

About This Book

- First-person narrator
- Watercolor illustrations that depict the interactions of the characters and the natural settings
- Refrain that is repeated five times
- Text in verse form

IRA
Interactive Read-Aloud



Introduce the Text with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

Numbering Book Pages

Begin numbering this book on the left-hand page starting with, "Grandfather and I/ are going for a walk" and end on the left-hand page with the words, "until somebody tells us to hurry" for a total of 21 pages.

Stop at suggested points during the reading of the text to engage children's thinking with important aspects of the text.

Supporting English Learners

Support children as they discuss the text.

- To help children discuss the characters in the story, provide oral sentence frames (e.g., *The people in the boy's family are _____, _____, and _____. The most important people are _____.*).

Extend children's thinking within, beyond, and about the text with discussion suggestions and prompts.

Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- Show the book cover. *Who do you think these two people are? This book's title, Grandfather and I, gives you a clue.*
- *Who is the "I" in the title? ● The boy is "I" because he is going to tell the story about what he does with his grandfather. You use "I" when you talk about yourself. ● Let's read to find out what the boy likes to do with his grandfather.*

Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 2: *What does the boy like about his walks with his grandfather?*
- After page 4: *What does the boy want to do? ● What does his mother want him to do?*
- After page 6: *What do you notice about these words? ● The person who wrote this book is Helen Buckley. She is the author. She says these words over and over. Say them with me again. Let's say them together as we read the rest of the book.*
- After pages 17-18: *The boy and his grandfather seem to spend a lot of time in the woods, looking at nature, don't they, and they spend a lot of time doing it slowly. Would you like that? Tell a partner. After pages 19-20: Now what are they doing? ● How is that like what we're doing right now?*

Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- *Talk about all the family members in this story. [a boy and his grandfather, his mother, and his father] Who are the most important people in the story? [the boy and his grandfather] We would call the boy and his grandfather the main characters because they are the most important people.*
- *Let's name some of the reasons the boy like to spend time with his grandfather. [He likes to be with his grandfather because they are never in a hurry and do what they like at their own speed.] What do they do together? [walk in the woods and read]*
- *Look at pages 19 and 20. What are some of the things you see in the pictures? [Children may mention the various things the boy is interested in, such as pine cones, trees, and animals.] Looks like that squirrel is interested in something too.*
- *Turn to page 4 and reread the text. What word stands out to you? ● How many times is the word hurry used on this page? ● Why do you think the author wrote hurry so many times?*
- *The boy has a special time with his grandfather. Who is special to you in your family? [Children may suggest a grandparent, parent, aunt or uncle, or older sibling.] What makes this person special? How do you spend time with this person?*

Engage children in **responding to the text** (may include art activities, shared writing, drama, listening or investigative projects) to enhance their appreciation and interpretation of the text.

Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

ART Have children think about someone special in their families and something they like to do with that person, like the boy does with his grandfather. Distribute drawing paper and crayons and have children draw themselves and their special family member doing a favorite activity together. Invite children to write their name and the name of the family member on their drawings. Have children share their work with a partner.



SHARED WRITING Write the heading "As Long as We Like" on chart paper. Read the heading aloud to children. Then, with their input, talk about and list things that they like to take their time doing. For example, children may suggest read a book, color, play a game, or go for a walk. When writing is complete, read the list to children. Invite volunteers to create small drawings to illustrate the writing.

NOTICING WALK Take the children for a walk around your school or schoolyard, or in your local community, preferably in a park or natural setting. Remind children to walk slowly and to stop and notice their surroundings. Afterward, invite children to share what they noticed and how they felt on the walk.

Supporting English Learners

Support children in the noticing walk activity.

- Check to make sure that children understand what it means to notice your surroundings.
- Point to things you notice along the way and name them for children to repeat.

Grandfather and I
Prekindergarten

Support **English Learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Reread and Revisit the Text in subsequent readings to deepen comprehension of the text's meaning, build and extend vocabulary, and notice additional aspects of the writer's craft.

Grandfather and I Prekindergarten

Supporting English Learners

Support children's comprehension.

- Check to make sure that children understand the concept and meaning of repeating words.
- Count the word *hurry* on your fingers as you read page 6.
- Provide oral sentence frames (e.g., *The word _____ is repeated. The word is important because _____.*).

Connect to Other Books in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

Assess and observe children's learning during and after an interactive read-aloud lessons using specific behaviors and understandings from *The Literacy Continuum*.

Reread and Revisit the Text

You may want to reread the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

Comprehension and Language

- Open to page 6 and reread the refrain. *What did you notice about these words when we were reading?* • *They are said over and over when I read. These words are repeated because they are important in the story. Why are they important?*
- Revisit the illustrations and ask children what they can tell about the boy's feelings in each one. For example, turn to pages 11-12. *What clues in the illustration help you figure out what the boy is feeling?*

Vocabulary

- *The boy talks a lot about people in his family who are always in a hurry. What do you think the word hurry means?* • *Hurry means "to move quickly or to rush." What is something that you hurry to do?*
- The words "as long as we like" repeat many times in this book. Say the words with me. "As long as we like" is a way of saying "As long as we want to."

Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- This book is part of the Taking Care of Each Other: Family text set. Point out to children that many books about family, including this one, show that families like to spend time together and to things together. Show children another family book you have read recently, such as *We Have a Baby*. *How are these two books about family alike?* • *How do the two sets of family members just spend time together? They don't hurry.*
- *What are some things that the people in both books do that are the same?*

Assess the Learning

- **Observe children to find evidence that they can:**
 - relate text to their own lives.
 - make connections to other texts.
 - understand the big ideas or messages of the story.
 - follow the events in the story.
 - notice and derive information from the illustrations.
 - infer characters' emotions.

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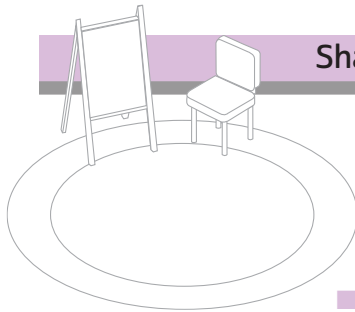


STEPS IN THE SHARED READING PROCESS

1. Select a text.
2. Introduce the text to the children.
3. Read the text aloud.
4. Talk about the text with the children.
5. Invite the children to read the text (or part of it) with you.
6. Repeat the shared reading of that text several times.
7. Children may read or listen to the text independently at other times during their day.

Build a strong early reading foundation with books that engage and excite

Shared reading is an enjoyable experience for your classroom community and an important opportunity for children to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.



Shared Reading At A Glance

- Whole-group instruction
- During shared reading, teacher and children read aloud a large version of an engaging text that is beyond children’s ability to read independently
- Texts provide early experiences with print and promote the development of reading processes
- Texts serve as mentor texts
- After the first reading, children take part in multiple, subsequent readings of the text
- Children discuss the text and the teacher selects teaching points based on children’s needs.

Texts and Instruction for Shared Reading

The *Fountas & Pinnell Classroom™ Shared Reading* texts are an exquisite collection of original big books, in a variety of genres, with accompanying lesson folders. Six copies of each book are also provided in a small size for children to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite children.

The *Shared Reading Collection* books are available in both English and Spanish.

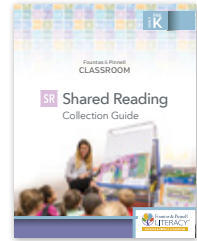


Put Shared Reading into Action

There is a recommended sequence based on book series, genre, and/or connecting topics; however, the books can be introduced in any order that meets the needs of the children in your classroom.

Fountas & Pinnell Classroom™ Shared Reading Collection Guide

A brief guide that provides an overview of the components and implementation of the *FPC Shared Reading Collection*.



Shared Reading Books

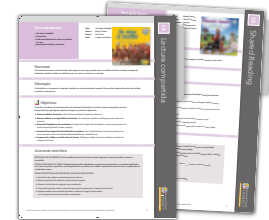
30 original titles, 1 copy of the Big Book and 6 copies of each accompanying small book

An exquisite collection of original titles that nurture children's ability to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how print works.



Shared Reading Lesson Folders

30 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend children's reading, writing, and language skills.



FPC Shared Reading Online Resources

The resources needed for each lesson, including:

- Lesson Folders
- Video Library
- Shared Reading audiobooks
- General Resources
- Shared Reading labels



Guide	Books	Lessons	Access
<i>Fountas & Pinnell Classroom™ Shared Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas & Pinnell Classroom™</i> <ul style="list-style-type: none"> • 30 Big Books • 6 Small Book copies of each title • Audiobook per title 	• 30 Lesson Folders	Online access to lesson resources by title

A place for everything

Your *Fountas & Pinnell Classroom™* stays organized in functional, durable containers. Appealing books are on display for children to select and read independently.

COMPANION RESOURCE:

Words That Sing, Prekindergarten: 50 Poetry Charts for Shared Reading
A set of engaging poems or rhymes on poster-sized, illustrated, write-on/wipe-off, laminated sheets to expand your shared reading collection. See page 37 for details.



GRADE PreK

Gather the **materials** needed to prepare for and present the lesson.

Convey the **main** or “**big ideas**” of the text.

Choose or modify the lesson **Goals** (organized into areas of understanding from *The Literacy Continuum*) to match the learning needs of students.

Draw children's attention to the book's genre, structure, and characteristics before or after reading using the **About This Book** section.

You Will Need

- *Munch Lunch*
- a pointer
- chart paper and marker

Book *Munch Lunch*
Author Sheila Titcomb
Illustrator George Doutsopoulos
Genre Fiction/Fantasy



VIEW THIS BOOK ONLINE

Summary

A royal family is having a picnic, and everything they eat is crunchy: a carrot, an apple, a cookie, a bone, a nut, and a breadcrumb.

Messages

Picnics are fun. Very different foods can be alike in some ways.

Goals

Refer to *The Fountas & Pinnell Literacy Continuum* (see the Shared and Performance Reading section) and choose some goals. Consider these:

- **Early Literacy Behaviors** Demonstrate awareness of print conventions, such as where to begin reading, turning pages, etc.
- **Searching, Monitoring, Correcting Reading Behaviors** Begin to use features of print to search for and use visual information.
- **Fluent Reading** Mimic teacher's expression when reading in chorus.
- **Vocabulary and Language Development** Notice and use words that add action [*crunch, munch, run*].
- **Phonological Awareness/Phonics/Word Study** Recognize and produce rhyming words.
- **Comprehension: Talking and Writing About Reading** Notice and talk about important events in a story. Make connections between text and illustrations in a story.

About This Book

GENRE FOCUS This book is a fictional narrative with a humorous twist. It tells the story of a royal family enjoying many crunchy foods at a picnic. A dragon provides an unexpected ending.

HOW THE BOOK WORKS The book uses a predictable pattern of repetitive text to tell the story. Rich, colorful illustrations provide additional information about characters and story events.

IMPORTANT CHARACTERISTICS TO NOTICE

- Repetitive pattern structure [*Munch, munch. What's for lunch? The ___ has a ___. Crunch, crunch, crunch.*]
- Detailed illustrations that reveal some story events
- Opportunities for predictions
- Surprise ending
- Opportunity to understand and discuss concepts of comparative size and weight

Introduce the Text with suggestions that pique children's interest and engage their thinking about the meaning of the text.

Support English Learners in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Supporting English Learners

- Support children's understanding of concepts and vocabulary.
- Check children's understanding of the concept of a picnic. Discuss the kinds of food commonly eaten at a picnic.
 - Introduce unfamiliar words, such as *picnic*, *king*, *queen*, *prince*, *munch*, and *crunch*.

Invite children to make predictions and to notice important details during the **First Reading** with these brief prompts.

Evoke discussion during the **Second Reading** with suggested stopping points and prompts.

Supporting English Learners

- Help children with reading fluency.
- Listen to children's reading of statements and questions. Notice children's recognition of punctuation.
 - Have children echo read the sentence constructions.



Prompting Guide, Part 1
Refer to pages 5, 9, and 19 as needed



Prompting Guide, Part 2
Refer to pages 51, 54, and 55 as needed

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond (indicated by ●).

- *Our book today is Munch Lunch. Listen to these two words as I say them again, and then say them with me. "Munch Lunch."* ● Munch and lunch are rhyming words. You are going to hear another word that rhymes with munch and lunch as I read.
- *What does it mean to munch?* ● *Can you show me?*
- *Point to each character on the cover. This is a king, a queen, and a prince. They are a royal family. What is the family doing?* ● *Have you ever been on a picnic? What kind of food did you eat?*
- *In this book, the author is going to tell us about some of the foods the royal family eats at their picnic. Everything they eat is alike in one way. As I read, listen for how the foods are alike.*

First Reading

Read **to** the children with expression that shows humor and enjoyment. As you read, point crisply under each word with the pointer. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- Pages 2-3: [after reading] *What are some things you notice in the picture?*
- Pages 6-7: [after reading] *Take a look at the dog.*
- Pages 10-11: [after reading] *What new character do you see on this page? There's an ant. You often see ants at picnics!*
- Pages 12-13: Read "crunch, crunch, crunch" in a small, quiet voice like an ant.
- Pages 14-15: *What is new in this picture?* ● *I wonder what could happen.*
- Page 16: Read with your voice getting louder with each word. [after reading] *Why are they running?* ● *Did you think the ending was funny?* ● *Why or why not?*
- *Did you notice how all the foods they ate were alike? They were all crunchy! Do you think that dragon wanted to have them for lunch?*

Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read the repeated text printed in blue. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- Page 2: [before reading] *Let's read this page together.* Point to the period at the end of the first sentence. *This dot is called a period. It tells us to stop and take a breath. Let's try that.* Read the two lines, pausing at the period.
- Page 6: [after reading] Point to the question mark. *This is a question mark. It tells us that this line asks a question. Notice how my voice sounds a little different at the end. Let's read it together.*
- Page 9: [after reading] *The dog seems to be having a good time.*
- Page 13: [before reading] *Listen carefully to how I read this page.* [after reading] *Did you notice how I read the words "Crunch, crunch, crunch." on this page? Why do you think I read it that way? Let's read it in a tiny ant-sized voice.*
- Page 16: [before reading] *When you read the page about the ant, the words "Crunch, crunch, crunch." were very small, so you read them with a tiny voice. On this page, how do you think you should read the words "Run, run, run!"? Reading the word "run" a little louder each time makes the story ending very exciting.*

Invite children to talk about the text with these discussion suggestions for **extending children's thinking** *within, beyond* and *about* the text.

Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

Within the Text

- Let's talk about the characters in the story. Who were the characters? (king, queen, prince, dog, squirrel, ants, dragon)
- Tell what happens in the story. (The characters are eating crunchy foods at a picnic. Then a dragon appears who wants to eat them. Everyone runs away.)
- Everyone eats with a crunch, crunch, crunch. What crunchy foods did they eat? (a carrot, an apple, a cookie, a bone, a nut, and a breadcrumb)

Beyond the Text

- How were all the foods eaten at the picnic alike? (They were all crunchy.)
- Let's talk about the end of the story. Why did everyone run away at the end? (They didn't want to be eaten by a dragon.)

About the Text

- Look at page 13. Why are the words "Crunch, crunch, crunch." so small? (because a tiny ant would make a tiny crunching sound)
- I wonder if their feet made a crunching sound on the grass when they ran. What do you think?
- Look at page 16. Why are the words "Run, run, run!" all different sizes? (to show that you should read get louder while you read them.)

Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Divide the class into two groups. Have one group read the pages with blue print and the other group read the pages with purple print. Both groups should read the last page together.
- Invite children to substitute their names and a crunchy food for the character name and the food on each right-hand page. Model page 3: *Ms. Brown has a pretzel. Crunch, crunch, crunch.* You can use stick-on notes to make the substitution in print.

Possible Teaching Opportunities (During/After Reading)

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- Work on attention to early literacy concepts, such as where to begin reading, left-to-right directionality, voice-print match, and return sweep.
- Invite children to find letters from their names and highlight them in the text. Help them distinguish between uppercase and lowercase.
- Develop concept of word by having children count words as they listen to a sentence from the story. Then show children the sentence in the book and point out the spaces on either side of each word.
- Identify the rhyming words in the text: *munch, lunch, crunch*. Then invite children to produce additional words that rhyme with those (*bunch, scrunch, punch, hunch*). Do not write the words, but focus on hearing the rhymes.
- Bring attention to the exclamation mark on page 15. Explain that this mark tells readers that the sentence should be read with excitement.

