



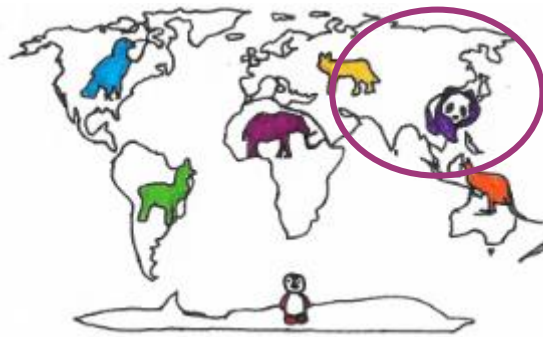
## Unit 5B – Asia

### Joyful Discoveries Preschool Curriculum



November 2022





## Unit 5B Asia: Circle Time, Small Group, & Centers

<p><b><u>Knowledge Building Targets</u></b></p> <ol style="list-style-type: none"> <li>1. The Earth is our Planet</li> <li>2. Maps &amp; Globes</li> <li>3. Continents</li> <li>4. Asia is the largest continent</li> <li>5. Main countries of Asia: India, Japan, China, Korea, Nepal, Thailand</li> <li>6. Animals of Asia and where they live</li> <li>7. Holidays celebrated in Asia</li> <li>8. Mount Everest</li> <li>9. Mountaineering</li> <li>10. Mountaineering tools</li> </ol>	<p><b><u>Oral Language Skill Targets</u></b></p> <ol style="list-style-type: none"> <li>1. Answering questions</li> <li>2. Stating an opinion</li> <li>3. Academic vocabulary: continent, monsoon, desert, mountain, etc.</li> <li>4. Story vocabulary: author, illustrator, title, character (who), setting (where)</li> <li>5. Length of sentences</li> <li>6. Extended decontextualized accounts, explanations, and narratives</li> <li>7. Retelling/summarizing</li> <li>8. Fluency</li> </ol>
<p><b><u>Early Literacy Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Print/book skills: title, author, directionality</li> <li>2. Listening comprehension               <ol style="list-style-type: none"> <li>a. Answering key questions (focus on who, when, what questions)</li> <li>b. Memory for events</li> <li>c. Retelling</li> <li>d. Following directions</li> </ol> </li> <li>3. Sequencing of events</li> <li>4. Fiction vs. nonfiction</li> <li>5. Writing skills               <ol style="list-style-type: none"> <li>a. Prewriting strokes</li> <li>b. Letter formation</li> <li>c. Shared writing</li> </ol> </li> <li>6. Early writing through crafts</li> </ol>	<p><b><u>Math Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Small number recognition without counting</li> <li>2. Counting</li> <li>3. Number Recognition</li> <li>4. More than, less than, equal to</li> <li>5. Number-after knowledge</li> <li>6. Number comparisons</li> <li>7. Number-after equals one more</li> <li>8. Addition</li> <li>9. Subtraction</li> <li>10. Patterns</li> <li>11. Story problems</li> </ol>











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## Unit 5B: Asia Overview

### Overview of Part 1- The Continent and Countries of Asia








Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	Book 7	Book 8
<i>Asia by The Project Ready Team</i> 	<i>Good Night, India</i> by Nitya Mohan Khemka 	<i>Desert Girl, Monsoon Boy</i> by Tara Dairman 	<i>Where Three Oceans Meet</i> by Rajani Larocca 	<i>The Wheels on the Tuk Tuk</i> by Kabir Sehgal and Surishtha Sehgal 	<i>Shub Diwali!</i> by Chitra Soundar 	<i>Festival of Colors</i> by Kabir Sehgal and Surishtha Sehgal 	<i>One Leaf Rides the Wind</i> by Celeste Davidson Mannis 

Book 9	Book 10	Book 11	Book 12	Book 13	Book 14	Book 15
<i>I Live in Tokyo</i> by Mari Takabayashi 	<i>When the Sakura Bloom</i> by Narisa Togo 	<i>Luli and the Language of Tea</i> by Andrea Wang 	<i>Round is a Mooncake</i> by Roseanne Thong 	<i>Liu and the Bird</i> by Catherine Louis 	<i>Bee-bim Bop!</i> by Ho Baek Lee 	<i>I See the Sun in Nepal</i> by Dedie King 

### Overview of Part 2- Mount Everest and Mountaineering

Book 16	Book 17
<i>Mount Everest</i> by Project Ready Team 	<i>Climbing Mount Everest</i> by Project Ready Team 

### Overview of Part 3- Animals of Asia: Tigers, Giant Pandas, Red Pandas

Book 18	Book 19	Book 20	Book 21	Book 22	Book 23	Book 24
<i>One Happy Tiger</i> by Catherine Rayner 	<i>The Tiptoeing Tiger</i> by Philippa Leathers 	<i>Augustus and His Smile</i> by Catherine Rayner 	<i>Pandas</i> by Anne Schreiber 	<i>Chengdu Can Do</i> by Barney Saltzberg 	<i>A Little Round Panda on the Big Blue Earth</i> by Tory Christie 	<i>Red Pandas</i> by Laura Marsh 

### Wordless Books for the Astronomy Unit

Wordless Books—Asia
<i>Hike</i> by Pete Oswald
<i>Mine Yours</i> by Marsha Diane Arnold





Material List for Unit 5B- Asia

Whole Group Reading	
Books	Cost
<i>Asia</i> by The Project Ready Team	Cost of printing and lamination
<i>Good Night, India</i> by Nitya Mohan Khemka	\$9.95
<i>Desert Girl, Monsoon Boy</i> by Tara Dairman	\$14.99
<i>Where Three Oceans Meet</i> by Rajani Laroocca	\$17.99
<i>The Wheels on the Tuk Tuk</i> by Kabir and Surishtha Sehgal	\$11.59
<i>Festival of Colors</i> by Kabir and Surishtha Sehgal	\$11.98
<i>One Leaf Rides the Wind</i> by Celeste Davidson Mannis	\$7.99
<i>I Live in Tokyo</i> by Mari Takabayashi	\$7.99
<i>When the Sakura Bloom</i> by Narisa Togo	\$15.99
<i>Luli and the Language of Tea</i> by Andrea Wang	\$13.99
<i>Round is a Mooncake</i> by Roseanne Thong	\$7.99
<i>Liu and the Bird</i> by Catherine Louis	\$13.92
<i>Bee-bim Bop!</i> by Linda Sue Park	\$7.99
<i>I See the Sun in Nepal</i> by Dedie King	\$12.95
<i>One Happy Tiger</i> by Catherine Rayner	\$6.63 (used)
<i>The Tiptoeing Tiger</i> by Philippa Leathers	\$10.87
<i>Augustus and His Smile</i> by Catherine Rayner	\$12.37
<i>Pandas</i> by Anne Schreiber	\$4.99
<i>Chengdu Can Do</i> by Barney Saltzberg	\$15.99
<i>A Little Round Panda on the Big Blue Earth</i> by Tory Christie	\$16.99
<i>Red Pandas</i> by Laura Marsh	\$4.99
Wordless Books	
<i>Mine. Yours.</i> by Marsha Diane Arnold	\$16.99
<i>Hike</i> by Pete Oswald	\$11.13
Total Book Cost	\$256.26