Supporting English Learners

Support children's discussion of the text.

- Help children with time words, such as *first, next, then, and last*.
- Provide oral sentence frames to help children tell the events of the story, such as (*First./ Next./ Then./ Last.*) ___ happened.



Prompting Guide, Part 2

Refer to pages 11, 23, and 39 as needed

Munch Lunch

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

Supporting English Learners

Support children's reading fluency.

- Demonstrate how to read multisyllabic words, such as *picnic, squirrel, breadcrumb, and dragon*. Separate the syllables and have children repeat.

Revisit the Text over subsequent days to make teaching points and support children in gaining independence.

Shared Reading LESSON FOLDER

Expand children's thinking about the reading with suggestions for **responding to the text** – may include art activities, dramatic play, games, independent, shared or interactive writing, bookmaking and more.

Munch Lunch

Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

Art Display the book and review the different foods that were eaten at the picnic. Read each "Crunch, crunch, crunch" line with children as you repeat the name of the food. ("Carrots–crunch, crunch, crunch!") As children look at the picnic spread on pages 2–3, discuss which foods are crunchy and which are not. [A carrot is crunchy, but cheese is not. An apple is crunchy, but sandwich bread is not.] Hand out paper and crayons, and invite children to draw crunchy and non-crunchy foods.

Shared Writing Review the pattern of the book with children. Point out the repetition on each set of pages: *Munch, munch. What's for lunch? The [character] has a [food]. Crunch, crunch, crunch.* Then work together to create a new page for the book. Ask for suggestions for a new character and a crunchy food. Using a pointer, reread the writing with the children. Ask a volunteer to illustrate the writing.



Promote **independent reading** with suggestions for using the small book versions.

Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version.

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Give a group of children the small book version and have them read it in unison.
- Have children read the small book to a partner, taking turns reading pages or the whole book.

Connect to Other Books in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom Shared Reading* collection.

- If children enjoyed this humorous story, they may also enjoy *Going to the Game* and *Mr. Tidy pants*. Ask children what makes each of the books funny and which they liked best.
- Share *Hunting for Dinner* with children and compare and contrast the kinds of foods people eat to the foods animals eat.

Assess and observe children's learning during Shared Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.

Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- join in on reading with accuracy and enjoyment.
- respond to the humor of the text.
- recognize and read to reflect simple punctuation (period, question mark).
- recognize and produce rhyming words.

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Va a necesitar:

- *Ñam, ñam*
- un puntero
- papel para carteles y marcador

Libro *Ñam, ñam*
Autora Sheila Titcomb
Ilustrador George Doutsopoulos
Género Ficción/Fantasia



VIEW THIS
BOOK
ONLINE



Resumen

Una familia de la realeza está de picnic y todo lo que comen es algo crujiente: una zanahoria, una manzana, una galleta, un hueso, una nuez y una miga.

Mensajes

Los picnics son muy divertidos. Diferentes tipos de comida pueden parecerse.



Objetivos

Consulte el *Continuo de la lectoescritura de Fountas & Pinnell* [ver la sección Lectura compartida y lectura interpretativa] y elija algunos objetivos. Tenga en cuenta los siguientes:

- **Primeros hábitos de lectura** Demostrar el conocimiento sobre las normas de la letra impresa, tales como dónde empezar a leer, pasar páginas, etc.
- **Buscar, verificar y corregir hábitos de lectura** Comenzar a usar características de la letra impresa para buscar y usar información visual.
- **Fluidez en la lectura** Imitar la expresión de la maestra o el maestro en la lectura a coro.
- **Desarrollo lingüístico y de vocabulario** Observar y usar palabras que añaden emoción a un texto [*ñam, ñam, ñam*].
- **Conciencia fonológica/Fonética/Estudio de palabras** Reconocer y producir palabras que riman.
- **Comprensión: Hablar y escribir sobre la lectura** Reconocer y comentar los sucesos importantes de un cuento. Establecer conexiones entre las ilustraciones y el texto.

Acerca de este libro

ENFOQUE EN EL GÉNERO Este libro es una narración de ficción con un giro humorístico. Cuenta la historia de una familia de la realeza que disfruta de un picnic en el que todos comen algo crujiente. Un dragón le da un final sorpresivo al cuento.

CÓMO FUNCIONA EL LIBRO El libro usa un patrón predecible de texto repetitivo para relatar la historia. Ricas y coloridas ilustraciones brindan información adicional sobre los personajes y sucesos del cuento.

CARACTERÍSTICAS IMPORTANTES QUE HAY QUE NOTAR:

- Estructura de patrones repetitivos (*Vamos a ver, ¿qué hay de comer? Un/a ___ para el/la ____. Ñam, ñam, ñam.*)
- Ilustraciones detalladas que revelan algunos sucesos del cuento
- Oportunidades de predicción
- Final sorpresivo
- Oportunidad para comprender y comentar los conceptos de tamaño y peso al hacer comparaciones

Lenguaje dual: Apoyo para estudiantes

Apoye la comprensión de los niños de los conceptos y del vocabulario.

- Al presentar a los personajes del libro y hacerles preguntas a los niños, fíjese en los estudiantes que no responden y en los que sí responden, y en cómo usan el español. Tenga en cuenta esta información para apoyarlos durante el resto de la lección.
- Permita que los estudiantes usen el inglés, variantes locales del español o expresiones bilingües en sus respuestas. En estos casos, repita sus frases e ideas en español para así fomentar el desarrollo receptivo del idioma.

Lenguaje dual: Apoyo para estudiantes

Ayude a los niños a leer con fluidez.

- Reflexione en voz alta para recalcar la identificación y el uso de los signos de puntuación en español (coma, signos de interrogación al principio y al final de la oración).
- Considere si algunos niños se beneficiarían de escuchar una traducción rápida de las palabras en azul que se repiten en el texto: *Let's see, what is there to eat?*



Spanish Prompting Guide, Parte 1
Consulte las páginas 5, 9 y 19, según sea necesario.



Spanish Prompting Guide, Parte 2
Consulte las páginas 51, 54, 55 y 56, según sea necesario.

Presentar el texto

El objetivo es conseguir que el niño piense en el texto y se interese por este antes de comenzar la lectura. A continuación, ofrecemos una manera posible de presentar el libro. La presentación debe ser interactiva y debe dar al niño tiempo para responder [indicado por ●].

- **Nuestro libro de hoy se llama Ñam, ñam.** ¿Qué significa cuando alguien dice “ñam, ñam”?
- **Escúcheme decir estas dos palabras y después repítanlas conmigo.** Ver. Comer. ● “Ver” y “comer” son palabras que riman. Mientras esté leyendo, escucharán otra palabra que rima con “ver” y “comer”. [correr]
- Señale a cada personaje de la portada. *Estos son un rey, una reina y un príncipe. Son una familia de la realeza. ¿Qué está haciendo la familia? ● ¿Alguna vez han estado en un picnic? ¿Qué clase de cosas comieron en el picnic?*
- *En este libro, la autora nos va a contar sobre algunas de las cosas que come esta familia de la realeza en un picnic. Todo lo que comen tiene algo en común. Al escuchar el cuento, piensen en qué se parece lo que come cada uno.*

Primera lectura

Lea a los niños con una expresión que refleje humor y deleite. Durante su lectura, señale con seguridad cada palabra con el puntero. Aproveche la oportunidad para hacer algunos comentarios breves que permitan a los niños pensar en el texto y disfrutarlo. Reciba las reacciones espontáneas de los niños.

- Páginas 2-3: [después de leer] *¿Qué vieron en la imagen?*
- Páginas 6-7: [después de leer] *Miren el perro.*
- Páginas 10-11: [después de leer] *¿Qué personaje nuevo ven en esta página? Hay una hormiga. ¡En los picnics muchas veces hay hormigas!*
- Páginas 12-13: Si cree conveniente, explique que “miga” se refiere a una “miga de pan”. Lea “ñam, ñam, ñam” en voz baja, como si fuera una hormiga.
- Páginas 14-15: *¿Qué hay de nuevo en esta imagen? ● ¿Qué va a pasar?*
- Página 16: Lea subiendo el tono de voz con cada palabra. [después de leer] *¿Por qué corren todos? ● ¿Les pareció gracioso el final? ● ¿Por qué?*
- *¿Se dieron cuenta de que todas las cosas que ellos comieron tenían algo en común? ¡Todas eran crujientes! ¿Creen que el dragón quería comérselos a todos para su almuerzo?*

Segunda lectura

Lea con los niños. Lea el texto por segunda vez, pero en esta ocasión invite a los niños a leer el texto repetitivo en azul. Deténgase una o dos veces en esta lectura o en lecturas subsecuentes y elija entre estas sugerencias. El objetivo es que los niños disfruten de la lectura del texto con mínimas interrupciones.

- Página 2: [antes de leer] *Vamos a leer esta página juntos.* Señale la coma en la primera frase. *Este signo es una coma. Nos dice que debemos parar un poquito antes de seguir leyendo.* Lea las dos líneas, haciendo una pequeña pausa en la coma.
- Página 6: [después de leer] Señale los signos de interrogación. *Estos son signos de interrogación. Nos indican que vamos a hacer una pregunta. Fíjense que mi voz suena un poquito diferente al hacer la pregunta. Vamos a leerla juntos.*
- Página 9: [después de leer] *Parece que el perro está disfrutando mucho ese hueso.*
- Página 13: [antes de leer] *Escuchen con atención cómo voy a leer esta página.* [después de leer] *¿Se dieron cuenta de cómo leí las palabras “ñam, ñam, ñam” en esta página? ¿Por qué creen que las leí de ese modo? Vamos a leerlas con la vozcita de una hormiga.*
- Página 16: [antes de leer] *En la página sobre la hormiga, las palabras “ñam, ñam, ñam” eran pequeñitas, así que las leyeron en voz bajita. En esta página, ¿cómo creen que deben leer las palabras “¡Todos a correr!”? Si leemos estas palabras subiendo la voz un poco, haremos que el final del cuento sea muy emocionante.*

Comentar el texto

Invite a los niños a hablar acerca del libro. Se sugieren algunas preguntas e indicaciones.

El texto en sí

- *Vamos a hablar sobre los personajes del cuento. ¿Quiénes eran los personajes?* [rey, reina, príncipe, perro, ardilla, hormiga, dragón]
- *Díganme qué pasa en el cuento.* [Los personajes están comiendo cosas crujientes en un picnic. Entonces aparece un dragón que se los quiere comer. Todos salen corriendo].
- *Todos comen y dicen "ñam, ñam, ñam". ¿Qué cosas deliciosas y crujientes comen en este picnic?* [una zanahoria, una manzana, una galleta, un hueso, una nuez y una miga]

Más allá del texto

- *¿En qué se parecen todas las cosas que comen en este picnic?* [Todas son crujientes].
- *Hablemos del final del cuento. ¿Por qué todos salen corriendo al final?* [No quieren que se los coma el dragón].

Acerca del texto

- *Miren la página 13. ¿Por qué las palabras "ñam, ñam, ñam" son tan pequeñas?* [Porque una hormiguita hablaría con voz muy bajita].
- *Miren la página 16. ¿Por qué las palabras "¡Todos a correr!" tienen tamaños diferentes?* [Para mostrar que hay que leerlas con voz cada vez más alta].
- *Me pregunto si al correr sus pies hicieron un sonido crujiente sobre el pasto. ¿Qué piensan?*

Volver al texto

Relea el texto completo varias veces durante algunos días para aumentar la participación y la atención a las características del texto. El objetivo es que los niños puedan leer el texto de manera independiente. Tenga en cuenta las sugerencias a continuación:

- Divida a la clase en dos grupos. Pida a un grupo que lea las páginas con texto en color azul y al otro grupo que lea las páginas con texto en color morado. Ambos grupos deben leer la última página juntos.
- Invite a los niños a reemplazar el nombre de un alimento crujiente y su personaje, que aparecen en cada página de la derecha, con su propio nombre y un alimento crujiente y/o delicioso. Use como modelo la página 3: *Un chicharrón/Una empanada para la señorita Pérez. Ñam, ñam, ñam.* Puede usar notas autoadhesivas para reemplazar el texto.

Posibles oportunidades de enseñanza (durante y después de la lectura)

Cada vez que vuelva a leer el texto, elija uno o más de los siguientes temas de enseñanza, según las necesidades de los niños. Sea selectivo y asegúrese de no elegir tantos temas de enseñanza que impida que los niños disfruten del texto.

- Trabaje considerando los primeros conceptos de lectura, como dónde empezar a leer, direccionalidad de izquierda a derecha, concordancia entre voz y texto y movimiento de retorno.
- Invite a los niños a encontrar letras de su propio nombre y resaltarlas en el texto. Ayúdelos a distinguir entre las letras mayúsculas y las letras minúsculas.
- Desarrolle el concepto de palabra pidiendo a los niños que cuenten las palabras mientras escuchan una oración del cuento. Después, muestre a los niños la oración en el libro y señale los espacios a ambos lados de cada palabra.
- Identifique las palabras que riman en el texto: *miga, hormiga, ver, comer, correr*. Después, invite a los niños a decir palabras adicionales que rimen con esas [*amiga, leer, hacer, tener*]. No escriba las palabras; pida a los niños que se concentren en oír la rima.
- Dirija la atención de los niños a los signos de admiración de la página 16. Explique que estos signos indican a los lectores que la oración debe ser leída con emoción.

Lenguaje dual: Apoyo para estudiantes

Apoye la conversación de los niños sobre el texto.

- Al hablar sobre los personajes, permita respuestas en inglés, el uso de variantes locales del español y expresiones bilingües. En estos casos, repita en español inmediatamente.
- Promueva el desarrollo oral en español y la participación de todos los estudiantes invitándolos a que se hagan preguntas y respondan en parejas.
- Considere hablar sobre el significado de algunas palabras en el cuento [*miga*], con base en los conocimientos previos de los estudiantes.



Spanish Prompting Guide, Parte 2

Consulte las páginas 11, 23 y 39, según sea necesario.

Lenguaje dual: Apoyo para estudiantes

Apoye la fluidez en la lectura.

- Promueva el uso del español en todos los niños invitándolos a que aprovechen las oportunidades de enseñanza en pareja.
- Durante las actividades de lectura adicional del texto, refuerce aspectos para descifrar palabras (decodificación, fluidez o vocabulario) que detectó como una necesidad en las respuestas previas de los niños durante la primera parte de la lección.



Spanish Prompting Guide, Parte 1

Consulte las páginas 5, 12 y 19, según sea necesario.

Ñam, ñam

Comentar el texto

Invite a los niños a hablar acerca del libro. Se sugieren algunas preguntas e indicaciones.

El texto en sí

- **Vamos a hablar sobre los personajes del cuento.** ¿Quiénes eran los personajes? [rey, reina, príncipe, perro, ardilla, hormiga, dragón]
- **Díganme qué pasa en el cuento.** [Los personajes están comiendo cosas crujientes en un picnic. Entonces aparece un dragón que se los quiere comer. Todos salen corriendo].
- **Todos comen y dicen "ñam, ñam, ñam".** ¿Qué cosas deliciosas y crujientes comen en este picnic? [una zanahoria, una manzana, una galleta, un hueso, una nuez y una miga]

Más allá del texto

- **¿En qué se parecen todas las cosas que comen en este picnic?** [Todas son crujientes].
- **Hablemos del final del cuento.** ¿Por qué todos salen corriendo al final? [No quieren que se los coma el dragón].

Acerca del texto

- **Miren la página 13.** ¿Por qué las palabras "ñam, ñam, ñam" son tan pequeñas? [Porque una hormiguita hablaría con voz muy bajita].
- **Miren la página 16.** ¿Por qué las palabras "¡Todos a correr!" tienen tamaños diferentes? [Para mostrar que hay que leerlas con voz cada vez más alta].
- **Me pregunto si al correr sus pies hicieron un sonido crujiente sobre el pasto.** ¿Qué piensan?

Volver al texto

Relea el texto completo varias veces durante algunos días para aumentar la participación y la atención a las características del texto. El objetivo es que los niños puedan leer el texto de manera independiente. Tenga en cuenta las sugerencias a continuación:

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Posibles oportunidades de enseñanza (durante y después de la lectura)

Cada vez que vuelva a leer el texto, elija uno o más de los siguientes temas de enseñanza, según las necesidades de los niños. Sea selectivo y asegúrese de no elegir tantos temas de enseñanza que impida que los niños disfruten del texto.

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- Desarrolle el concepto de palabra pidiendo a los niños que cuenten las palabras mientras escuchan una oración del cuento. Después, muestre a los niños la oración en el libro y señale los espacios a ambos lados de cada palabra.
- Identifique las palabras que riman en el texto: *miga, hormiga, ver, comer, correr.* Después, invite a los niños a decir palabras adicionales que rimen con esas [*amiga, leer, hacer, tener*]. No escriba las palabras; pida a los niños que se concentren en oír la rima.
- Dirija la atención de los niños a los signos de admiración de la página 16. Explique que estos signos indican a los lectores que la oración debe ser leída con emoción.

Lenguaje dual: Apoyo para estudiantes

Apoye la conversación de los niños sobre el texto.

- Al hablar sobre los personajes, permita respuestas en inglés, el uso de variantes locales del español y expresiones bilingües. En estos casos, repita en español inmediatamente.
- Promueva el desarrollo oral en español y la participación de todos los estudiantes invitándolos a que se hagan preguntas y respondan en parejas.
- Considere hablar sobre el significado de algunas palabras en el cuento (*miga*), con base en los conocimientos previos de los estudiantes.



Spanish Prompting Guide, Parte 2
Consulte las páginas 11, 23 y 39, según sea necesario.

Lenguaje dual: Apoyo para estudiantes

Apoye la fluidez en la lectura.

- Promueva el uso del español en todos los niños invitándolos a que aprovechen las oportunidades de enseñanza en pareja.
- Durante las actividades de lectura adicional del texto, refuerce aspectos para descifrar palabras (decodificación, fluidez o vocabulario) que detectó como una necesidad en las respuestas previas de los niños durante la primera parte de la lección.



Spanish Prompting Guide, Parte 1
Consulte las páginas 5, 12 y 19, según sea necesario.

You Will Need

- *The Parade Is Coming*
- a pointer
- highlighter tape or wax craft sticks
- chart paper and marker

Book *The Parade Is Coming*
Author Betty Lichten
Genre Nonfiction
Series Fun Places



VIEW THIS
BOOK
ONLINE



Summary

This simple nonfiction text talks about some of the things that can be seen in parades around the world, including flags, camels, drummers, dancers, dogs, cars, trucks, and a dragon.

Messages

It is fun to see people and animals join together in a special event. There are a lot of fun places to visit and things to watch.



Goals

Refer to *The Fountas & Pinnell Literacy Continuum* [see the Shared and Performance Reading section] and choose some goals. Consider these:

- **Early Literacy Behaviors** Use left-to-right directionality.
- **Searching, Monitoring, Correcting Reading Behaviors** Use memory of repeated language patterns to monitor accuracy.
- **Vocabulary and Language Development** Understand the meaning of new words encountered in print [*camel, drummers, dragon*].
- **Phonological Awareness/Phonics/Word Study** Recognize the same beginning phoneme in multiple words [*camel/car, dancer/dog*].
- **Comprehension: Talking and Writing About Reading** Talk about the differences between pictures and print.

About This Book

GENRE FOCUS This simple nonfiction text introduces some of the things one might see in a parade.

HOW THE BOOK WORKS Detailed photos support comprehension and add meaning to the simple, repetitive text. Inset photos with labels help children read and understand new vocabulary.

IMPORTANT CHARACTERISTICS TO NOTICE

- Content that reflects a wide range of cultures
- Rhythm and repetition of words and language patterns
- Very consistent layout across pages
- Large, clear, colorful photos that fully support meaning
- A few content words [*camels, drummers, dragon*] related to concepts children can understand

Supporting English Learners

Support children's understanding of the concepts.

- Before reading, make sure that children understand the concepts of *fair* and *flag*.
- Help with new vocabulary, such as *costume*, *pumpkin*, and *fireworks*.

Supporting English Learners

Help children understand the text.

- After saying the suggested descriptive sentence, provide oral sentence frames for children to repeat, such as *These costumes are _____. (beautiful)* and *This drum is _____. (special)*.
- Emphasize standard pronunciation. Accept approximations but note shifts.



Prompting Guide, Part 2

Refer to pages 9, 10, and 36 as needed

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond (indicated by ●).

- *Talk about a fair. What do you know? ● Sometimes there are parades at fairs and people wear beautiful costumes. This picture shows a fair in the Philippines, a country that is many islands and has lots of beautiful flowers.*
- *The title of today's book is Fairs Around the World, and the author is Betty Lichten. The book tells information about fairs that take place in different countries around the world.*
- *Let's read and find out how each country's fair is special and beautiful in its own way.*

First Reading

Read all of the text **to** the children, including the sidebars. Point crisply under each word with the pointer as you read the sentences. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- Pages 2-3: [after reading] *What is a costume? ● It's special clothing that people wear on special days or holidays. When have you worn a costume?*
- Pages 4-5: [after reading] Point to the elephants in the sidebar photo. *Are these elephants real? ● Point to the elephants in the large photo. What about these?*
- Pages 8-9: [after reading] *What do you think of this candy? Would you want to eat it or keep it?*
- Pages 10-11: [after reading] *Have you ever been to a pumpkin fair? Point to the pumpkin in the sidebar photo. The little sign above the blue ribbon says "first prize."*
- Page 16: [after reading] *Fireworks make noise and light up the sky at night. When have you seen fireworks? ● What holiday or special day was it?*

Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to join in with you to read the text on each left-hand page. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- Pages 2-3: [after reading] Point out the Chinese flag above the sidebar. *As we read, keep looking for each country's flag in this spot.*
- Pages 6-7: [after reading] *Look at the beautiful costumes these women are wearing as they play these special drums.*
- Pages 8-9: [after reading] *Can you name all the candy animals in these photos?*
- Pages 14-15: [after reading] Point to the mask in the sidebar photo. *What colors and shapes do you see in this mask?*
- Read the note on the inside back cover. Explain to children that a *culture* includes the language, art, music, dance, and food of a particular country or group of people.

Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

Within the Text

- *This book describes how people around the world celebrate at fairs. What are some special things that different countries have at their fairs?* [China: people wearing large, yellow lion costumes; India: painted elephants; South Korea: drums called *buks*; Japan: beautiful candy; USA: giant pumpkins; Philippines: flowers; Africa: masks]
- *Many fairs end with fireworks after it gets dark. Where were fireworks invented?* [China]

Beyond the Text

- *Raise your hand if you have been to a fair where you live. What are some things in the book that are different from the fair you saw?*
- *How do fairs help you learn about other people and countries?* [Example: They show you the arts, crafts, music, and food that people enjoy in other countries. They show you how people around the world are alike and different.]

About the Text

- *What interesting new things did you learn from this book?*

Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Use oral cloze to help children monitor meaning. On each left-hand page, pause after you say "Look at the...." and have children complete the sentence.
- Invite a different child to read each left-hand page aloud, while everyone reads the right-hand page together with you.

Possible Teaching Opportunities [During/After Reading]

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- Clap and say syllables with children. Begin with the word *li/ons* on page 2. Then add other key words in the book, such as *el/e/phants*, *drums*, *can/dy*, *pump/kins*, and *masks*.
- Use highlighter tape, wax craft sticks, or a masking card to highlight the words *Look* and *lions* on page 2. Point out that *Look* begins with an uppercase *L* because it is the first word in a sentence and *lions* begins with a lowercase *l*. Say the sound /l/ and have children repeat. Then ask them to find two words on page 16 that begin with the letter *l* and the sound /l/. [*look*, *long*] Use the Letter Minibook for *l* for more practice.
- Have children find the word *elephants* on page 4. Highlight the final letter *-s*, and explain that an *-s* is added to the end of many words to make them mean "more than one." *We can see there are many elephants in these photos.* Do the same with other plural words in the book.
- Talk with children about special holidays and traditions their families celebrate. Use the Internet to share photos and information about different cultures and their music, dance, art, and food.

Supporting English Learners

Activate children's participation in discussion.

- Allow pairs of children time to discuss.
- Provide oral sentence frames as needed, such as *I learned _____. The ____ fair is (similar to/different) from ____ fair.*



Prompting Guide, Part 2

Refer to pages 13, 26, and 36 as needed



Prompting Guide, Part 1

Refer to pages 8, 11, and 12 as needed



Prompting Guide, Part 2

Refer to pages 25 and 26 as needed



Prompting Guide, Part 1
Refer to pages 7, 8, and 12 as needed



Prompting Guide, Part 2
Refer to pages 10, 13, and 36 as needed

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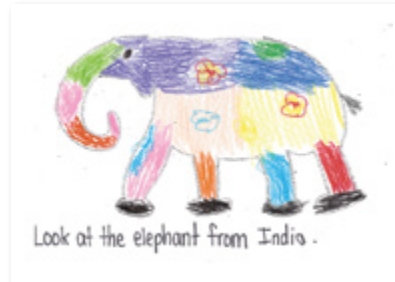
Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

Art Invite children to create a class “Fairs” book, using *Fairs Around the World* as a model. Have children draw or paint pictures of fairs they have attended or choose a fair from the book to illustrate.

Independent Writing Assist children in labeling their pictures with the name of the country. Encourage students to use the sentence frame, “Look at the ...”. Help children write the uppercase letter that begins the name, and encourage them to write any other letters they know. Using a pointer, reread the names of the countries together.

Say “Hello” Ask children if they know how to say “hello” in any other language. Ask them to say the word, and have the rest of the group repeat it. Then present some of the following ways to say “hello” in different languages: Arabic: Marhabah (mar-ha-bah); French: Bonjour (bone-joor); Hebrew: Shalom (shah-lome); Italian: Buon giorno (bone-zhee-or-no); Mandarin Chinese: Nea how (nee-how); Russian: Privet (pri-vee-et); Spanish: Hola (oh-la); Swahili: Jambo (zham-boh).



Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version.

- Give a group of children the small book version to use as a reference as they create other pictures of fairs and festivals.
- Have children take turns reading or telling the book to a partner.
- Have a group of children listen to the text at the listening center, following along in the big book.

Connect to Other Books

You may want to take the opportunity to expand children’s knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Share the other books in the Fun Places series: *Here Comes the Parade* and *Under the Big Tent*. Have children compare a fair with a parade and a circus.



Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- follow and understand the text.
- use photographs to find information.
- hear and clap syllables.
- recognize the letter *l* and the sound it stands for.
- recognize that *-s* is added to words to form plurals.

Va a necesitar:

- *¡Ya viene el desfile!*
- un puntero
- cinta autoadhesiva de colores o palitos de cera
- papel para carteles y marcador

Libro *¡Ya viene el desfile!*
Autora Betty Lichten
Género No ficción
Serie Lugares divertidos



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BOOK
ONLINE

**Resumen**

Este sencillo texto de no ficción habla sobre algunas cosas que pueden verse en desfiles de todo el mundo, incluyendo banderas, camellos, tambores, bailarinas, perros, carros, camiones y un dragón.

Mensajes

Es divertido ver a personas y animales reunidos en un acontecimiento especial. Hay muchos lugares divertidos que visitar y muchas cosas que ver.

 **Objetivos**

Consulte el *Continuo de la lectoescritura de Fountas & Pinnell* [ver la sección Lectura compartida y lectura interpretativa] y elija algunos objetivos. Tenga en cuenta los siguientes:

- **Primeros hábitos de lectura** Usar la direccionalidad de izquierda a derecha.
- **Buscar, verificar y corregir hábitos de lectura** Usar patrones repetitivos del lenguaje para verificar la precisión.
- **Desarrollo lingüístico y de vocabulario** Comprender el significado de palabras nuevas que aparezcan en la letra impresa [*camello, tambor, dragón*].
- **Conciencia fonológica/Fonética/Estudio de palabras** Usar la letra/sílaba inicial de una palabra para hacer conexiones con otras palabras [*bandera/bailarina, camello/carro*].
- **Comprensión: Hablar y escribir sobre la lectura** Distinguir y hablar acerca de las diferencias entre las imágenes y el texto.

Acerca de este libro

ENFOQUE EN EL GÉNERO Este sencillo texto de no ficción muestra algunas cosas que podrían verse en un desfile.

CÓMO FUNCIONA EL LIBRO Mediante fotografías detalladas se apoya la comprensión y se añade significado a un texto sencillo y repetitivo. Las fotografías en recuadros con rótulos ayudan a los niños a leer y comprender el vocabulario nuevo.

CARACTERÍSTICAS IMPORTANTES QUE HAY QUE NOTAR:

- Contenido que refleja una amplia gama de culturas
- Ritmo y repetición de palabras y patrones del lenguaje
- Disposición de todas las páginas muy consistente
- Fotografías grandes, claras y coloridas que apoyan plenamente el significado del texto
- Algunas palabras de contenido [*camellos, tambores, dragón*] relacionadas con conceptos que los niños pueden comprender

Lenguaje dual: Apoyo para estudiantes

Verifique la comprensión de conceptos y vocabulario de los niños.

- Durante la presentación del texto, fíjese en los niños que no responden y en los que sí responden, y en cómo usan el español. Tenga en cuenta esta información para apoyarlos durante el resto de la lección.



Spanish Prompting Guide, Parte 1
Consulte las páginas 5, 7 y 19, según sea necesario.



Spanish Prompting Guide, Parte 2
Consulte las páginas 9 y 10, según sea necesario.

Presentar el texto

El objetivo es conseguir que el niño piense en el texto y se interese por este antes de comenzar la lectura. A continuación, ofrecemos una manera posible de presentar el libro. La presentación debe ser interactiva y debe dar al niño tiempo para responder (indicado por ●).

- *El libro que vamos a leer hoy se titula ¡Ya viene el desfile! Está lleno de imágenes coloridas de personas, animales y cosas en desfiles. ¿Ustedes han visto algún desfile? ● Los desfiles por lo general son ruidosos, coloridos y muy divertidos. Hacemos desfiles para celebrar muchas cosas.*
- *Lea la nota de la contraportada. Cada página de este libro nos muestra algo o a alguien que podríamos ver pasar por la calle en un desfile.*

Primera lectura

Lea **a** los niños de manera precisa y entretenida. Durante su lectura, señale con seguridad cada palabra con el puntero. Aproveche la oportunidad para hacer algunos comentarios breves que le permitan al niño pensar en el texto y disfrutarlo. Reciba las reacciones espontáneas de los niños.

- *Páginas 2-3: [antes de leer] Miren con atención las hermosas fotografías de cada página antes de que comience a leer. Las imágenes muestran lo que está acercándose. Miren a todas las personas que llevan banderas. Son banderas de todo el mundo. Después de que observen las fotografías, voy a leer las palabras: "Ya vienen las banderas".*
- *Páginas 4-5: [antes de leer] Miren estos animales. ¿Qué animales son? ● ¡Son camellos! Ahora, voy a leer las palabras: "Ya vienen los camellos". ¿A ustedes les gustaría ver camellos en un desfile?*
- *Páginas 6-15: Continúe leyendo de esta manera; presente primero la fotografía y después lea el texto.*
- *Página 16: [después de leer] ¡Se necesita que muchas personas trabajen juntas para que el dragón se mueva! ¿Qué piensan de los desfiles?*

Segunda lectura

Lea **con** los niños. Lea el texto por segunda vez pero, en esta ocasión, invite a los niños a leer con usted la palabra de cada oración que diga lo que se acerca en el desfile. Deténgase una o dos veces en esta lectura o en lecturas subsecuentes y elija entre estas sugerencias. El objetivo es que los niños disfruten de la lectura del texto con mínimas interrupciones.

- *Lea el título, el nombre de la autora y la nota en el interior de la contraportada: Desfiles alrededor del mundo.*
- *Páginas 2-3: [antes de leer] Esta vez, quiero que revisen las fotografías para ver si me pueden ayudar a leer. Conforme lea cada oración, haga una pausa después de "Ya vienen" y haga un gesto para alentar a los niños a unirse a la lectura. Continúe leyendo de esta manera hasta la página 15.*
- *Página 16: [antes de leer] Las palabras cambian un poco en esta página. Escuchen con atención. [después de leer] Señale los signos de admiración. Estos signos al principio y al final de la oración indican que hay que leer con emoción. Leamos la oración otra vez para mostrar que estamos muy emocionados de ver el dragón: "¡Aquí viene el dragón!".*

Comentar el texto

Invite a los niños a hablar acerca del libro. Se sugieren algunas preguntas e indicaciones.