Dramatic Play Center- Mountaineering	
Hiking Backpack	\$10.90 each (buy 2)
Pop Up Tent and Camping Set	\$21.99
Campfire	\$10.99 (set of 2)
Helmet	\$9.99 (set of 12)
Prayer Flags (hang above basecamp)	\$8.99
Compass	\$9.99 (set of 25)
Map of Mt. Everest with possible courses	Cost of printing and lamination
Total Cost of Center	\$53.88

Craft and Additional Materials	
Asia Map Poster	\$6.11
Faux Leaves ( <i>One Leaf Rides the Wind</i> - Math)	\$8.99 (set of 300)
Stuffed Tigers ( <i>One Happy Tiger</i> - Math)	\$16.99 (set of 8, buy 2)
Pink and White Finger Paint ( <i>When the Sakura Bloom</i> )	\$18.14 (both pink and white)
Paper Plates ( <i>Chengdu Can Do</i> )	\$13.99 (set of 200)
Total Cost of Crafts	\$81.21

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	<a href="http://www.readingscience.org">www.readingscience.org</a>	Print 2-sided, put in binder
	Shared writing pad	Already purchased	Check that paper remains
	Book 8- <i>One Leaf Rides the Wind</i> counting cards	Page 2 Materials binder	Print, cut, laminate, cut. Only need one set.
	Book 10- <i>When the Sakura Blooms</i> craft	Created by teacher	Draw a branch on paper for children to add fingerprint cherry blossoms, one per student
	Book 12- <i>Round is a Mooncake</i> craft template	Page 8 Materials binder	Print 1-sided on white paper, one per student
	Book 16- <i>Mount Everest</i> Non-Fiction Book	Page 9 Materials binder	Print 1-sided on white paper, laminate, bind into a book, consider creating 2 so one can stay in the dramatic play area
	Book 17- <i>Climbing Mount Everest</i> Non-Fiction Book	Page 16 Materials binder	Print 1-sided on white paper, laminate, bind into a book, consider creating 2 so one can stay in the dramatic play area
	Book 18- <i>One Happy Tiger</i> counting cards	Page 25 Materials binder	Print, cut, laminate, cut. Only need one set.
	Book 22- <i>Chengdu Can Do</i> craft template	Page 30 Materials Binder	Print on white paper, one per student, consider cutting pieces out for students
	Wordless- <i>Mine. Yours.</i> Memory cards	Page 31 Materials binder	Print, cut, laminate, cut. Only need one set.

## Asia Dramatic Play Center—Base Camp



**Purpose:** Let children explore the concepts behind mountaineering. Children pretend to load a backpack for a mountaineering adventure, cook over a fire, sleep in a tent, chart their course up Mount Everest, and traverse dangerous terrain.

**Materials:** Hiking backpack, pop up tent and camping set, inflatable campfire, helmet, compass, and prayer flags (to hang above basecamp tent).

**We suggest Adding these materials after Book 17 and wordless book Hike, once children have had a little background exposure to the concept of mountaineering.**

**How it Works:** Explain that the tallest mountain in the world, Mount Everest, is in Asia. People from all over the world travel to Mount Everest to attempt climbing all the way to the top. It is a difficult and dangerous journey. Often people start the journey and have to go back down the mountain because the weather makes it unsafe to keep climbing.

For the first few days, a teacher should be near this center to help students act out mountaineering scenarios, using their new vocabulary and knowledge. The teacher might model how to pack a bag for the long journey, cook food over a campfire, chart a safe course up the mountain, dress for the dangerous journey with a climbing helmet, or climb safely over dangerous terrain using a compass.

## Dramatic Play Center- Materials



Everest Small Backpack \$10.90



Fun Little Toys Play Tent \$29.99



Inflatable Campfire Props \$10.99/2



Helmet \$9.99/12



Compass \$9.99/25



Prayer Flags \$8.99



Gifts Delight Laminated 24 x 31 poster Political Map- Asia \$6.11  
(Add to map and globe center from previous continent units)

## Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
  - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
  - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
  - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

### Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

### **The 1, 2, 3 Shared Story Routine – Read Two Times**

#### 1<sup>st</sup> Read – Focus on Listening to the Story—Whole Group Story Time

##### **1. Before:**

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

##### **2. During:**

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children's attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

##### **3. After:**

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.  
(2 & 3 should go in the order that makes sense for the book discussion)

#### 2<sup>nd</sup> Read – Discuss Together & Activity

##### **1. Before:**

1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

##### **2. During:**

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

##### **3. After:**

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



### Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

*Plan your topic sentence or the topic that you will communicate in the first sentence.*

Vocabulary word(s) to include:

*Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.*

Specific letter(s) or conventions to highlight:

*This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.*

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

Detail -

**Concluding**

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

**1. Tell a Story**

**2. Express Ideas**

**3. Share Information**

**4. Discuss & Respond to Questions**

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 1:** Asia by The Project Ready Team

**Extra Materials Needed:** Globe and map of Asia



## 1. Before

- 1. Topic Introduction-** *Today we are starting a new unit about another continent. There are seven continents, or big pieces of land, on Earth. Asia is the biggest one.*
- 2. Book Introduction-** *This is a non-fiction book so it has real information. We are going to learn about Asia. Let's find Asia on our globe.* Point out Asia on globe.
- 3. Title and Author-** Draw attention to title and author.

## 2. During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
  - “There are big countries in Asia...” *I wonder if we could find these countries on our map of Asia. Let's look together.* Point out India, China, Japan, Korea, Nepal.
  - “More than 38 million people live in Tokyo.” *That is a lot of people! It must be very crowded in Tokyo.*
  - “What animals live in the desert?” *What do you think? What animals could live in a hot, dry place that doesn't get much rain?*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
  - Key content *Asia is the largest continent. People live in Asia. Many different animals live in Asia.*
  - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
    - continent-** one of the seven large pieces of land on Earth  
*Asia is the largest continent!*
    - country-** a smaller piece of a continent  
*There are 49 different countries in Asia.*
    - city-** a large town  
*There are many cities in each country.*
    - habitats-** an area with particular weather, with certain animals and plants  
*There are many different habitats in Asia.*

## 3. After

- 1. Ask their Opinion-** *Did you like that story? Thumbs up if you liked it.* Call on a few students to share “I liked the story because...”
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc)
  - *What is the name of the new continent we are learning about?* (Asia.)
  - *Is Asia a big continent or a little continent?* (Big! It is the biggest continent.)
  - *What animals live in Asia?* (Various answers- chipmunks, tigers, yaks, pika, etc)
  - *What is the name of the big mountain in Asia?* (Mount Everest)
- 3. Follow Up Activity-** Game: Was it in the Book?
  - Explain, *We are going to play a game called Was it in the Book. I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
    - *Asia is the smallest continent on Earth.* (No.)
    - *Asia is the biggest continent on Earth.* (Yes.)
    - *Iguanas live in Asia.* (No.)
    - *Tigers live in Asia.* (Yes.)