El texto en sí

- ¡Pasan muchas cosas en un desfile! ¿Cuáles son algunas cosas que pueden ver en los desfiles? (banderas, camellos, tambores, bailarinas, perros, carros, camiones, un dragón)

Más allá del texto

- ¿Cómo se siente la gente en los desfiles? ¿Por qué? [Ejemplo: La gente se siente feliz y emocionada.]
- ¿Por qué creen que las personas hacen desfiles? [para celebrar]

Acerca del texto

- Muestre la portada del libro. *El título de este libro es ¡Ya viene el desfile! Un título nos dice de qué se trata un libro y hace que queramos leerlo. ¿Qué otro título sería bueno para este libro? [Ejemplo: ¡Me encantan los desfiles!]*
- *Digan un ejemplo de algo muy emocionante que se puede ver en un desfile y expliquen por qué es emocionante.*

Volver al texto

Relea el texto completo varias veces durante algunos días para aumentar la participación y la atención a las características del texto. El objetivo es que los niños puedan leer el texto de manera independiente. Tenga en cuenta las siguientes sugerencias:

- Para cada palabra en un rótulo, pida a un voluntario que señale la palabra y la imagen. Por ejemplo, *Señala una fotografía de un camello. Ahora, señala la palabra que dice "camello".* Los niños pueden señalar la palabra en el rótulo o en el texto principal.
- Alterne las páginas para que algunos niños puedan leer las oraciones sobre personas (bailarinas), otros lean sobre animales (camellos y perros) y otros lean sobre objetos (banderas, tambores, carros y camiones).

Posibles oportunidades de enseñanza (durante y después de la lectura)

Cada vez que vuelva a leer el texto, elija uno o más de los siguientes temas de enseñanza, según las necesidades de los niños. Sea selectivo y asegúrese de no elegir tantos temas de enseñanza que impida que los niños disfruten del texto.

- Hablen sobre cómo los niños pueden usar las imágenes para predecir las palabras. Por ejemplo, después de leer la página 8, pregunte: *¿Cómo sabían que esta página trataba de bailarinas? Sabían que la palabra era "bailarinas" porque vieron una fotografía de bailarinas. Y pueden revisarlo diciendo la palabra bailarinas y pensando en qué letra esperarían ver en el comienzo [puede revisar la lista de nombres y buscar un nombre que empiece con b].*
- Resalte las palabras que empiezan con el mismo sonido, por ejemplo: *banderas* en la página 2 y *bailarinas* en la página 8. *Escuchen las palabras banderas y bailarinas. ¿Cuál es el sonido inicial en banderas? ¿Cuál es el sonido inicial en bailarinas? Tienen el mismo sonido inicial: /b/. Ahora observen la palabra banderas. Empieza con la letra b. ¿Con qué letra empieza la palabra bailarinas? Repita con camellos [página 4] y carros [página 12].*
- Elija una página para comparar la palabra clave de la oración con el rótulo, por ejemplo, *banderas/ bandera* en la página 2. Lea ambas palabras y pida a los niños que identifiquen en qué son diferentes (*banderas* termina con una s). Pregunte a los niños por qué *banderas* termina con s y *bandera* no. De ser necesario, explique que la s es la letra final para indicar que hay más de una cosa. Compare la terminación -s con la terminación -es en la palabra *tambores* en la página 6. Lea a los niños las palabras *tambor* y *tambores*. Explique que las letras finales -es también indican que hay más de una cosa.



Spanish Prompting Guide, Parte 2
Consulte las páginas 13, 21 y 26, según sea necesario.

Lenguaje dual: Apoyo para estudiantes

Apoye la conversación de los niños sobre el libro.

- Acepte que los estudiantes utilicen el inglés, variantes locales del español o recursos bilingües, como las extensiones semánticas: *parade-desfile*, al responder a las preguntas.
- Cuando los estudiantes no respondan en español, repita sus ideas y frases para promover el desarrollo receptivo del idioma.



Spanish Prompting Guide, Parte 1
Consulte las páginas 7, 8 y 11, según sea necesario.

¡Ya viene el desfile!

¡Ya viene el desfile!

Lenguaje dual: Apoyo para estudiantes


Apoye la escritura compartida con los niños.


- Durante la creación de los letreros para el desfile, considere si algunos niños se beneficiarían de dibujar primero las imágenes antes de escribir los letreros.
- En este caso, considere escribir en la hoja del niño la versión en español de las personas, animales u objetos que escogieron para su letrero.
- Antes de invitar a los niños a marchar, desles la oportunidad de practicar con un compañero. Verifique que cada estudiante lea correctamente su letrero.

Lenguaje dual: Apoyo para estudiantes

Apoye la lectura en parejas de los niños.

- Diseñe una manera de verificar la lectura independiente, pidiéndoles a los niños una respuesta que refleje su comprensión del texto en español.
- Considere cómo la información obtenida con el producto de la lectura independiente lo puede apoyar en una futura lección para promover el desarrollo de la literacidad en español.

 Spanish Prompting Guide, Parte 1
Consulte las páginas 7, 9 y 11, según sea necesario.

 Spanish Prompting Guide, Parte 2
Consulte las páginas 10, 13 y 35, según sea necesario.

SR2521



Responder al texto

Invite a los niños a participar en experiencias adicionales para ampliar su apreciación e interpretación del texto.

Escritura compartida ¡Planeen un desfile en clase! Hablen de qué personas, animales y objetos quieren tener los niños en su desfile, por ejemplo, cantantes, gatos, libros, etc. Después, voten y elijan a cuatro o cinco grupos para que aparezcan en el desfile. Mediante la escritura compartida, hagan letreros para que los niños los lleven mientras desfilan por el salón de clase o por la escuela. Invite a los niños a ilustrar los letreros.

Arte Pida a los niños que hagan máscaras o sombreros coloridos para un desfile dentro del salón.

Movimiento Invite a los niños a marchar en el desfile del salón, ya sea interpretando un rol o llevando el objeto que hayan elegido.



Lectura independiente

Dé a los niños la oportunidad de leer el texto independientemente o con un compañero usando el libro grande o una versión individual pequeña.

- Pida a un grupo de niños que escuche el texto en el centro de audio, siguiéndolo en la versión individual pequeña del libro.
- Los niños pueden volver a leer el libro grande con un compañero, usando un puntero de enseñanza.
- Permita que los niños se lleven a casa el libro pequeño y/o guarde una copia en la caja de libros para explorar del salón de clase.

Relacionar con otros libros

Puede aprovechar esta oportunidad para ampliar el conocimiento de los niños sobre el tema, la forma o el género, consultando otros textos de la colección de Lectura compartida del *Salón de clase de Fountas & Pinnell*.

- Compare con otros títulos de la serie Lugares divertidos, como *Festivales del mundo* y *Bajo la gran carpa*. Pregunte a los niños cuál de los lugares divertidos les gustaría visitar y pídale que expliquen por qué.
- Lea algunos poemas de *Zum: Poemas sobre cosas que andan*. Pregunte a los niños qué cosas que se mueven sería divertido ver en un desfile y pídale que expliquen por qué.



Evaluación

Piense en los objetivos de la lección y en los hábitos demostrados que ha observado. Busque evidencia de que los niños pueden:

- unirse a la lectura de manera precisa y entretenida.
- oír y decir el sonido inicial en palabras que empiezan con el mismo sonido.
- usar fotografías para predecir la palabra que falta en un texto.
- recordar información importante de un texto.

Shared Reading ORIGINAL TITLES (ENGLISH)

GRADE PreK BOOKS • 30 TITLES

The Shared Reading Collection: extraordinarily engaging

The *Fountas & Pinnell Classroom™ Shared Reading* books captivate children with interactive features such as cut-outs, flaps, or pop-ups, and are accompanied by six small-book versions for independent reading.

Audio books are also provided for children to listen to the shared reading books at a listening center. Audio books model joyful, fluent reading that children can experience over and over again independently.



The *Shared Reading Collection* incorporates many interactive features to engage young readers. *Five Little Snowmen* makes early literacy learning kinetic by adding movement to the experience.



Hear a sample audio book

Visit http://fp.pub/FPC_ContextSamples to hear an audiobook sample



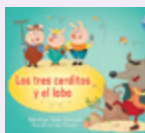
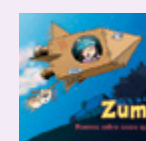
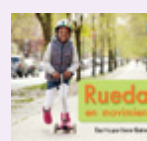
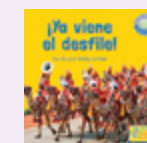
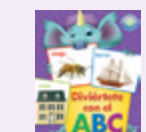
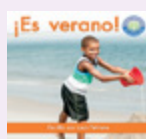
Shared Reading ALL NEW, ORIGINAL TITLES (SPANISH)

GRADE PreK BOOKS • 30 TITLES

The Spanish Shared Reading Collection: extraordinarily engaging

The *Fountas & Pinnell Classroom™ Spanish Shared Reading* books include both transadapted (adapted and translated from the English title) and original titles. The collection includes both big books and six small-book versions that will captivate children with interactive features such as cut-outs and pop-ups, as well as Spanish audio books.

Audio books model joyful, fluent reading that children can experience over and over again independently at a listening center.



Hear a sample audio book



Visit http://fp.pub/FPC_ContextSamples to hear an audiobook sample



Words That Sing POETRY CHARTS FOR SHARED READING

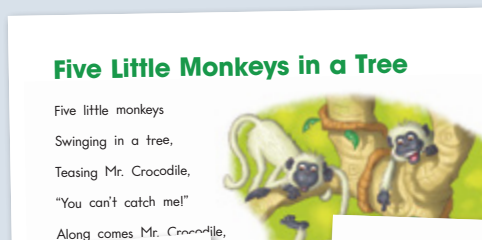
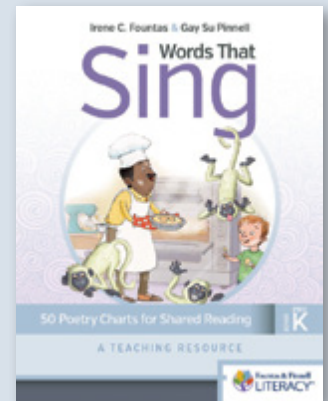
POETRY CHARTS SHARE THE JOY OF LANGUAGE

- *Extend shared reading instruction beyond the books in the Fountas & Pinnell Classroom™ Shared Reading Collection with Words That Sing, Prekindergarten.*
- *50 engaging poems or rhymes printed on poster-sized, illustrated, write-on-wipe-off, laminated sheets on which children can color and draw, or teachers can use to highlight words or word parts.*

Immerse Children In Rich, Rhythmical Language

An illustrated collection of poems, songs, and rhymes that will fill children with language, ideas, and imagery, which will help them use and enjoy the oral and written word.

The accompanying guide, *Words That Sing: Poetry Charts for Shared Reading: A Teaching Resource*, contains instructional suggestions and resources that will guide you in the many ways these poetry charts can be used.



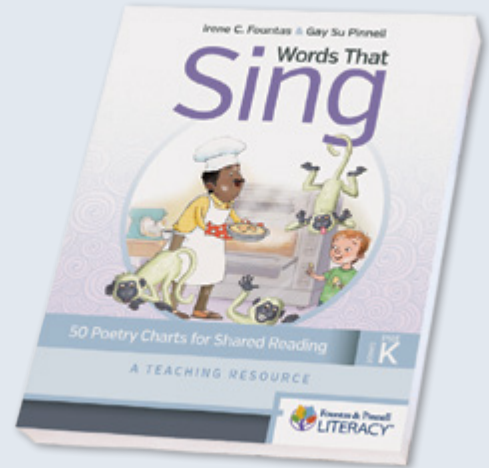
AVAILABLE FOR SUPPLEMENTAL PURCHASE

Words That Sing *POETRY CHARTS FOR SHARED READING*

AVAILABLE FOR SUPPLEMENTAL PURCHASE

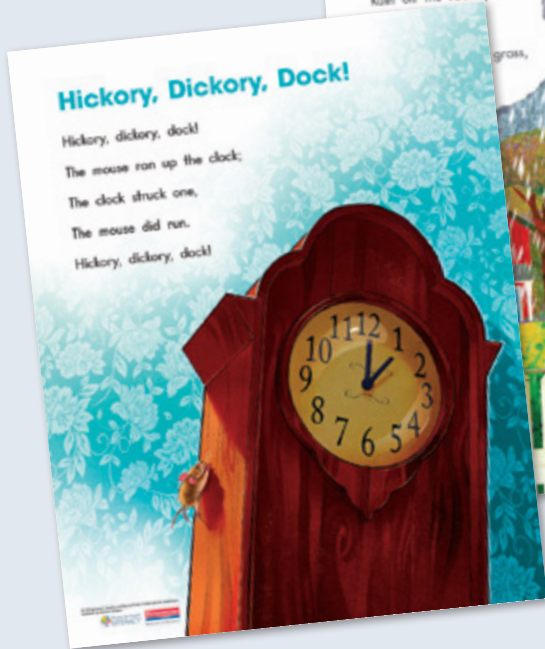
Accompanying Guide For Instructional Support

- Recommended tools for using poetry charts
- Instructional contexts for using poetry charts (e.g., shared reading, interactive read-aloud, and independent reading)
- Expand children's oral language and decoding abilities
- 50 ways to use poetry charts poems
- Planning for teaching opportunities when revisiting poetry
- Bonus content such as additional poem verses, poem variations, poem actions, and instructional suggestions.



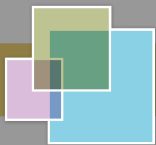
Functional and Durable Instructional Resources

- Colorful 16 X 20 inch sturdy posters
- Laminated for easy write-on and wipe-off
- Sturdy Carrying Case included



BENEFITS OF JOYFUL WRITING

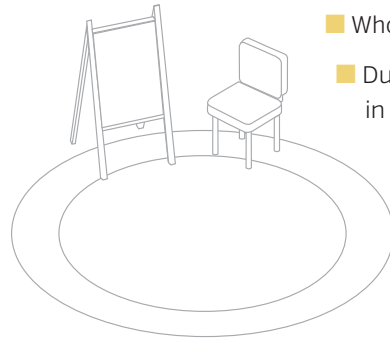
- Respond to and think about a variety of written texts
- Search for and learn to recognize patterns and characteristics of written texts
- Build new ideas on known words
- Learn how to think about effective actions as they begin drawing and writing
- Learn how to play and work together in the classroom
- Learn to talk to others to share their thinking about what they and others have written



Foster joyful writing in prekindergarten with minilessons that spark creativity, imagination and learning

Writing minilessons are brief, focused, explicit lessons that help children begin to understand the characteristics of effective writing and nurture their ability to write with purpose, imagination and voice. Each minilesson engages children in inquiry that leads to the discovery of a general principle from *The Literacy Continuum*.

Joyful Writing At A Glance



- Whole-group instruction
- During writing minilessons, you support young children in discovering the fun and excitement of expressing their thinking through talking, drawing, and writing
- Six Types of minilessons to support emergent writing behaviors: Interactive Writing, Building Community, Telling Stories, Making Books, Drawing, Exploring Early Writing
- Interactive Read-Aloud and Shared Reading books serve as mentor texts
- Generative lessons that can be used over and over to teach ideas that are alike.

Instructional Framework for Joyful Writing

Joyful Writing for prekindergarten includes 100 minilessons + 25 interactive writing lessons organized into six types

- | | |
|-----------------------|---------------------------|
| ① Interactive Writing | ④ Making Books |
| ② Building Community | ⑤ Drawing |
| ③ Telling Stories | ⑥ Exploring Early Writing |

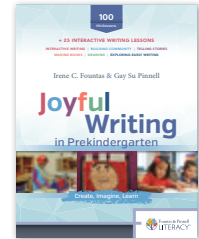
Joyful Writing Minilessons

Prekindergartners benefit from regular opportunities to express themselves on paper. In the prekindergarten classroom, children will naturally engage with drawing and writing in a playful way if these activities are presented as an interesting part of their physical and social world without any demand for conventional spellings or correct handwriting.

A permanent writing center stocked with crayons, pens, paper, and bookmaking materials helps young children learn to see themselves as writers and to love the process. In dramatic play areas, children will want to engage in authentic writing, such as making a grocery list or writing a prescription.

Joyful Writing in PreK: Create. Imagine. Learn

Joyful Writing in Prekindergarten provides children with rich opportunities to learn about the writing process through talking, drawing, writing and engagement.