### Language Time

The Color Song  
(tune: If you're happy and you know it)

*If your clothes have any red, any red*  
(look at your outfit)

*If your clothes have any red, any red*  
(look at your outfit)

*If your clothes have any red, put your finger on your head.*  
(put one finger on your head)

*If your clothes have any red, any red*  
(clap hands to rhythm)

*If your clothes have any blue, any blue*  
(look at your outfit)

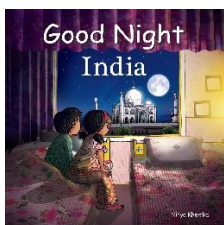
*If your clothes have any blue, any blue*  
(look at your outfit)

*If your clothes have any blue, put your finger on your shoe.*  
(put one finger on your shoe)

*If your clothes have any blue, any blue*  
(clap hands to rhythm)







**Unit:** Asia, Part 1- The continent and countries of Asia  
**Book 2:** Good Night, India by Nitya Mohan Khemka  
**Extra Materials Needed:** map of Asia for pointing out India



## 1. Before

**1. Topic Introduction-** *Yesterday we started learning about a new continent. It is called... (pause to give students a chance to respond.) Asia! The book we read yesterday told us there are more than 40 countries in Asia. Today we are going to start learning about one country in Asia. It's a big country where lots of people live, called India. Let's clap that name. In-di-a.*

**2. Book Introduction-** *Look at the cover of the book. I notice two children looking out a window at a beautiful building. This is a very famous building in India.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- “Are we ready to share a wonderful day?” *I think we are going to see what a day looks like in the beautiful country of India.*
- “holy Golden Temple.” *Look how big and shiny this building is! Do you think it is made of real gold?*
- “Greetings, beautiful Taj Mahal.” *This is the same building we saw on the front cover. 22,000 people worked together to build this monument! That is incredible!*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*India is a big country in the continent of Asia.*

*There are many different cities, people, and animals in India.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**houseboat-** a boat that is also a home

*Wow! If your house is a boat, you can move it from place to place.*

**nation-** country

*Do you know the name of our nation? We live in the USA.*

**monument-** an important building

*This monument is called the Taj Mahal.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about India?* Call on a few children to answer, “My favorite part of India is...”

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *What is the name of the country we learned about in this book?* (India)
- *What animals did we see in the book?* (elephant, dolphin, lion, tiger)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing.*
  - *Another word for country is... (nation). The nation we read about today is called... (India.)*
  - *An important building is sometimes called a... (monument). Do you remember any monuments we saw in this book?* Show a few pictures of monuments and briefly review.

**Language Time**  
The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any yellow, any  
yellow*

(look at your outfit)

*If your clothes have  
any yellow, any  
yellow*

(look at your outfit)

*If your clothes have  
any yellow, smile like  
a happy fellow*  
(point to smile)

*If your clothes have  
any yellow, any  
yellow*

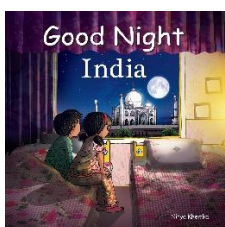
(clap hands to  
rhythm)

*If your clothes have  
any brown, any brown*  
(look at your outfit)

*If your clothes have  
any brown, any brown*  
(look at your outfit)

*If your clothes have  
any brown, turn your  
smile into a frown.*  
(point to frown)

*If your clothes have  
any brown, any brown*  
(clap hands to  
rhythm)



**Unit:** Asia, Part 1- The continent and countries of Asia  
**Book 2:** Good Night, India by Nitya Mohan Khemka



Share information

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Share Information

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

India is a busy nation on the continent of **Asia**.

**Vocabulary** to include, if possible:

**houseboat-** a boat that is also a home

**nation-** country

**monument-** an important building

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**Plan your detail and concluding sentences** (You can utilize the following.)

Detail: **Houseboats float on Dal Lake.**

Detail: **There are many cities with temples, palaces, and monuments.**

Detail: **There are beautiful animals in India.**

Conclusion: **There are so many things to see in India.**

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called Good Night, India. In this story, children spent the day traveling around the nation of India and seeing interesting things, like houseboats and monuments.*

### Write Topic Sentence

**Plan:** *We are going to work together to tell about some things we saw in this book. Let's start by finishing this sentence I wrote here.* India is a busy nation on the continent of .... *What continent is India on? Asia!*

**Write:** Write Asia to complete sentence.

**Read aloud, pointing to each word:** *India is a busy nation on the continent of Asia.*

### Write Detail Sentence(s)

**Plan:** *Let's work together to tell more about India. What do you remember about India from the book?* Guide children by showing them the first page with houseboats, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** *Houseboats float on Dal Lake.*

**Read aloud, pointing to each word:** *Houseboats float on Dal Lake.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

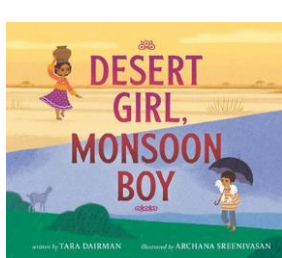
### Write Concluding Sentence

**Plan:** *We told about so many things you can see in India. Now let's write a sentence to tell our readers that we are done writing about the things you can see in India. How could we do that?*

**Write:** There are so many things to see in India.

**Read aloud, pointing to each word:** *There are so many things to see in India.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 12



**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 3:** Desert Girl, Monsoon Boy by Tara Dairman

**Extra Materials Needed:** map of Asia for pointing out India



## 1. Before

**1. Topic Introduction-** *We have been reading about a large country in Asia called (pause to allow children to answer) India. We are going to read more about India today. There are many different habitats in India.*

**2. Book Introduction-** *This book is called Desert Girl, Monsoon Boy. I am guessing this girl lives in the hot, dry desert and this boy lives somewhere with a lot of rain. Both children live in India. Their lives are similar but different.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- “White sand. Green field.” *I see people in both places. It looks like there is a family that lives in a tent here in the sandy desert and there are people taking care of animals in this rainy looking place.*
- “Sand blows in. Flooding floor.” *Oh no. It looks like the weather is getting worse. It looks they this family is having a sandstorm and this family’s home is flooding. I wonder what they will do next.*
- “Thirst quenched. Dry and sound.” *Look! Both families came to the same hill for safety. This hill has what both families need. There is water to drink and a tall hill to stay dry and safe.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content  
*India is a big country with lots of different climates.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**desert-** a dry place with not much rain

*There is a sandstorm in the dry desert.*

**monsoon-** strong winds that bring a lot of rain in the summer

*The monsoon brings so much rain that the family’s house floods.*

**joy-** great happiness

*The families found happiness in the same place!*

## 3. After

**1. Ask their Opinion-** *Did you enjoy that surprise ending? The two families found joy and safety on the same hill. Thumbs up if you liked that story.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *Where did the story take place?* (Various answers- Asia, India, desert, rainy place)
- *Where did the families go for safety?* (The same hill with water for drinking.)

**3. Follow Up Activity-** Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let’s go back and read parts of the book. Give a thumbs up if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?*

- Read whole page then emphasize these two lines. *Home to eat. Muddy feet.* (Yes)

- Read whole page then emphasize these two lines. *Fingers dip. Ceiling drip.* (Yes)

- Read whole page then emphasize these two lines. *Camels rest. Gritty wind.* (No) 13

### Language Time

#### The Color Song

(tune: If you’re happy and you know it)

*If your clothes have any black, any black*

(look at your outfit)

*If your clothes have any black, any black*

(look at your outfit)

*If your clothes have any black, pat yourself on the back*

(pat back)

*If your clothes have any black, any black*

(clap hands to rhythm)

*If your clothes have any white, any white*

(look at your outfit)

*If your clothes have any white, any white*

(look at your outfit)

*If your clothes have any white, give a hug with all your might.*

(hug yourself)

*If your clothes have any white, any white*

(clap hands to rhythm)





**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 4:** Where Three Oceans Meet by Rajani Larooca

**Extra Materials Needed:** map of Asia for pointing out southern India

challenge

## 1. Before

**1. Topic Introduction-** *We have been reading about a large country in Asia called (pause to allow children to answer) India. We are going to read more about India today.*

**2. Book Introduction-** *I see three people on the cover of this book. I'm noticing that they are wearing very bright colorful clothes. They look like a family to me. Maybe it's a grandmother, a mother, and a daughter?*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "We decide to travel to the very tip of India" *Oh! They don't live in India. They are planning to go on a trip there.*

- "Pati and I speak a mishmash..." *This family speak a lot of different languages. I wonder if they ever have a hard time understanding each other.*

- "Mommy and her friend can't stop giggling." *The family has so many friends and family in India. It must be a special place for them.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*At the southern tip of India three oceans combine.*

*India is a big place with many things to do and see.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**confused-** not understanding

*When they don't understand each other, they act out what they are saying.*

**tender-** soft

*They are drinking the water that is inside these tender green coconuts.*

**meet-** come together

*They made it to the place where three oceans meet, or come together.*

## 3. After

**1. Ask their Opinion-** *Did you enjoy hearing that story of the family and their trip to India? Thumbs up if you liked it.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *Where did the family decide to visit?* (India)

- *Where was the family at the very end of the book?* (The southern tip of India where three oceans meet.)

**3. Follow Up Activity-** Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

*Once there was a family that decided to travel to... (India). When they got to India, they traveled by car, train, and... (boat). The little girl felt sick so they stayed in their hotel one day. When she got better, they visited a... (temple). Finally, they traveled to the southern tip of India where three oceans... (meet).*

**Language Time**  
The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, put your  
finger on your head.*  
(put one finger on  
your head)

*If your clothes have  
any red, any red*  
(clap hands to  
rhythm)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

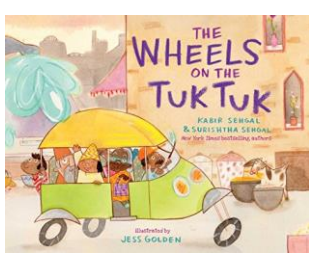
*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, put your  
finger on your shoe.*  
(put one finger on  
your shoe)

*If your clothes have  
any blue, any blue*  
(clap hands to  
rhythm)







**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 5:** The Wheels on the Tuk Tuk by Kabir Sehgal and Surishtha Sehgal

**Extra Materials Needed:** map of Asia to point out India

## 1. Before

**1. Topic Introduction-** *We have been learning about the large country in Asia called India. Yesterday we read a story about a family that visited India. We saw some of the fun things they did while they were there. Raise your hand if you can tell us one thing the family did on their trip.*

**2. Book Introduction-** *This is another book about India. Do you see this funny little vehicle? It's called a Tuk Tuk. There are lots of them in India.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Rupees on the tuk tuk go ching ching ching" *I think rupees is the word for coins in India.*

- "Tuk tuk wala says, 'squish in together'" *Does wala mean driver? It looks like the driver is telling everyone to squish so they all fit.*

- "Elephant's trunk goes spray-spray-spray" *There must be elephants in India.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*There are many things to see and do in India.*

*Many people live in India.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**bobble-** bounce around

*I think the riders are bobbling around because the road is so bumpy.*

**sip-** drink slowly and carefully

*The tuk tuk driver is drinking chai slowly. We usually sip drinks that we enjoy.*

**spray-** send out little droplets of water

*The elephant is spraying water. Do you know anything else that sprays water?*

## 3. After

**1. Ask their Opinion-** *I liked that book! Thumbs up if you liked that book, too.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of this little vehicle* (point to tuk tuk on cover) *that drives people around in India?* (tuk tuk)

- *What is one animal the people see while they ride on the tuk tuk?* (goat, cow, monkey, elephant)

- *Who sprays water on the people in the tuk tuk?* (an elephant)

**3. Follow Up Activity-** Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *The tuk tuk had to stop for a lion in the road.* (No.)

- *The tuk tuk had to stop for a cow in the road.* (Yes.)

- *The tuk tuk riders ate tacos.* (No.)

- *The tuk tuk riders ate poppa-doppa-doms.* (Yes.)

### Language Time

The Color Song

(tune: If you're happy and you know it)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, smile like a happy fellow*

(point to smile)

*If your clothes have any yellow, any yellow*

(clap hands to rhythm)

*If your clothes have any brown, any brown*

(look at your outfit)

*If your clothes have any brown, any brown*

(look at your outfit)

*If your clothes have any brown, turn your smile into a frown.*

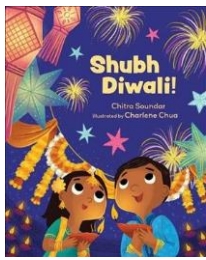
(point to frown)

*If your clothes have any brown, any brown*

(clap hands to rhythm)







**Unit:** Asia, Part 1- The continent and countries of Asia  
**Book 6:** Shubh Diwali! by Chitra Soundar  
**Extra Materials Needed:** map of Asia for pointing out India



## 1. Before

**1. Topic Introduction-** *We are continuing to learn about the largest continent (pause to allow children to complete sentence.) Asia! Do you remember the name of the big country in Asia that we have been reading about? India!*

**2. Book Introduction-** *The first thing I notice when I look at this book is the fireworks! Look at these beautiful decorations and bright colors. I think this book is going to be about a celebration, or maybe a holiday, in India.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- “Our house must look its very best.” *The whole family is cleaning. Do you clean your whole house before something special, like a party?*

- “We wear new clothes to mark the cheer.” *How special! Sometimes I get new clothes for special events too. I remember when all of you were wearing new, special clothes for the first day of school.*

- “It’s good fortune, the New Year brings.” *Oh! I understand now! This family is celebrating the beginning of the new year. Did you celebrate the new year with your family?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Diwali is a festival celebrating new beginnings.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**gloom-** darkness

*The beautiful, bright artwork brightens their home. It gets rid of the gloom.*

**exchange-** trade, or give one thing and get another thing in return

*People exchange gifts on Diwali. Do you ever exchange gifts?*

**joy-** happiness

*Diwali is a happy holiday!*

## 3. After

**1. Ask their Opinion-** *Thumbs up if you enjoyed learning about how this family celebrates Diwali.* Invite a few children to answer, “My favorite part of Diwali is...”