IW.3
Making a Book About Our Class

You Will Need

- three pieces of chart paper prepared with a recognizable child's self-portrait and three blank sentence strips in a row
- marker
- ABC chart
- long, thin pointer
- white correction tape
- To download the following online resources, visit resources.ourclassandjournal.com
 - ABC Chart
 - Vertical Path for Letter Formation

Important Vocabulary

- word
- letter
- space

Continuum Connection

- Show awareness of left-to-right directionality during shared reading and shared or interactive writing (p. 24)
- Say a word slowly to hear any sound (p. 364)

ACTIVE LEARNING EXPERIENCE

- Prior to the lesson, help children learn how to draw self-portraits to make a class book called *Look at Our Class*. [See *Umbrella 1: Making a Self-Portrait in the Drawing section*.]

GOALS

- Learn that print is written from left to right and with space between each word.
- Say words slowly to hear the first sound.

WHY IT'S IMPORTANT

- When you share the pen with children, you show them how to put writing on the page—starting on the left, moving to the right, and leaving a space between each word. Having children say their name, listen for the first sound, and identify the letter reinforces the relationship between the sounds of language and the letters that represent them.

ASSESS LEARNING

- Notice whether children can repeat the language pattern of the text.
- Notice whether children are aware that print is written from left to right and there is space between each word.
- Observe whether children can say their names slowly and identify the first sound and letter.

INTERACTIVE WRITING LESSON

This lesson is designed as an interactive writing lesson, in which you and the children will compose the text together and share the pen. However, you might choose to do all the writing yourself (shared writing).

Establish Purpose

Use the children's self-portraits to create the pages of a class book.

- Show three drawings.
- Let's put your self-portraits together to make a book so people can get to know all the boys and girls in our class. We can make the name of the book *Look at Our Class*.

Talk About What to Write

Talk about a simple sentence pattern with the children, such as *Look at _____*.

- Display the first page of the prepared chart paper.
- Alison drew this picture. We can write the words on this page to tell people to look at Alison. What do you think we should say?
- Talk with children about what the simple sentence will be.

Joyful Writing in Prekindergarten

1 INTERACTIVE WRITING LESSONS

Reinforce the relationship between letters and sounds and how print works. Interactive writing lessons allow children to participate in the writing process with a high level of support. Children also learn to see themselves as writers because they collaborate with their classmates and teacher in the composition and construction of meaningful writing.

Lessons include:

- Making a Name Chart
- Making a Classroom Agreement
- Making a Book About Our Class
- Writing Nursery Rhymes
- Making an ABC Book
- Making a Book About Our Families
- Writing About a Character
- Writing About a Class Memory
- Making a Color Chart
- Writing About Puppets
- Writing from a Picture
- Writing the Story for a Wordless Picture Book
- Making a Counting Book
- Writing a Song
- Writing a Question-Answer Book
- Writing a How-To Book
- Making Our Own Stories with Three
- Writing Our Own Poems
- Writing a Shopping List
- Making an Animal Habitat Mural
- Writing an Invitation
- Taking a Survey
- Writing an All-About Book
- Making a Story Map
- Writing Scientific Observations

WML.2
W.2.2.2

Important Understanding
Write and draw in the writing center.

Learning About Choice Time

You Will Need

- a blank writing page
- different sizes and types of paper by composition
- blank books
- markers, crayons, and pencils
- scissors
- glue

Important Vocabulary

- supplies

GOAL
Learn how to follow routines in the writing center.

WHY IT'S IMPORTANT
The writing center provides an opportunity for children to play at writing and begin to use themselves as authors. An important writing center allows children to explore and create in a way that they need to be taught explicitly from written materials, and write and illustrate their work, and share their work with their friends.

ASSESS LEARNING

- Observe whether children choose writing tools to use in their work as authors.
- Observe how children take care of materials, such as markers and pencils.
- Notice if children place their finished work in a basket.

MINILESSON

Before reaching this lesson, make sure you have taught children how to properly use writing and drawing tools. See *Handbook 2: Using Writing and Drawing Tools*. You may want to prepare an adult about at least to model how to get supplies and put them back. Encourage children in a short demonstration of how to use the writing center. Here is an example.

- 1 Show the writing center room.

This picture is for the writing center. When you put your work inside this picture, it means you will draw and write in the writing center. You can make books, write letters, and draw pictures in the writing center.

- 1 Hold up one of the materials like pencils, markers, crayons, blank books.
- 1 What do you notice about where the writing center materials are kept? Everything belongs in its own place. Be sure to put things back where they belong.
- 1 Have a child model how to get the materials, draw on a piece of paper, and put the materials back. Prepare the child beforehand to take one marker or a crayon, one pencil, and then put it back when you are finished.
- 1 Invite another child to model how to take the cap off a marker and put it back.
- 1 What do you notice about how _____ got good care of the marker? Listen for the following: being careful to take the cap on markers and give sticks so they don't dry up.
- 1 Show children where to put their finished work in the basket.

Judith Wright in Philadelphia

2 BUILDING COMMUNITY

Build a strong community of learners who play and learn together respectfully and responsibly with lessons that focus on routines for children to think, talk, play, draw, read, and write together in the classroom.

Lessons include:

- Playing and Learning Together
- Using Drawing and Writing Tools
- Learning About Choice Time
- Learning About Share Time

WML.2
W.2.2.2

Important Understanding
Tell stories about things you have done.

Storytelling

You Will Need

- Markers and pencils
- Supplies for drawing
- Crayons and markers
- Blank paper
- Glue
- Scissors
- Stapler

Important Vocabulary

- Storytelling
- Drawing
- Supplies
- Crayons
- Markers
- Pencils
- Paper
- Glue
- Scissors
- Stapler

GOAL
Remember that you can tell stories about things you have done.

WHY IT'S IMPORTANT
When children learn to tell stories, they learn to use language. When they tell their own stories, they practice expressing thoughts and ideas. Telling stories, and then drawing and writing about them, supports children's ability to move from their ideas to language.

ASSESS LEARNING

- Observe children as they tell stories about their own experiences.
- Notice if children describe people and places as part of their stories.

MINILESSON

The familiar faces they've seen and story a number ways to draw them that people will notice about things they have done. Here is an example.

- 1 Hold up the book *Grandfather and I*.
- 1 This is the book *Grandfather and I*. What did the girl tell a story about?
- 1 Hold up *My Place is Busy*.
- 1 This is the book *My Place is Busy*. What did the writer tell a story about?
- 1 Tell a story about something you have done (e.g., grocery shopping) or something the class has done together (e.g., a neighborhood walk). Be encouraged as you tell the story so that children are engaged and have fun.

You can tell stories about things you have done, too.

Judith Wright in Philadelphia

3 TELLING STORIES

Support the oral language component of writing that is fundamental for children as they learn to draw and write their ideas on paper with lessons that focus on teaching children how to tell stories.

Lessons include:

- Storytelling
- Learning How to Tell Stories
- Acting Out Stories

WML.1
W.1.1.1

Important Understanding
Make a book.

Getting Started with Making Books

You Will Need

- A variety of books that children can read
- A blank book (one page)
- A blank book (two pages)
- A blank book (three pages)
- A blank book (four pages)
- A blank book (five pages)
- A blank book (six pages)
- A blank book (seven pages)
- A blank book (eight pages)
- A blank book (nine pages)
- A blank book (ten pages)

Important Vocabulary

- Author
- Page
- Book
- Cover
- Spine
- Continuum Connection
- Blank book
- Blank book with drawing and writing
- Blank book with drawing and writing

GOAL
Make books using drawing and some experimental writing.

WHY IT'S IMPORTANT
When you introduce children to making books, you help them imagine themselves as illustrators and authors. This is a great way to help children understand how to use their own ideas and learn how to draw and write on communication tools like books.

ASSESS LEARNING

- Observe children's understanding of how to make books about things they know.
- Notice children's use of experimental drawing or writing on their books.
- Notice children's use of vocabulary related to bookmaking (e.g., author, page, cover).

MINILESSON

To help children explore bookmaking, use a few picture books (including selected books that are examples of the different ways author/illustrators use pictures and words on paper to tell their stories or give information). Bring an example of a picture book you have made yourself (e.g., *Chowder with Mr. Furry*). Here is an example.

- 1 Display *C is for Cook, Grandfather and I*, *Five with Six*, *The Little Cat*, and *Jack and the Beanstalk*.
- 1 Describe each book to children.
- 1 Ask children to make a book. A person who makes books is called an author. What are these books about? Books can be about all different things. Some are stories, some tell information, some are about the children.
- 1 Read each page of the book that you made and show the pictures.

My book has a front cover, and there are words and pictures on the pages that tell about the story.

- 1 Show a blank book. Then draw children where the blank books are kept.
- 1 You can make a book like mine and tell the author's name. When you are ready to write your own book, you can get it from here.

Judith Wright in Philadelphia

4 MAKING BOOKS

Support children by helping them to see that they can make books just like the authors of the books that they read.

Lessons include:

- Getting Started with Making Books
- Expanding Bookmaking
- Making Memory Books
- Making How-To Books
- Making All-About Books

WML.1
W.1.1.1

Important Understanding
Draw your face.

Making a Self-Portrait

You Will Need

- Paper
- Marker
- Pencil
- Crayon
- Scissors
- Glue
- Stapler

Important Vocabulary

- Self-Portrait
- Drawing
- Supplies
- Crayon
- Marker
- Pencil
- Paper
- Glue
- Scissors
- Stapler

GOAL
Draw a self-portrait with details (e.g., eyes, nose, mouth, ears, hair).

WHY IT'S IMPORTANT
When you teach children to draw their self-portraits, they learn to observe details and identify objects that are important to them. This is a great way to help children understand how to use their own ideas and learn how to draw and write on communication tools like books.

ASSESS LEARNING

- Observe how children fill the pages to tell their stories.
- Notice children's ability to identify and name objects and parts of the face.

MINILESSON

To help children learn to draw a self-portrait, have them study the shapes in their face by looking in a mirror.

- 1 We are going to draw our faces for a book we are going to make called *Look at Our Faces*. When you draw your face, you make a self-portrait. Say that with the self-portrait.
- 1 I'm going to look carefully at my face in the mirror and think about what shapes it has.
- 1 As you look at your face in the mirror, use your finger to outline the outside of your face.
- 1 What shape is my face?
- 1 My face is round. I am only drawing my face, so I can make it big.
- 1 Draw a face that takes up most of the page.
- 1 Now look at my eyes. How do they look?
- 1 They are round, too, but look at their size. Should they be big like my face?
- 1 Where should I put them?
- 1 There is a child come up and point to where to draw the eyes. They draw two eyes. Is there anything else you notice about my eyes? Yes, there is a dot inside my eyes.
- 1 Draw the dot.
- 1 Repeat the process for the nose (circle or oval) and mouth (line or curve). You may want to draw hair and use small circles, or work with the next day depending on the children's engagement.

Judith Wright in Philadelphia

5 DRAWING

Teach children to make representational drawings (the primary way prekindergartners tell their stories on paper) and to consider how to use color that resembles real life.

Lessons include:

- Making a Self-Portrait
- Learning How to Draw
- Making Pictures Interesting

WML.2
W.2.2.2

Important Understanding
Your name is a word.

Learning Early Concepts of Print

You Will Need

- A blank writing page
- Different sizes and types of paper by composition
- Blank books
- Markers, crayons, and pencils
- Scissors
- Glue

Important Vocabulary

- Name
- Letter
- Word
- Continuum Connection
- Blank book
- Blank book with drawing and writing
- Blank book with drawing and writing

GOAL
Understand that a name is a word.

WHY IT'S IMPORTANT
By writing with their own names, children come to understand that a word is made up of distinct letters. They learn to notice some visual features of letters and begin to connect sound/letters to letters in the phonics, or sound/letters, words. They begin to understand the relationship of the letter and a word.

ASSESS LEARNING

- Notice how many young children can hear and letters they can produce when they write their names.
- Observe whether children begin to use their names as a resource for sounds and letters when they write.
- Observe whether children understand the difference between a letter and a word.

MINILESSON

Encourage children to know that they have understood that their names are words made up of letters. Have a name chart posted near your writing area. If you have not created a name chart, look at interactive writing book *Making a Name Chart (W.1)* before teaching this lesson.

- 1 Choose the five name on your alphabetical name chart to build with magnetic letters. Place the letters you will read in a row at the top of the name. Letters should be read up with open in between them. Make sure the whole class can see the letters. If you do not have a magnetic card, use a small wooden tray and hold it upright.
- 1 These name letters, I am going to use these letters to make a word.
- 1 Pull the magnetic letters down one at a time, building the name left to right. "Name each letter as you pull it down."
- 1 Look the letters and make the sound/letter. Name is a name. Did you notice how I put the letters close to each other to make a word? These name letters are in Alissa's name!
- 1 There are six letters in Alissa's name. Look what happens when I move these letters far apart.
- 1 Make large spaces between all of the letters.

This is not Alissa's name anymore because the letters are not together. The letters need to be together to make a word.

Judith Wright in Philadelphia

6 EXPLORING EARLY WRITING

Help children develop early concepts of print and explore the writing process.

Lessons include:

- Learning Early Concepts of Print
- Adding to Your Writing
- Introduction to Handwriting
- Deleting and Reorganizing Your Writing
- Getting Ideas for Your Writing
- Choosing Pieces for Publishing
- Making Your Writing Interesting
- Learning to Draw and Write Through Imaginative Play



IW.3

Making a Book About Our Class

The **Active Learning Experience** provides the opportunity to build shared, hands-on learning experiences before the lesson to foster a rich base and purpose for writing.

You Will Need

- ▶ three pieces of chart paper prepared with a recognizable child's self-portrait and three blank sentence strips in a row
- ▶ marker
- ▶ ABC chart
- ▶ long, thin pointer
- ▶ white correction tape
- ▶ To download the following online resources, visit resources.fountasandpinnell.com
 - ABC Chart
 - Verbal Path for Letter Formation

Build **important vocabulary** appropriate for preschoolers.

Important Vocabulary

- ▶ word
- ▶ letter
- ▶ space



Continuum Connection

Link directly to the goals from *The Literacy Continuum* with the **Continuum Connection**.

- ▶ Show awareness of left-to-right directionality during shared reading and shared or interactive writing [p. 241]
- ▶ Say a word slowly to hear any sound [p. 364]

ACTIVE LEARNING EXPERIENCE

- ▶ Prior to the lesson, help children learn how to draw self-portraits to make a class book called *Look at Our Class*. [See *Umbrella 1: Making a Self-Portrait* in the Drawing section.]

GOALS

- ▶ Learn that print is written from left to right and with space between each word.
- ▶ Say words slowly to hear the first sound.

The **goals** of the lesson are clearly identified, as well as a reflection on why a lesson may be **important** for the children in your classroom.

WHY IT'S IMPORTANT

- ▶ When you share the pen with children, you show them how to put writing on the page—starting on the left, moving to the right, and leaving a space between each word. Having children say their name, listen for the first sound, and identify the letter reinforces the relationship between the sounds of language and the letters that represent them.

ASSESS LEARNING

- ▶ Notice whether children can repeat the language pattern of the text.
- ▶ Notice whether children are aware that print is written from left to right and there is space between each word.
- ▶ Observe whether children can say their names slowly and identify the first sound and letter.

Assess children's learning by observing evidence of specific behaviors and understandings.

INTERACTIVE WRITING LESSON

This lesson is designed as an interactive writing lesson, in which you and the children will compose the text together and share the pen. However, you might choose to do all the writing yourself (shared writing).

Establish Purpose

Use the children's self-portraits to create the pages of a class book.

- ▶ Show three drawings.

Let's put your self-portraits together to make a book so people can get to know all the boys and girls in our class. We can make the name of the book *Look at Our Class*.

Establish the purpose for writing understand the "why" for the active learning experience of the lesson.

Talk About What to Write

Talk about a simple sentence pattern with the children, such as Look at ____.

- ▶ Display the first page of the prepared chart paper.

Alison drew this picture. We can write the words on this page to tell people to look at Alison. What do you think we should say?

- ▶ Talk with children about what the simple sentence will be.

Suggested language to use when teaching the minilesson principle.

An example of how the interactive writing piece might look.

IW.3



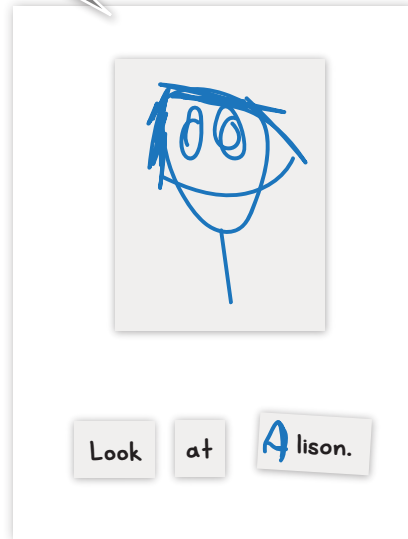
Suggested teaching sequence for constructing a piece of writing with children.

Write Together

Write the text for the book.

The first word on the page is *Look*. Say *Look*. *Look* begins with the letter *L*, like Liam.

- ▶ Point to *L* on the ABC chart or name chart if there is a child whose name begins with *L*, and then have children make the letter *L* in the air.
To make an *L*, you pull down, across.
- ▶ Write *Look* on the first sentence strip. Read the word with children and have them tell what word you should write next. Help them notice that you need to leave space after each word.
- ▶ Say and write the word *at*. Together, read *Look at* as you point under the words. Then ask what word comes next.
- ▶ Have them say “Alison,” think about the first sound they hear and identify the letter to write.
- ▶ Call on Alison to come to the chart. Guide her to write the first letter in her name. If she knows any others, work together to finish writing the name sequentially.
- ▶ Reread the whole sentence together. Explain that you put a period at the end to show it is a full stop. Then repeat the whole process for the other two self-portraits.



Section 1: Interactive Writing

Revisit the completed writing to reinforce early writing concepts.

Read and Revisit

Call the children who helped write their pages to the easel to point under the words with your support as the rest of the children read together.

- ▶ After the page is read, ask the child to point to his name.
- ▶ Connect the first letter of the name to other children’s names or to the ABC chart.

Briefly summarize the learning and extend the learning over time.

Summarize and Invite/Extend

Today we started to make a big book for our classroom. Our friends helped write the first letter of their names. You can try writing your name, too, when you make your own book.

- ▶ Continue the lesson over a few more days to finish the book. Place small photos of all the children on the last page along with the sentence *Look at our class!*

Getting Started with Making Books

Umbrella 1



A list of minilessons organized under the umbrella.

Prepare to present the minilessons in this umbrella with these suggestions.

Minilessons in This Umbrella

- WML1** Make a book.
- WML2** Write your name on your book.
- WML3** Make a book with pictures and writing.
- WML4** Make your pictures match your story.

Before Teaching Umbrella 1 Minilessons

Children will benefit from having experienced at least some of the minilessons in Section 3: Telling Stories and from having heard and enjoyed a variety of books, such as stories, pattern books, wordless books, and information books. Use books from the following text sets plus the entire Text Set: Telling a Story with Pictures: Wordless Books from the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* as well as big books from the *Shared Reading Collection*. You can also use a variety of books from the classroom library that children have enjoyed.

Interactive Read-Aloud Collection

Letters at Work: The Alphabet

Brian Wildsmith's Amazing Animal Alphabet by Brian Wildsmith

Taking Care of Each Other: Family

Grandfather and I by Helen E. Buckley

The Family Book by Todd Parr

Shared Reading Collection

The Little Cub by Henry E. Heron

Fun with Socks by Susan Scott

As you read and enjoy these texts together, help children notice that

- writers and illustrators make books,
- there are words and/or pictures on every page,
- writers tell about different things in their books,
- writers tell stories in their books, and
- writers give information in their books.

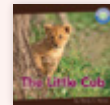
Interactive Read-Aloud
The Alphabet



Family



Shared Reading



Use these suggested mentor texts as examples in the minilessons in this umbrella or use books that have similar characteristics.

Section 4: Making Books



Umbrella 1

Getting Started with Making Books

Gain important information by assessing children's understandings as they apply and share their learning of an important understanding.

Specific behaviors and understandings to observe as you **assess** children's learning after presenting the minilesson.

Optional suggestions for extending the learning of the umbrella over time or in other contexts.


Assessment

After you have taught the minilessons in this umbrella, observe children as they draw, write, and talk about their writing. Use the behaviors and understandings in *The Literacy Continuum* (Fountas and Pinnell 2017) to notice, teach for, and support children's learning as you observe their reading and writing attempts.

- ▶ What evidence do you have of new understandings related to bookmaking?
 - Do children understand that they can make their own books?
 - Can they write the first letter of their name or a few letters from their name on the front cover of the book?
 - Do they put something on each page of the book?
 - Are they understanding and using vocabulary related to bookmaking, such as *author*, *front cover*, *page*, and *story*?
- ▶ In what other ways, beyond the scope of this umbrella, are children ready to expand their bookmaking experience?
 - Are children moving beyond scribbles to more representational drawing?
 - Are they ready to add labels to their pictures or page numbers to their books?
 - Would they benefit from more experience with storytelling?

EXTENSIONS FOR GETTING STARTED WITH MAKING BOOKS

- ▶ When you read aloud to the children, emphasize that there is a real person behind the book by sharing information about the author that you find on the book cover, a page or note about the author, or the author's website.
- ▶ Gather several books by the same author. Help children understand that one person can write more than one book.
- ▶ Gather several books by someone who both wrote and illustrated the books. Talk about what it might have been like for this person to make the book: *Where did the ideas come from? How long did it take to make the book? What did the person do to make the pictures?*
- ▶ Use enlarged texts, such as big books, to encourage children to talk about how the pictures and the words go together on the pages.

 <p>WML1 MBK.U1.WML1</p>	<p>Important Understanding Make a book.</p>
<p>Getting Started with Making Books</p>	
<p>You Will Need</p> <ul style="list-style-type: none"> ▶ a variety of books that children have heard (fiction, nonfiction, wordless) ▶ a prepared book of your own ▶ stapled blank books (about 4 pages) with covers of different colors ▶ crayons and washable markers ▶ chart paper and markers 	<p>GOAL</p> <p>Make books using drawing and some approximated writing.</p> <p>WHY IT'S IMPORTANT</p> <p>When you introduce children to making books, you help them imagine themselves as illustrators and writers. As they “play” at making their own books, they learn the power of their own ideas and learn that their drawing and writing can communicate ideas to others.</p> <p>ASSESS LEARNING</p> <ul style="list-style-type: none"> ▶ Observe children's understanding of how to make books about things they know. ▶ Notice children's use of representational drawings or scribbles in their books. ▶ Notice children's use of vocabulary related to bookmaking [e.g., <i>author, page, front cover</i>].
<p>Important Vocabulary</p> <ul style="list-style-type: none"> ▶ author ▶ page ▶ front cover 	<p style="text-align: center;">MINILESSON</p>
<p>Continuum Connection</p> <ul style="list-style-type: none"> ▶ Demonstrate confidence in attempts at drawing and writing [p. 243] ▶ Have ideas to tell, write, draw about [p. 243] 	<p>To help children explore bookmaking, use a few picture books (including enlarged books) that are examples of the different ways authors/illustrators put pictures and words on paper to tell their stories or give information. Bring an example of a picture book you have made yourself (e.g., <i>Dinner with My Family</i>). Here is an example.</p> <ul style="list-style-type: none"> ▶ Display <i>G Is for Goat, Grandfather and I, Fun with Socks, The Little Cub, and Pancakes for Breakfast</i>. <ul style="list-style-type: none"> Who made these books? A person who makes books is called an author. What are these books about? Books can be about all different things. Some are stories, some tell information, some are about the alphabet. ▶ Read each page of the book that you made and show the pictures. <ul style="list-style-type: none"> My book has a front cover, and there are words and pictures on the pages that tell about my dog, Lucy. ▶ Show a blank book. Then show children where the blank books are kept. <ul style="list-style-type: none"> You can make a book like I made and like the authors made. When you are ready to write your own book, you can get one from here.

The **Goal** of the minilesson is stated in the top section of the lesson, as is a section titled **Why It's Important**, to help you understand what a particular minilesson aims to do and the rationale for why it is important for preschoolers. At the end of this beginning section,

Important Vocabulary that children will hear and learn as they actively engage in the lesson.

Link directly to the goals from *The Literacy Continuum* with the **Continuum Connection**.

Assess students' learning by observing evidence of specific behaviors and understandings.

Create **anchor charts** as a useful reference tool and reinforcement of the important understanding for children during choice time.



Suggestions for children to practice the new thinking from the minilesson, usually with a partner.

A **summary** of the important understanding to help you guide the children and **invite** them to use what they have learned when they draw and write.

Have a Try

Invite children to talk with a partner about what they could put into a book.

Think of something that you could make a book about. Turn and tell your partner.

- ▶ Invite a few children to share what their books will be about.

Summarize and Invite

Write the important understanding on the chart paper and make a quick sketch. Point to and read the understanding. Invite the children to make their own books during choice time.

I will be at the bookmaking center today. If you want to come and make a book, I will help you.

- ▶ Alternatively, have everyone work on their books at the same time.

Talk Side by Side

- ▶ As children work on their books, sit side by side with them and listen intently to individual children. Use the following prompts to support children as they make their books.

- What are you making a book about?
- You know a lot about _____. You could make a book about that.
- Tell a story about something you have done. Let's plan what you will make on each page
- Tell the story that goes with this part of your book.

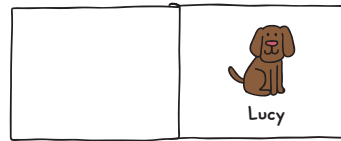
Share

Following choice time, gather children in the meeting area. Ask a few children to share their books.

Tell us about the book you made.

After choice time, it is important for children to have a chance to share their learning, which gives you feedback on the learning children took on.

Make a book.



Helpful prompts to use when you sit **side by side** with children and listen to them talk about their drawing and writing.

Using direct language can be particularly supportive for English language learners because it allows them to focus on the meaning without having to work through the extra talk that we often use in our everyday conversations.

Learning Early Concepts of Print

Umbrella 1



Minilessons in This Umbrella

- WML1** Notice the pictures and words on a page.
- WML2** Your name is a word.
- WML3** Start your writing on the left.
- WML4** Leave a space before you write the next word.
- WML5** Find the first letter in a word.
- WML6** Trace your name.
- WML7** Say words slowly and listen for the first sound.
- WML8** Use the name chart to help you write words.

Before Teaching Umbrella 1 Minilessons

Enjoy shared reading with the children using enlarged texts, such as poetry charts and big books, that allow them to see the print. Use a long, thin pointer to help children follow along as you read and note the directionality of print from left to right and top to bottom.

Before teaching this umbrella, teach IW.1: Making a Name Chart in the Interactive Writing section to familiarize children with their own names and each other's names.

As you read and enjoy these shared texts, have children

- take turns using a thin pointer to point under the words in the shared text as you read,
- notice names in books,
- experience poems and songs in which you substitute their names,
- point out the first word in a sentence, and
- notice the space between words.



Umbrella 1

Learning Early Concepts of Print

Assessment

After you have taught the minilessons in this umbrella, observe children as they experiment with early writing. Use the behaviors in *The Literacy Continuum* (Fountas and Pinnell 2017) to notice, teach for, and support children's learning as you observe their reading and writing attempts.

- ▶ What evidence do you have that children are beginning to develop early concepts of print?
 - Do children understand that pictures and words are placed in certain ways on the page?
 - Do they understand the concept of a letter? A word?
 - Do they understand that there is a space between each word?
 - Can they find the first letter in a word?
 - Can they trace the letters in their names?
 - Are they beginning to experiment with writing their names?

EXTENSIONS FOR LEARNING EARLY CONCEPTS OF PRINT

- ▶ When you read books aloud, show children that there are pictures and words on most pages and that the pictures go with the words.
- ▶ Create name puzzles. Place each letter from a child's name in a small cut square and place in a sealable bag. Show children how to mix up the letters and make their names in the word work center.
- ▶ During interactive writing, make a point to show children where to start writing on the page. Likewise, during shared reading, highlight how the print starts on the left.
- ▶ Make a simple word wall of children's names plus a few words that appear often in children's reading (e.g., *can*, *I*, *me*, *the*). Display each word in a column beneath the letter it begins with (e.g., *can* beneath Cc).
- ▶ Replace the name in a poem, nursery rhyme, or song, such as "Mary Had a Little Lamb," with a child's name. Have children say the replacement name slowly and listen for the first sound and letter of the name.
- ▶ Pick a name from the name chart. Have children say it slowly to listen for the first sound. Then say two words, one that starts with the same sound and letter as the name and one that doesn't. Ask children to identify which word starts with the same sound as the name (e.g., *Sam*: *sun*, *moon*).



WML2
EWR.U1.WML2

Important Understanding
Your name is a word.

Learning Early Concepts of Print

You Will Need

- ▶ magnetic letters
- ▶ chart paper
- ▶ markers
- ▶ name chart (see p. 52)
- ▶ each child's name written on an index card

Important Vocabulary

- ▶ word
- ▶ letter
- ▶ name



Continuum Connection

- ▶ Begin to understand the concept of a word (p. 364)
- ▶ Understand the concept of a letter (p. 364)
- ▶ Use one's name to learn about words and to make connections to words (p. 364)

GOAL

- ▶ Understand that a name is a word.

WHY IT'S IMPORTANT

By working with their own names, children come to understand that a word is made up of distinct letters. They learn to notice some visual features of letters and begin to connect visual features of letters to the phonemes, or sounds in words. They begin to develop an understanding of the concept of a letter and a word.

ASSESS LEARNING

- ▶ Notice how many sounds children can hear and letters they can produce when they write their names.
- ▶ Observe whether children begin to use their names as a resource for sounds and letters when they write.
- ▶ Observe whether children understand the difference between a letter and a word.

MINILESSON

Engage children in a lesson that helps them understand that their names are words made up of letters. Have a name chart posted near your meeting space. If you have not created a name chart, teach the interactive writing lesson Making a Name Chart (IW.1) before teaching this lesson.

- ▶ Choose the first name on your alphabetical name chart to build with magnetic letters. Place the letters you will need in a row at the top of the easel. Letters should be mixed up with spaces in between them. Make sure the whole class can see the letters. If you do not have a magnetic easel, use a metal cookie tray and hold it upright.

I have some letters. I am going to use these letters to make a word.

- ▶ Pull the magnetic letters down one at a time, building the name left to right. Name each letter as you pull it down.

I took the letters and made the word Alison. A name is a word. Did you notice how I put the letters close to each other to make a word?

How many letters are in Alison's name?

There are six letters in Alison's name. Look what happens when I move these letters far apart.

- ▶ Make large spaces between all of the letters.

This is not Alison's name anymore because the letters are not together. The letters need to be together to make a word.



Have a Try

Give each child a card with his name on it. Have children count the letters in their names with a partner.

Your name is a word. Count the letters in your name to your partner.

- ▶ Invite one or two children to share their noticings.

Summarize and Invite

Write the important understanding on the chart. Read and explain it to the children.

You noticed that letters make a word when they are put together. Your name is a word.

During choice time today, I will be sitting in the word work center. You can come over and use your name card to help you make your name with magnetic letters. We will count how many letters are in your name and write it on the back of your card.

When we come back to share, we will make a chart to show how many letters are in each of your names.



Talk Side by Side

- ▶ As children come to the word study center, help them use their name cards to build their names with magnetic letters from left to right. It will be important for you to select the letters for them to use and place the letters at the top of the magnetic easel or cookie sheet. Encourage them to count the letters in their names when they finish and write the number on the back of the card. Consider using the following prompts:
 - *Say your name slowly. What sounds do you hear? So, what letter would come first?*
 - *Find a letter that looks like this.*
 - *Put the letters together to make a word.*
 - *Watch me count the letters in your name. Now you try.*

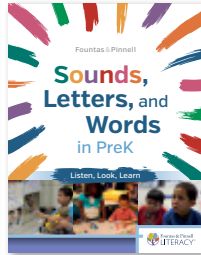
Share

Following choice time, gather children in the meeting area.

- ▶ Invite individual children to come up with their name cards.
 - How many letters are in your name?*
- ▶ Tape the child's name to the chart in the appropriate column.
 - All of your names are words because the letters are together.*

DEVELOPING PHONOLOGICAL AWARENESS

- Combine purposeful play with systematic instruction in phonological awareness, letters, words, and print
- Foster learning that takes place naturally and joyfully
- Nurture children's sensitivity to the sounds of oral and written language and begin to notice the distinguishing features of letters, words, and print.