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What holiday was this family celebrating?* (Diwali)

- *How did this family celebrate Diwali? What is one thing they did?* (Various answers- show pictures in book to help children remember story.)

**3. Follow Up Activity-** Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let’s go back and read parts of the book. Give a thumbs up if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?*

- Read whole page then emphasize these two lines. *look its very best. no time to rest.* (Yes)

- Read whole page then emphasize these two lines. *Time for stories. Who fought evil.* (No)

- Read whole page then emphasize these two lines. *to one and all. big and small!* (Yes)

### Language Time

The Color Song  
 (tune: If you’re happy  
 and you know it)

*If your clothes have  
 any black, any black*  
 (look at your outfit)

*If your clothes have  
 any black, any black*  
 (look at your outfit)

*If your clothes have  
 any black, pat  
 yourself on the back*  
 (pat back)

*If your clothes have  
 any black, any black*  
 (clap hands to  
 rhythm)

*If your clothes have  
 any white, any white*  
 (look at your outfit)

*If your clothes have  
 any white, any white*  
 (look at your outfit)

*If your clothes have  
 any white, give a hug  
 with all your might.*  
 (hug yourself)

*If your clothes have  
 any white, any white*  
 (clap hands to  
 rhythm)

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**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 7:** Festival of Colors by Kabir Sehgal and Surishtha Sehgal

**Extra Materials Needed:** map of Asia to point out India, Basic Concepts shapes



## Language Time

The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, put your  
finger on your head.*  
(put one finger on  
your head)

*If your clothes have  
any red, any red*  
(clap hands to  
rhythm)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, put your  
finger on your shoe.*  
(put one finger on  
your shoe)

*If your clothes have  
any blue, any blue*  
(clap hands to  
rhythm)

## 1. Before

**1. Topic Introduction-** *We have been learning about the largest continent on Earth called (pause so children can answer) Asia and we've read lots of books about a big country in Asia called (pause so children can answer) India. Today we are going to read our last book about India.*

**2. Book Introduction-** *Look at all the bright colors. The children look so happy. I think this book is going to be about a celebration, just like our book yesterday.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Holi, hai" *I didn't know how to say these words because they are in a different language, but when I was reading this book to myself earlier, I found a page at the back that taught me how to say it.* Turn to Note from Authors. *Sometimes authors will tell you more about their book. We can read more after this book.*
- "At last the petal-powders are ready." *I wonder what the children are going to do with those plates piled high with colorful powder. Wait! I'm noticing their clothes have changed. Everyone is wearing (pause) white. I wonder why.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Holi is a festival celebrated in India and around the world.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**gather-** bring together

*Chintoo and Mintoo are bringing together flowers of all different colors.*

**separate-** take apart

*They are taking the flower petals apart.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about Holi? Nod your head yes if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *Who was in the story?* (Chintoo and Mintoo)
- *What colors did we see in this book?* (Various answers- red, purple, etc)

**3. Follow Up Activity-** Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

*There were two children getting ready for a celebration called Holi. First, they... (gathered flowers). Next they... (dried the flowers). When the flowers were dry, they separated the petals and... (pressed them into powder). Finally, they dressed in clothes that were all... (white) and celebrated by throwing the colorful powders into the air. When the day was done, they went home with colorful clothes. For Chintoo and Mintoo, it was a celebration of... (fun).*

\*Also consider using the Basic Concepts shape set to practice color names if students need more practice in that skill.





**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 8:** One Leaf Rides the Wind by Celeste Davidson Mannis

**Extra Materials Needed:** map of Asia for pointing out Japan



## 1. Before

**1. Topic Introduction-** *We have been reading about the continent of Asia. Let's clap that name. As-ia. We read many books about a big country called India. Today we are going to read about a smaller country called Japan. Show Japan on map and point out that it is an island.*

**2. Book Introduction-** *I see a child holding something. This looks like a big, beautiful flower to me. I wonder if this book will be about that flower.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Two carved temple dogs" *Let's count the temple dogs. One. Two.*
- "four startled birds take flight" *Let's count the birds that are flying away.*
- "seven sweet surprises lie" *Let's count all the sweet treats on the tray.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Japan is another country in Asia.*

*There are beautiful, peaceful gardens in Japan.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**grasp-** reach

*The leaf is beyond her grasp. It's a little too far away for her to reach.*

**miniature-** tiny

*These tiny trees make a miniature forest.*

**pleased-** happy

*These lanterns are happy to give light.*

## 3. After

**1. Ask their Opinion-** *I thought this was a fun counting book! Nod your head if you agree that this was a good book. Shake your head if you didn't like this book.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- Who was in this book? (A girl)
- Where did the story take place? (Japan, or a garden)

**3. Follow Up Activity-** Math Word Problem

- Explain, *"When I was reading this story, I noticed there were many wooden sandals and only a few miniature trees. Will you help me to figure out how many more sandals than trees were in the book? When we ask how many more, that means we need to do a subtraction problem to figure out the answer. Help me do that.*

*There were six wooden sandals and three miniature trees. How many more wooden sandals than miniature trees were there? Let's do a subtraction problem to figure that out. There were six wooden sandals so I am going to hold up six fingers. There were three miniature trees. I'm going to subtract or take away three fingers. The number that is left tells me how many more. What is left? Three! So we figured out there were three more wooden sandals than miniature trees.*

### Language Time

#### The Color Song

(tune: If you're happy and you know it)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, smile like a happy fellow*

(point to smile)

*If your clothes have any yellow, any yellow*

(clap hands to rhythm)

*If your clothes have any brown, any brown*

(look at your outfit)

*If your clothes have any brown, any brown*

(look at your outfit)

*If your clothes have any brown, turn your smile into a frown.*

(point to frown)

*If your clothes have any brown, any brown*

(clap hands to rhythm)



**Unit:** Asia, Part 1- The continent and countries of Asia  
**Book 8:** One Leaf Rides the Wind by Celeste Davidson Mannis



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, leaf manipulatives OR picture cards (see end of unit) and other math materials as needed

### Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.  
*We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me one thing that was in this story.*
2. Point out title & author- ask if anyone can tell you what the author does.  
*The title of this story is One Leaf Rides the Wind. The author of the story is Celeste Davidson Mannis. Who remembers what the author does. Tell me! Yes, the author writes the words. The illustrator is Susan Kathleen Hartung. She drew the pictures in the book.*
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!  
*We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

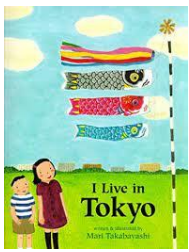
### During:

1. Read with excitement and fluency.
2. Ask Questions
  - a. "Just beyond my grasp" *Do you remember what that word grasp means? It means reach. The leaf was just a little too far away for her to reach.*
  - b. "A miniature forest-" *I remember that word miniature. Does it mean big or little? Look at these trees. They are very small! Miniature means tiny.*
  - c. "Smiling pagoda." *This building is a pagoda. It does kind of look like it's smiling? Do you see the smile? The roof curves up at the ends like a smile.*
  - d. "pleased to light the way." *Pleased? What does pleased mean? The lanterns are pleased to light the way. That means they are happy to give light.*
  - e. "I reach for the sky." *Oh look! What is she holding in her hand? She finally caught the leaf that was riding on the wind.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.  
*Did you like this story? Raise your hand to tell me. "I liked this story because..."*
2. Discussion questions
  - a. Who was in this story? (a girl)
  - b. Where was the girl? (a garden, in Japan)
  - c. How many birds were in the book? Show picture in book to allow children to count. (four)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted.





**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 9:** I Live in Tokyo by Mari Takabayashi

CHALLENGE

**Extra Materials Needed:** globe and map for pointing out Japan

## 1. Before

**1. Topic Introduction-** *Yesterday we started reading about a new country in the continent of Asia. Do you remember the name of the new country? Japan. Let's clap that. Ja-pan.*

**2. Book Introduction-** *I see two children. The title of this book is I Live in Tokyo. Tokyo is a big city in Japan. I think this book is going to be about the lives of these children in Tokyo.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "on a street with many neighbors" *Look at all the houses in this area!*
- "On Valentine's Day..." *A lot of people in our country give chocolates on Valentine's Day, too.*
- "There are hundreds of characters to learn" *We write with letters. In Japan, people write with characters. They look a little bit like pictures.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Tokyo is a big, busy city in Japan.*

*Japan is a country in Asia.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**misfortune-** bad luck or bad things that happen

*The children throw dried soybeans to stop bad things from happening.*

**uniform-** special clothes people have to wear when they belong to something, like a school or club

*Kenta wears a uniform for school. Do you wear a uniform to school?*

**compete-** take part in a contest, try to win

*On field day, the classes try to win games and races.*

## 3. After

**1. Ask their Opinion-** *We learned about things that happen all year long in Tokyo. Did you like hearing all of those facts? Raise your hand if you want to tell me your favorite part.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was in this story?* (Mimiko and Kenta, a girl and her brother)
- *Where do the children in this book live?* (Tokyo, Japan)
- *What do the children wear to school?* (Uniforms. Children might describe them.)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing. Then I'm going to ask you a few questions about that word. Listen closely.*

- *Another word for bad luck is... (misfortune). Is losing your favorite toy an example of misfortune? (Yes) Is winning \$100 an example of misfortune? (No) Is going to your favorite place misfortune? (No)*

### Language Time

The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any black, any black*  
(look at your outfit)

*If your clothes have  
any black, any black*  
(look at your outfit)

*If your clothes have  
any black, pat  
yourself on the back*  
(pat back)

*If your clothes have  
any black, any black*  
(clap hands to  
rhythm)

*If your clothes have  
any white, any white*  
(look at your outfit)

*If your clothes have  
any white, any white*  
(look at your outfit)

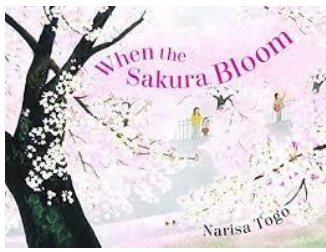
*If your clothes have  
any white, give a hug  
with all your might.*  
(hug yourself)

*If your clothes have  
any white, any white*  
(clap hands to  
rhythm)

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**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 10:** *When the Sakura Bloom* by Narisa Togo

**Extra Materials Needed:** globe and map for pointing out Japan



## 1. Before

**1. Topic Introduction-** *We have been reading about countries in Asia. The country we are reading about now is called... Japan. Let's clap that. Ja-pan. Let's find it on the map.*

**2. Book Introduction-** *Look at this book. What color do you see? I see a lot of pink! It looks like there are small pink flowers all over. I think the book is going to be about these flowers.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "They know it's time for them to prepare for spring." *The Sakura trees know they need to get ready for spring? I wonder what that means? How do they prepare?*
- "Something is a little different this morning." *What is different this morning? The trees look a little different to me. Do you notice that?*
- "Hey, look at that pink ceiling." *Pink ceiling? She is outside. There shouldn't be a ceiling outside. What does the pink ceiling look like?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Every spring the Sakura trees bloom in Japan.*

*Many people go outside to see the beautiful blossoms.*

*Sakura are also known as cherry blossom trees.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**rush**- hurry

*It's a Monday morning and everyone is rushing to get somewhere important.*

**spectacular**- very impressive

*This man thinks one of the trees is the very impressive. Which tree do you think is spectacular?*

**fierce**- powerful

*The rain is powerful. I wonder what will happen to the Sakura blossoms?*

## 3. After

**1. Ask their Opinion-** That story made me feel peaceful. Thumbs up if you also enjoyed that story.

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of the country that this book is about?* (Japan)
- *When do the Sakura bloom?* (In Spring)

**3. Follow Up Activity-** Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

*In winter, the Sakura branches are bare. When spring arrives, the trees grow beautiful... (blossoms, flowers). The blooms are everywhere! The people of the town hold a festival. Rain comes and the petals... (fall to the ground).*

### Language Time

The Color Song  
(tune: If you're happy and you know it)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, pat yourself on the back*  
(pat back)

*If your clothes have any black, any black*  
(clap hands to rhythm)

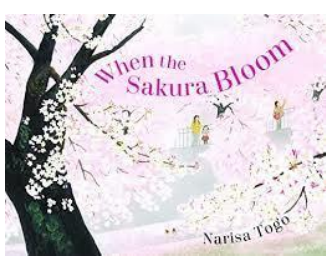
*If your clothes have any white, any white*  
(look at your outfit)

*If your clothes have any white, any white*  
(look at your outfit)

*If your clothes have any white, give a hug with all your might.*  
(hug yourself)

*If your clothes have any white, any white*  
(clap hands to rhythm)

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**Unit:** Asia, Part 1- The continent and countries of Asia  
**Book 8: 10:** When the Sakura Bloom by Narisa Togo



Re-Read & Activity- Craft

**Extra Materials Needed:** book, Sakura branch print for each student (see materials binder), pink finger paint

### Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.  
*We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember what these beautiful pink flowers are?*
2. Point out title & author- ask if anyone can tell you what the author does.  
*The title of this story is When the Sakura Bloom. The author of the story is Narisa Togo. Who remembers what the author does. Tell me! Yes, the author writes the words. Guess what? The illustrator is also Narisa Togo. She wrote the words and drew the pictures!*
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!  
*We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

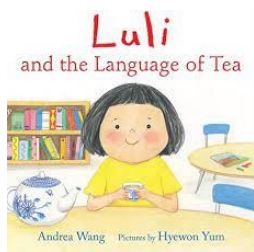
### During:

1. Read with excitement and fluency.
2. Ask Questions
  - a. "their usual rush to the station." *Do you remember what that word rush means? It means hurry. Everyone is hurrying to an important place this Monday morning.*
  - b. "plunge their bills deep into the blossoms" *Why are the birds diving their heads into the flowers? What do you think they're doing?*
  - c. "I think this tree is the most spectacular" *Spectacular means very impressive. Which tree do you think is the most spectacular?*
  - d. "By night it becomes a fierce storm." *Fierce means powerful. I imagine a fierce storm has lots of rain. What else might a fierce storm have?*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.  
*Did you like this story? Raise your hand to tell me. "I liked this story because..."*
2. Discussion questions
  - a. When do the Sakura bloom? (in the spring)
  - b. What is the name of the country where the Sakura bloom (Japan)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child a branch print out and pink finger paint. Show the children how to dip their fingers in the paint and dot them on the branch to create blossoms. Remind them that the book said each blossom has five petals. Encourage them to count as they make five "petals" or fingerprints on each petal.





**Language Time**  
The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, put your  
finger on your head.*  
(put one finger on  
your head)

*If your clothes have  
any red, any red*  
(clap hands to  
rhythm)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, put your  
finger on your shoe.*  
(put one finger on  
your shoe)

*If your clothes have  
any blue, any blue*  
(clap hands to  
rhythm)

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**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 11:** Luli and the Language of Tea by Andrea Wang

**Extra Materials Needed:** globe and map of Asia to point out China

## 1. Before

**1. Topic Introduction-** *Today we are going to start reading about a new country in Asia. This country is called China. Let's clap that together. Chi-na. China is a big country. It is the third biggest country in the world.*

**2. Book Introduction-** *When I look at the cover of this book, I see a child, holding a tea cup. This book is called Luli and the Language of Tea. I wonder what "the language of tea" means? Tea doesn't talk. It doesn't have a language. Does it?*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "All around the room, children played alone." *I think everyone is playing alone because they don't know how to talk to each other. They speak different languages.*
- "From inside her backpack and onto the round table Luli set..." *I wonder what Luli's plan is. These look like the things people need for making tea.*
- "Everyone has a full cup. Except Luli." *Luli shared her tea with everyone but now there isn't enough for her. I wonder how she feels about that.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Luli's heart felt full when she shared her tea.*

*Luli's plan worked! The children in the playroom started talking to each other.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**beamed-** smiled a huge smile

*Luli beamed when the children came to the table.*

**curled-** make into a curved shape

*The children's hands curled around the warm, round teacups.*

## 3. After

**1. Ask their Opinion-** *I loved reading about how Luli shared her tea with the other children. Raise your hand if you want to tell me your favorite part of the book. Say, "My favorite part is..."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Who was this story about? (Luli)
- What language does Luli speak? (Chinese)
- What does Luli share with the other children? (Tea and cookies)

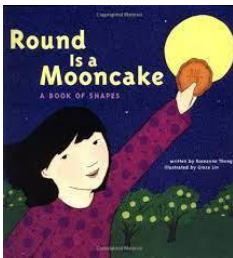
**3. Follow Up Activity-** Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

*Once there was a little girl named... (Luli). She went to playgroup one day and everyone there was... (quiet). Luli had an idea. She got out all of the things she needed to make... (tea). Luli made tea and everyone came to the table. Finally, Luli shared... (cookies). Luli's heart felt full.*







**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 12:** Round is a Mooncake by Roseanne Thong

**Extra Materials Needed:** globe, map of Asia for pointing out China



## Language Time

The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any yellow, any  
yellow*

(look at your outfit)

*If your clothes have  
any yellow, any  
yellow*

(look at your outfit)

*If your clothes have  
any yellow, smile like  
a happy fellow*  
(point to smile)

*If your clothes have  
any yellow, any  
yellow*

(clap hands to  
rhythm)

*If your clothes have  
any brown, any brown*  
(look at your outfit)

*If your clothes have  
any brown, any brown*  
(look at your outfit)

*If your clothes have  
any brown, turn your  
smile into a frown.*  
(point to frown)

*If your clothes have  
any brown, any brown*  
(clap hands to  
rhythm)

## 1. Before

**1. Topic Introduction-** *We have been reading about a country in Asia called China. It's a big country. Many people live there. Yesterday we read about a little girl who spoke Chinese, but moved away from the country China. Today we are going to read about a child who lives in China.*

**2. Book Introduction-** *I see a girl holding something in her hand. That thing is the same, round shape as the moon. I wonder what she's holding. This story is called Round is a Mooncake. I think she is holding a mooncake.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Round are cups of Jasmine tea" *These children are sharing tea just like Luli did in the last book we read.*
- "I can name many square things, can you?" *I see some other square things in this picture. Do you?*
- "Rectangles are sacks of rice" *Many traditional Chinese meals have rice. I think rice is delicious!*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Everything around us has a shape.*

*There are many traditional items/symbols in China* (mooncake, tea, rice bowl, cricket, etc)

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**mooncake-** round cake with sweet filling

*I think I know why this treat is called a mooncake. It's round like the moon.*

**curious-** wanting to know or learn

*It looks like her mouse is curious about the rice in her bowl.*

**envelope-** a folded paper that holds something flat like a letter or card

*These red envelopes have money inside.*

## 3. After

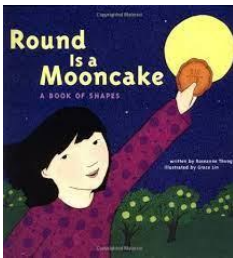
**1. Ask their Opinion-** *Thumbs up if you liked that story. Raise your hand if you would like to tell me your favorite part.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did this story take place?* (China, in Asia)
- *Who was in this story?* (A girl and her family members)
- *What did the girl and her friends drink under the tree?* (Tea)

**3. Follow Up Activity-** Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
  - *The sack of rice was round.* (No.)
  - *The sack of rice was a rectangle.* (Yes.)