Sounds, Letters, and Words in PreK

A book featuring 100 short, explicit and simple lessons designed to cultivate children's natural curiosity about the sounds of language and encourage their active engagement in learning how sounds, letters, and words work.

Start with a Purpose: Brief explanation of the lesson goal and discussion of the learning principle on which it is based.

LEARNING ABOUT
2 PRINT: LETTERS

EARLY MIDDLE LATE

Recognizing Letters by Shape

You Will Need

- ✓ magnetic letters b, h, l, k, i, m, n, x, z
- ✓ whiteboard

You Will Need: Gather all materials needed to prepare for and present the lesson.

Introduce the Big Idea: Warm-up and explanation of what children will do and learn from the lesson.

Start with a Purpose

This is the first of several lessons in which children focus on recognizing the distinctive features of letters. What makes one letter different from another letter often relates to a small detail, such as the length of the "sticks," or straight lines, in *h* and *n*. Children must be able to notice these differences before they can match letters with the sounds they represent. You will need to use the names of letters in the lesson, but keep the focus on the *shapes* of letters. If children's attention begins to wander, you can start with just a few letters and return to other letters later.

Introduce the Big Idea

You are learning the letters of the alphabet. Today you're going to look at the shapes of some letters. Each letter is different.

Give each child a unique magnetic letter.

Look closely at your letter. What shapes do you see?

LESSON FOCUS

Recognize and point to the distinctive features of letter forms.
Each letter looks different.
Some letters have straight lines.
Some letters have curves. Some letters have tails and circles.

Teach and Apply: Short lesson on a developmentally appropriate principle with active, embedded application.

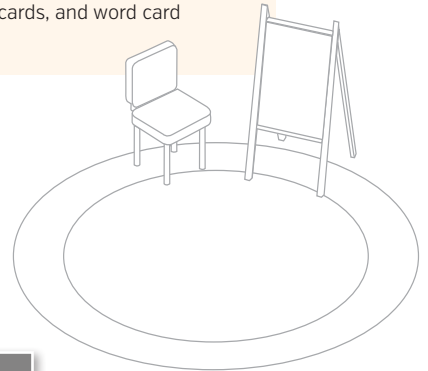
Teach and Apply

- ▶ Collect the magnetic letters and place them at the top of a whiteboard. Draw a square in the middle of the board.
When you look at a letter and hold it in your hand, you notice things about the way it looks.
- ▶ Pull down the letter *k* inside the square on the whiteboard.
Do you know the name of this letter? • This is the letter *k*.
Take a good look at the letter *k*. • What do you see?
- ▶ Children may notice that *k* has a long straight line, or "stick." Provide prompting as needed. For example, trace the straight line and ask, "Is this a long stick or a short stick?"
- ▶ When children have finished describing *k*, summarize what they noticed.
The letter *k* has a long stick. It has two short sticks, too.
- ▶ Lead children in using their pointer fingers to "write" *k* in the air.
- ▶ Replace *k* with *z*. Introduce the letter.
Does *z* have the same shape as *k*? Talk about what you see when you look at the letter *z*. • It only has short sticks. Each letter in the alphabet is different.
Look at the other letters at the top of the board. Think about their shapes. What do you see?

Link directly to the goals from the Comprehensive Phonics, Spelling, and Word Study Guide.

Comprehensive Phonics, Spelling, and Word Study Guide
Refer to: page 22, row 1

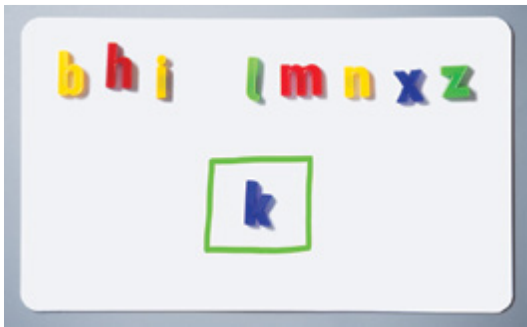
IN THE BOOK		ONLINE
Sounds and Syllables and Words	Print: Letters and Words	Digital Resources
<ul style="list-style-type: none"> Hearing Words That Rhyme Hearing and Recognizing Words Hearing Syllables Hearing Phonemes 	<ul style="list-style-type: none"> Learning About Print: Letters Learning About Print: Words Working with Print 	<ul style="list-style-type: none"> Display-ready poems, songs, and nursery rhymes Audio files of most anchor texts Picture cards, letter cards, and word card



LEARNING ABOUT PRINT: LETTERS 2

EARLY MIDDLE LATE

► Moving at a fast pace, pull down and name other letters and have children tell what they notice. Point out the “tunnels” in letters *h*, *m*, and *n*.



Practice: Whole-class, small-group, or individual practice with the lesson principle during circle time, center time, transitions, or other times throughout the day.

More Ways to Learn and Play: Ideas for extending learning and providing challenge as appropriate for individual children.

Practice: Circle Time Activity

Display and name a magnetic letter from the lesson. Ask children to work with a partner to make the shape of this letter with their bodies. Describe their effort, such as *Jessie is a long stick*. *Emma is a curve*. *Together they make the shape of the letter b*. Repeat with other letters.

More Ways to Learn and Play

- Place the magnetic letters in the literacy center. Encourage children to notice, and use their fingers to touch, features such as short sticks, long sticks, curves, and tunnels. Children may enjoy sorting the letters according to their features.
- Encourage children to look for letters at home and to talk about the shapes of the letters with their families.

Notice

Watch and notice if children can

- describe the shapes of the letters *b*, *h*, *i*, *k*, *l*, *m*, *n*, *x*, *z*.

Notice: Behaviors to look for, notice, and teach.

Recognizing Letters by Shape

WORKING WITH ENGLISH LANGUAGE LEARNERS

In this lesson, children will focus on the shapes of letters. They will hear descriptive terms such as *lines and sticks* (both *short and long*), *curves*, and *tunnels*. Teach or review the meaning of these terms. For example, show children a long line/stick and a short line/stick and pictures of each. Say the terms *long line* and *long stick* and *short line* and *short stick* as you point under each one. Have children repeat all of the terms and talk about the differences between the lengths of lines.

Working with English Language Learners: Support English Language with these suggestions for modifying or scaffolding instruction.

BENEFITS OF PROFESSIONAL LEARNING:

1. Energize your CLASSROOM
2. Learn in context with colleagues
3. Invoke a culture of collegiality
4. Build upon your teaching strengths
5. Introduce new expertise that will transform literacy learning
6. Reflect, recharge, and reimagine your craft.



Strengthen instructional decisions with resources designed to elevate literacy expertise

Transformative professional learning underpins *Fountas & Pinnell Classroom™*—essential instructional tools, practical professional books, motivational professional development, and insightful assessment—for high-impact literacy teaching.

Professional Learning Tools At A Glance

INSTRUCTIONAL TOOLS:

- *The Fountas & Pinnell Literacy Continuum*, EXPANDED EDITION
- *Literacy Beginnings: A Prekindergarten Handbook*, THIRD EDITION
- *Words That Sing, Prekindergarten: 50 Poetry Charts for Shared Reading*
- *Fountas & Pinnell Classroom™ System Guide, Prekindergarten*

PROFESSIONAL LEARNING:

- Embedded and extended professional learning opportunities

ASSESSMENT TOOLS:

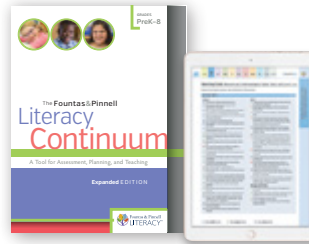
- Embedded observation and assessment in each instructional context

A Literacy System Grounded in Professional Learning

The single most important factor in children's literacy success is skillful, informed teaching. Fountas and Pinnell are committed to elevating teacher expertise through meaningful, scalable, and sustainable professional learning. Their collective work to date establishes a cohesive and coherent set of professional tools to make teaching efficient and transformative: a systematic instructional approach for getting all teachers and school leaders on the same page, with the same understandings, the same language, and the same goals. Now, *Fountas & Pinnell Classroom™* brings together decades of research to help teachers work in highly effective ways with children, learn more about literacy teaching, and engage in continuous professional growth.

The Fountas & Pinnell Literacy Continuum, EXPANDED EDITION

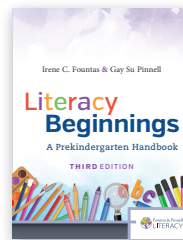
This essential tool names and categorizes literacy behaviors, understandings, and goals, and provides a way to look for specific evidence of learning from PreK through grade eight across eight instructional contexts (continua).



Available in print and digital formats

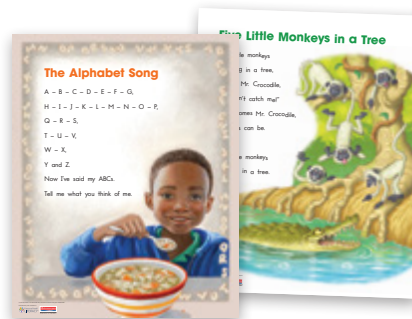
Literacy Beginnings: A Prekindergarten Handbook, THIRD EDITION

This comprehensive book is full of practical resources like familiar children's songs, rhymes, and poems; theme-based text sets and book lists; inquiry projects; and thirty-five simple, generative lessons that support children in their discovery and exploration of language, reading, and writing.



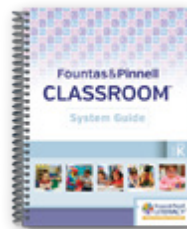
Words That Sing, Prekindergarten: *50 Poetry Charts for Shared Reading*

These large, illustrated charts consist of 50 poems and rhymes that can be displayed on an easel or the wall. As with big books, the poems and rhymes in this collection provide an opportunity for children to read collectively and to enjoy a highly engaging experience with text. Instructional suggestions are provided on the back of each chart.



The Fountas & Pinnell Classroom™ *System Guide, Prekindergarten*

This must-have tool provides an overview of *FPC* with suggestions for organizing your classroom, planning your instruction, implementing each instructional context, observing your children's learning, and putting it all together.



Professional Development

With both embedded and extended opportunities for sustained, scalable professional growth of district administrators, literacy coaches, and teachers, professional learning informs and inhabits *Fountas & Pinnell Classroom™*.

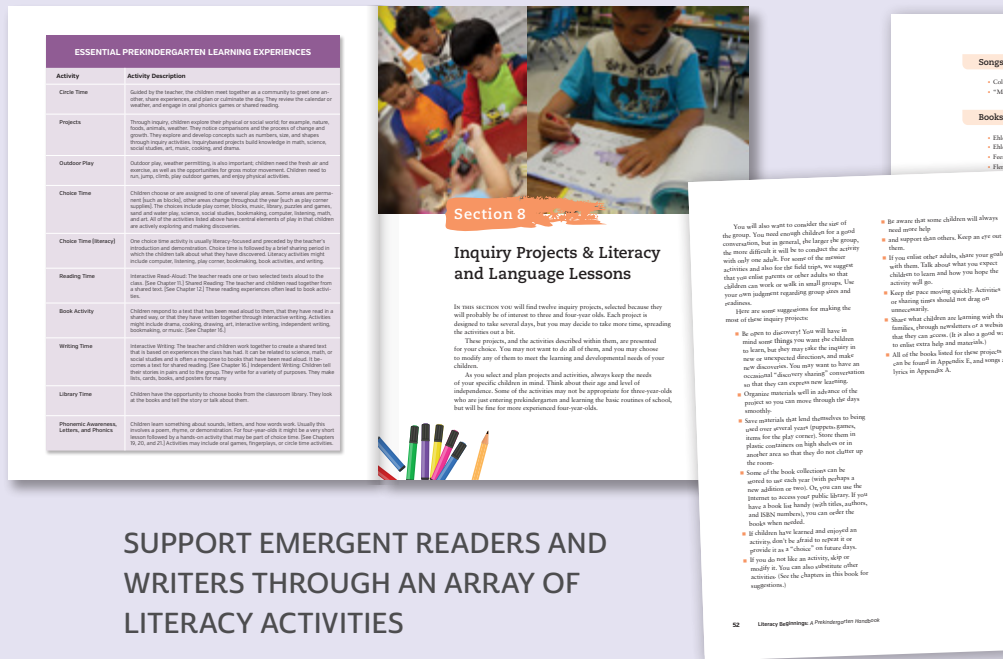
Put Professional Learning Tools into Action

Fountas & Pinnell Classroom™ is designed to create a sense of community among teachers who are concerned not only about what children learn but also about how and why they learn. A spirit of inquiry and intellectual curiosity permeates *Fountas & Pinnell Classroom™*, and the educators in the school offer a model of collaboration and continual learning.

A HANDBOOK ON THE USE OF PLAY IN PREKINDERGARTEN LITERACY LEARNING

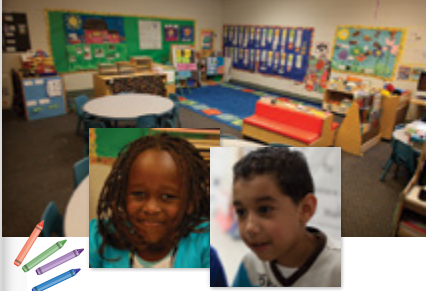
Play and language are both important learning tools for the prekindergarten child. Through play and language they learn about themselves. In Literacy Beginnings, Fountas and Pinnell show you how to tap into young children's curiosity and introduce them to the world of literacy in joyful ways:

- Creating a classroom community that is play-based, yet prepares children for the literacy-rich world in which they live.
- Promoting constructive learning through inquiry.
- Recognizing the language and literacy behaviors and understandings that are appropriate instructional goals for preschoolers.
- Using powerful and playful ways to guide children to learn about letters, sounds, and words.
- Includes the prekindergarten continuum from The Fountas & Pinnell Literacy Continuum that helps you know where children are developmentally, and where you can help them go next.



SUPPORT EMERGENT READERS AND WRITERS THROUGH AN ARRAY OF LITERACY ACTIVITIES

A PREKINDERGARTEN HANDBOOK



A Day in the Life of Two Prekindergarten Children

It's a February morning in Jamal and Rachel's school, where they spend about three hours a day. Jamal's class has twelve children, and Rachel's has fourteen. Each of their classrooms includes children who represent a variety of native languages and cultures, and most of whom are learning English as a second language.

Jamal

THREE-YEAR-OLD JAMAL LOVES COMING TO school, and it is so exciting for him that he runs toward the classroom most mornings! Jamal had been in a daycare program for a year before entering prekindergarten in September, but this has been his first year of formal schooling. Jamal is a bubbly and energetic boy who loves to build in the block area and run outside with his friends. He has learned to control the volume of his voice and his movements to be appropriate for the activities he is participating in. Early in the year, Jamal's teacher worked with him on negotiating social situations with his peers in a calm and kind way. Jamal has recently become passionate about the block center and has been incorporating small plastic dinosaurs and cars into his imaginative play there.

Let's follow Jamal through his prekindergarten day.

TRANSITION: Entry, Attendance, Table Time
Jamal heads into the classroom with his dad in tow and quickly hangs his jacket in the cubby with his name on it.

ATTENDANCE After dad says goodbye, Jamal waits while Isaac finds his name in the booklet before sitting through for his own. He sticks it on the name chart that says "Who is here today?" and then looks at the other names on the chart. He touches the little pictures that his teacher has attached to each child's name card.

TABLE TIME For morning table time, the tables have materials for children to explore: after they unpack and put their names on the felt board. One table has crayons and paper, one has a basket of favorite picture books, and one has a container of magnetic letters. Jamal has recently become very curious about the magnetic letters and heads over to join Catalina and Isaac at that table. Jamal pulls a few letters out of the basket, one of which is a J—he holds that one for a moment and says "My J" and puts it on his small whimsical.

Once all teacher students have arrived, Jamal's teacher rings a small bell. The children know this means they have a few more minutes to play before cleaning up. When five minutes have passed, the teacher starts singing the cleanup song. "Clean up, clean up, everybody everywhere, clean up, clean up, everybody do your share!" The children join in and begin putting away their activities. Supplies are stored in bins at the center of the table, labeled with both pictures and words. With a small amount of negotiation, children are able to clean up independently and then find their spots on the rug quickly for the morning community meeting.



Jamal, three years old

Circle Time

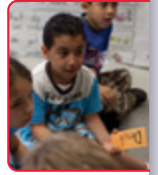
COMMUNITY MEETING Once everyone is seated on the rug, the teacher leads the hello song, quickly greeting each child. As they greet Jamal, the children all sing together to the tune of "Frère Jacques": "Hello, Jamal, Hello, Jamal, Hello are you! Hello are you! We are glad to see you, we are glad to see you. Hello, Jamal."

WEATHER CALENDAR SHARING After each child has been greeted, Jamal's teacher directs everyone's attention to a job chart on the wall. A quick review of the chart indicates that it is Jamal's turn to help with the calendar and weather chart. He is thrilled to join the teacher next to the calendar, and with her help, he proudly announces, "It is Tuesday, February 16." He selects a picture of the sun and puts it on the 21st square on the calendar and tells his classmates, "It is sunny outside today."

Next, the teacher asks if anyone has anything interesting to share. Several children raise their hands and share stories or objects from home. Isaac is excited to talk about the tooth his older sister lost yesterday, enthusiastically trying to wiggle his own tooth back and forth. Jordan tells the class that she helped her mom make baked apples last night. "They were sticky!" After a few more children share stories, the teacher asks the class whether anyone wants to share what they remember about the trip to the market they took last week. The children have already done some drawing and writing about the experience, and the class has started a large, colorful mural showing different parts of a small supermarket. "I went there with my mommy yesterday," says Jamal, "and we bought milk and tomatoes!"

SHARED READING The teacher then directs the children's attention to the poem "Ti Market, ti Market" which is written on large chart paper. The poem was familiar to many of the children before the teacher started using it for shared reading. Now, after reading it for several days, all of the children are able to join in and say the words as the teacher points below them. "See 'Ti' shows Jamal. The teacher invites him to point to it on the chart.

PHONICS/ORAL GAMES Before leaving the meeting, the teacher engages the children in a quick-and-funny game in which they clap when they hear rhyming words in the nursery rhyme "Peter, Peter, Pumpkin Eater."



Jamal participates in circle time

A POWERFUL TOOL TO CREATE A LITERACY-RICH CLASSROOM

A high-quality prekindergarten environment creates an active learning culture that engages children's thinking, sparks discovery, encourages play, and supports an enormous amount of learning.

Inquiry Project Shapes

Day 1

SHAPE ART Hand out colorful circles made from construction paper (children can cut out the circle shapes themselves if they are able). Ask, "What shape is this? Can you find anything in this room that is the same shape?" Then hand out one to each child. How is it different from the other circles? How is it the same? How is it different from the circles you found in the room that is the same? buildings, vehicles or some other object (e.g., triangle shapes, square shapes, other geometric materials you have on hand. (Some circles, houses or buildings, cars, etc.)

Let play dough with children (you can simply receive mix 1/2 cup white, 1/2 cup red, and 1/2 cup blue) and let them use cookie cutters to create their own shapes. Have children guess their

Whole Classroom

Place a large circle on the floor in the center of the room. Each child takes a turn to go to the circle. The child shows their other attributes of that object, such as, "It's a circle, it's red, it's something square. I'll take a turn while the others try to go to each child a piece of paper with a box, a ball, the roof of a house, etc.—and if their object, including the shape, while

Meeting Arts

The meeting arts are a series of activities that help children develop their literacy skills. They include: a shared reading of a story, a shared writing activity, a shared drawing activity, and a shared singing activity.

Inquiry Project Colors

Day 1

COUNTING COLORS Repeat children to count the variety of colors with their classmates each day. Have children sit on a circle. Ask, "How many different colors do we see in this room? How many different colors do we see in this room? How many different colors do we see in this room?"

MUSICAL COLORS Have children work with partners. Assign each pair a different color (you can give them with a colored square of construction paper as a reminder). Say "We're going to have fun with our colors. We'll find in this room? Give children time to look around the room and name colors. Say "I'm going to have some music. When the music stops you have to find your color and stand next to it. Have children walk in a circle around the perimeter of the room. Play the music and stop it at irregular intervals, as in musical chairs. You can count to a certain number, as in musical chairs. You can count to a certain number, as in musical chairs. You can count to a certain number, as in musical chairs.

Inquiry Project All About Me

Day 1

THINKING ART Place out to children that no two thumbprints, fingerprints, or children are alike. Although we share many common attributes, we are each different in our own way. Ask: "In what ways are we all the same? What are some of the ways that we are different? These differences are what make us special. Give each child a piece of heavy white paper or card stock, and place magnets on each child (you or more children can share an magnet). Help children press their thumb on the magnet, and then on the paper. Let them observe their thumbprints with a magnifying glass and compare them. Ask: "What do you notice? After children have made their thumbprints, have them use markers and crayons or colored pencils to give their thumbprints lips, eyes, hair, or any kind of decoration.

THE MIRROR GAME Begin the activity by focusing children on their individual attributes. Ask: "How high can you jump? How long can you balance on one foot? (Suggest other questions and have children try each.) Play a game of Simon Says and then all children that they are going to play a game similar to Simon Says called the mirror game. Have children stand or sit facing a partner. Children take turns being the leader, slowly performing movements like crossing their arms, standing on one foot, etc., while the other player imitates the leader's movements as closely as possible, as they're looking in a mirror. Make the game more specific to the child's individual routines. Ask questions like "What kinds of things do you do to get ready for school each day? Do you eat a bowl of cereal? Brush your teeth? Encourage them to act out their morning routines.

Library

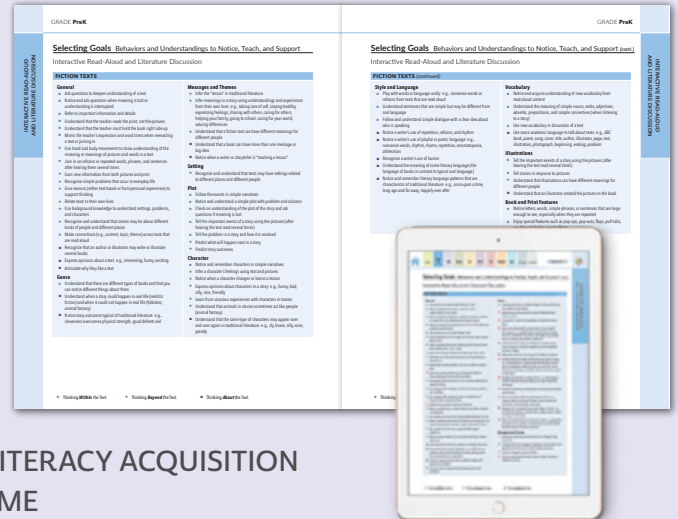
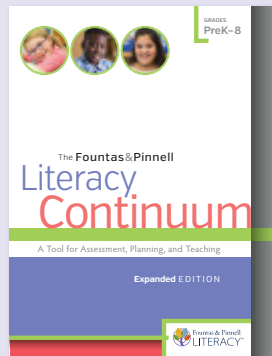
A library is a place where children can find books and other materials that help them learn and grow. It is a place where children can find books and other materials that help them learn and grow. It is a place where children can find books and other materials that help them learn and grow.

A CLOSER LOOK

The Literacy Continuum

A FIRM FOUNDATION

The Fountas & Pinnell Literacy Continuum *is the foundation of Fountas & Pinnell Classroom™*. The Literacy Continuum describes the trajectory of literacy learning and development of competencies for young, emerging readers and writers.



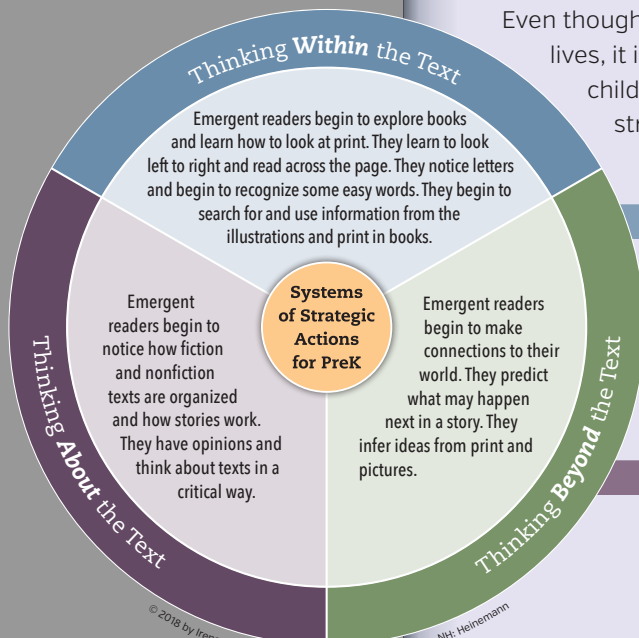
THE ROADMAP FOR LITERACY ACQUISITION IN CHILDREN OVER TIME

Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link observation/assessment to responsive teaching.

Available in print and digital formats

SYSTEMS OF STRATEGIC ACTIONS: WHAT READERS DO

Even though prekindergarten children are at the very beginning of their literate lives, it is important for their teachers to understand the processes these children are building. The teaching provided in prekindergarten creates a strong foundation for reading and writing.



THINKING WITHIN THE TEXT

Understanding the literal meaning by processing words and stated ideas

THINKING BEYOND THE TEXT

Understanding implied meanings, synthesizing information, making connections, and determining deeper meanings

THINKING ABOUT THE TEXT

Understanding author's craft and articulating opinions about craft

Assessment to Inform Instruction

Assessment is pervasive in every instructional context of *Fountas & Pinnell Classroom™*. Through systematic observations and record-keeping, teachers will have a continuous flow of reliable information about children's literacy progress. The decisions teachers make based on this data is the heartbeat of responsive teaching.

Fountas & Pinnell Classroom™ provides a seamless cycle from assessment to instruction that promotes responsive teaching of every individual child in the classroom. Three situations are highly productive for continuously observing/gathering information about literacy learning in prekindergarten children: children's talk, writing, and observed evidence of sound, letter, and word knowledge.

1. ASSESSMENT BY OBSERVING CHILDREN'S TALK

WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
<p>OBSERVE DURING:</p> <ul style="list-style-type: none"> • Interactive Read-Aloud • Shared Reading • Independent Book Experiences • Writing Minilessons • Phonological Awareness lessons <p>IRA SR WML PWS</p>	<ul style="list-style-type: none"> • Observational notes 	<ul style="list-style-type: none"> • Child joins in when invited on repetitive parts of the book • Child uses some of the language of the book • Child makes comments that are appropriate spontaneously or when invited during reading • Child makes comments after reading that indicate an understanding of the book

2. ASSESSMENT BY OBSERVING WRITING

WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
<p>OBSERVE AFTER:</p> <ul style="list-style-type: none"> • Shared and Interactive Writing • Independent Drawing/Writing • Bookmaking • Writing Minilessons • Phonological Awareness lessons <p>IRA SR WML PWS</p>	<ul style="list-style-type: none"> • Observational notes • Writing samples 	<ul style="list-style-type: none"> • Child appears eager to draw or write • Child contributes ideas for sentences • Child experiments with all kinds of marks on the page to represent writing • Child uses known letters to generate pretend messages or labels for drawings

3. ASSESSMENT BY OBSERVING SOUND, LETTER, AND WORD KNOWLEDGE

WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
<p>OBSERVE AFTER:</p> <ul style="list-style-type: none"> • Shared Reading • Independent Drawing/Writing • Bookmaking <p>IRA SR WML PWS</p>	<ul style="list-style-type: none"> • Observational notes • Writing samples 	<ul style="list-style-type: none"> • Child can identify the first or last sound in a word • Child can say a sound in response to a letter • Child can match letters that are the same • Child can find the letters in his name

RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

The following professional learning opportunities are available to further develop the teaching craft and foster a climate of collegiality and community.

COVID19 NOTICE:

All face-to-face professional learning options are being delivered virtually until it is determined to be safe to start meeting in groups.

Fountas & Pinnell Classroom™ Professional Learning Resources and Opportunities

INCLUDED WITH YOUR FPC PURCHASE		IRA	SR	PWS	RML	GR	BC	IR	FPC OVERVIEW ALL CONTEXTS	FPC YEARLONG PARTNERSHIP
EMBEDDED RESOURCES INCLUDED AS PART OF YOUR FPC PURCHASE	• Video library including Getting Started videos to support each instructional context.	●	●	●	●	●	●	●		
OPTIONAL FEE-BASED*										
ON-SITE FOUNTAS & PINNELL-TRAINED CONSULTANTS COME TO YOU	• School-based seminars designed to meet your learning needs.	●	●	●	●	●	●	●	●	●
OFF-SITE YOU COME TO THE EXPERTS	• Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.								●	
ONLINE INTERACT DIGITALLY WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS	• Recorded webinar series that include chat, video demonstrations, and resources to support learning.	●	●	●	●	●	●	●	●	
CUSTOM TAILORED TO YOU	• Tailored to your needs.	Professional learning that responds to need and transforms practice.								

***REQUIRED RESOURCE:** All participants in Fee-Based Professional Development are required to have *The Fountas & Pinnell Literacy Continuum, Expanded Edition*. Available in print or digital format.

CONTINUE THE CONVERSATION ONLINE

 @FountasPinnell #FPLiteracy

 Fountas & Pinnell Literacy™ @FountasandPinnell

 Fountas & Pinnell Literacy™ Learning Group
www.facebook.com/groups/FountasPinnell/

 @FountasPinnell #fountasandpinnell

The Fountas & Pinnell Literacy™ Community

Become part of a learning community that shares a vision of what literacy classrooms should be. Members of the Fountas & Pinnell Literacy™ Community receive exclusive access to content and events, such as:

- **Exclusive, members-only webinars** hosted by Irene C. Fountas and Gay Su Pinnell
- **Daily Lit Bits** to sharpen your practice and spark professional conversations
- **Consultant-led Discussion Board** to build community through in-depth reflection and discussion
- **Instructional tools** from the **Resource Library** to extend your expertise
- **Study Guides** designed for deep exploration and understanding of Fountas and Pinnell professional books.



Join for **FREE** at fountasandpinnell.com



THE SCHOOLS WE ENVISION recognize every child's right to grow up literate as a member of a dynamic learning community that values the richness of linguistic, ethnic, and cultural diversity. Members of the school community are treated and treat others with empathy, kindness, and respect. Students are motivated to investigate new ideas that fuel intellectual curiosity and act as powerful agents in their own learning. Because students are fully engaged and feel a sense of joy in their own learning, they achieve a higher level of literacy. Through dynamic literacy education that exemplifies the beliefs and core values described below, students come to understand their physical, social, and emotional world and their roles as informed global citizens—hallmarks of the literate lives they can lead.

CORE VALUES

WITH MORE THAN
25 YEARS OF
LITERACY LEADERSHIP,
the extensive work of
Irene Fountas and Gay Su
Pinnell has coalesced
into Fountas & Pinnell
Literacy™—a cohesive,
systematic approach to
high-quality literacy
instruction centered on a
powerful principle:
*what we teach, we value;
and what we value,
we teach.*

To that end, Fountas & Pinnell Literacy™ is built on a set of Foundational Beliefs and Core Values that together reflect a transformative vision of what literacy education can be: a shared commitment to meaningful, effective, responsive teaching that ensures the right of every student to lead a LITERATE LIFE.

Schools are places where *students*:

- 1 Act as members of a **cohesive learning community** that sustains their **literacy growth** and **success**.
- 2 Engage in **authentic inquiry** within and beyond the classroom walls to ignite their **intellectual curiosity** and expand their knowledge of the world and of others.
- 3 **Believe in themselves** and their own ability to acquire and use language and literacy for learning and enjoyment.
- 4 **Read, think about, talk about, and write about relevant content** that engages their hearts and minds.
- 5 Read, think about, talk about, and write about texts that are **culturally sensitive, reflect the diversity** in our world, and **vary in genre, content, and perspective**.

Schools are places where literacy *educators*:

- 6 Implement a **coherent set of evidence-based instructional practices** in whole-class, small-group, and individual contexts.
- 7 Make expert **instructional decisions** based on evidence gained from **systematic observation** and ongoing **assessment** data.
- 8 Work as a **team** to take **collective responsibility** for the high achievement of each student in a widely diverse population.
- 9 Act as members of a community with a **common vision, common goals, common language**, and a strong belief that their work can **transform children's lives through literacy**.
- 10 Demonstrate an **unwavering commitment** to their own **professional learning** and to supporting the learning of their colleagues and team members.



For current pricing and order information:
Phone 800.225.5800 • Fax 877.231.6980 • fountasandpinnell.com



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