**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 12:** Round is a Mooncake by Roseanne Thong



Re-Read & Activity- Shape Seek and Find AND/OR Craft

**Extra Materials Needed:** book, foam shapes from Basic Concepts materials (circle, square, rectangle), craft template and crayons (if doing craft)

### Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

*We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember what this girl is holding in her hand?*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Round is a Mooncake. The author of the story is Roseanne Thong. Who remembers what the author does. Tell me! Yes, the author writes the words. The illustrator is Grace Lin. She drew the pictures.*

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

*We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "What other round things do you see?" *Let's find the other round things in this picture.*

b. "I can name more square things, can you?" *Let's find the other square things in this picture.*

c. "Can you name another one?" *Let's find the other rectangles in this picture.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "I liked this story because..."*

2. Discussion questions

a. Where did this story take place? (China, in Asia)

b. Who was in this story? (A girl and her family members)

c. What did the girl and her friends drink under the tree (Tea)

3. Do shape seek and find activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the activity. Show the children the foam shapes- circle, square, and rectangle. Explain, *Just like they did in this book, we are going to find things around our room that are these shapes*. Give a few examples (example- the window is square, the door is a rectangle). Encourage the children to find examples of the three shapes in their classroom, one shape at a time.

And/Or

#### Basic Concepts-

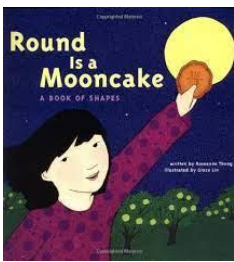
Choose an activity from Basic Concepts.

And/Or

#### Craft-

Guide children through the simple "Round is a \_\_\_\_\_" craft. (See Asia Materials binder for template.) Children identify a round object. Teacher dictates the name of the object on paper.

Children color the circle to look like the object.



Share information

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Share Information

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

Everything has a shape.

**Vocabulary** to include, if possible:

mooncake- round cake with sweet filling

curious- wanting to know or learn

envelope- a folded paper that holds something flat like a letter or card

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**Plan your detail and concluding sentences** (You can utilize the following.)

Detail: Mooncakes are round.

Detail: A pizza box is square.

Detail: Envelopes are rectangles.

Conclusion: There are shapes all around us.

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called Round is a Mooncake. In this story, we learned about the shapes of things you might see in the country of China.*

### Write Topic Sentence

**Plan:** *We are going to work together to write about the shapes we saw in this book. Everything has a .... Hmmm. Everything has a? What does everything have? A shape!*

**Write:** Write shape to complete sentence.

**Read aloud, pointing to each word:** *Everything has a shape.*

### Write Detail Sentence(s)

**Plan:** *Let's work together to tell more about the shapes of things we saw in the book. Do you remember anything we saw in the book?* Guide children by showing them the first page with mooncakes, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** Mooncakes are round.

**Read aloud, pointing to each word:** *Mooncakes are round.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

### Write Concluding Sentence

**Plan:** *We wrote about the shape of many things. Now let's write a sentence to tell our readers that we are done writing about shapes. How could we do that?*

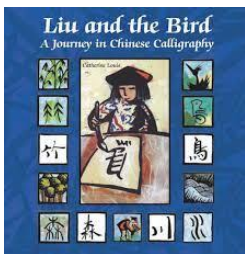
**Write:** There are shapes all around us.

**Read aloud, pointing to each word:** *There are shapes all around us.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."**







**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 13:** Liu and the Bird by Catherine Louis

CHALLENGE

**Extra Materials Needed:** globe, map of Asia for pointing out China

## 1. Before

**1. Topic Introduction-** *We have been reading books about a large country in Asia. Do you remember what the country is called? China! Let's clap that. Chi-na.*

**2. Book Introduction-** *Do you see these black symbols on the cover? This is a kind of writing called calligraphy. Today we are going to learn more about China and we will see the calligraphy symbols for many words.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "That **night**, the **moon** came in through the window." *This is the word moon in calligraphy. Do you think it looks like the moon?*
- "who had just gathered her rice" *This woman is holding rice. That doesn't look like rice to me. I wonder if the little rice grains are inside these long stalks?*
- "Not with my **mouth**, but with my **hands**" *I think Grandfather wants Liu to draw her journey instead of using words to tell him about it.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Calligraphy is a form of writing used in China.*

*Calligraphy uses symbols that represent words.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**bank-** the land along the edge of the river

*This boy is sitting on the land beside the river. Do you see the river?*

**glittered-** sparkled

*The sun is bright and makes the snow sparkle. Do you see the glittery snow?*

## 3. After

**1. Ask their Opinion-** *This was a long story, but did you like it? Thumbs up if you thought this was a good story.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was in this story?* (Liu and her grandfather)
- *Where was Liu traveling?* (To her grandfather's house)
- *What does Liu see on her journey?* (Various answers- a boy on the river bank, a forest, mountains, etc.)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing. Then I'm going to ask you a few questions about that word. Listen closely.*
  - *The sun made the snow on the mountain...* (glitter). *Let's think of other things that glitter. I'll say the name of a thing and you will tell me if it glitters.*
    - *A stick* (No)
    - *The flame on a candle* (Yes)
    - *A piece of paper* (No)

### Language Time

#### The Color Song

(tune: If you're happy and you know it)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, pat yourself on the back*  
(pat back)

*If your clothes have any black, any black*  
(clap hands to rhythm)

*If your clothes have any white, any white*  
(look at your outfit)

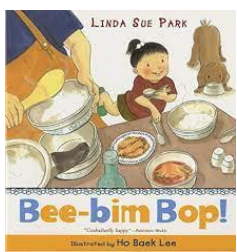
*If your clothes have any white, any white*  
(look at your outfit)

*If your clothes have any white, give a hug with all your might.*  
(hug yourself)

*If your clothes have any white, any white*  
(clap hands to rhythm)

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**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 14:** Bee-bim Bop! By Linda Sue Park

**Extra Materials Needed:** globe, map of Asia to point out South Korea



## 1. Before

**1. Topic Introduction-** *We have been learning about the largest continent on Earth. Do you remember the name of the continent? Asia. Let's clap that. A-sia. Raise your hand if you remember the name of one country we have learned about. (India, Japan, China)*

**2. Book Introduction-** *Today we are going to read a book from another country in Asia. This country is called South Korea. Show Korea on map. When I look at the cover of this book, I see a family preparing for a meal. I wonder what Bee-bim Bop means.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Eggs to stir and fry" *Oh, yum! I like to eat fried eggs, too.*
- "Slicing fast and neat" *Look how fast Mama's knife is going. She must have a lot of practice chopping vegetables.*
- "Mix it! Mix like crazy!" *They put everything into the bowl and mixed it all up. Do you like to mix your foods?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Bee-bim Bop is a traditional Korean meal.*

*Bee-bim Bop has eggs, rice, and vegetables.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**steaming**- really hot

*The rice is so hot that it is steaming.*

**moment**- a short time

*The family is silent for just a moment. Can we sit quietly for a moment?*

## 3. After

**1. Ask their Opinion-** *I'm hungry now. Did that book make you hungry? Nod your head if you liked that book.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was the family making in this book?* (Bee-bim bop)
- *What ingredients do you need to make bee-bim bop?* (Various answers- eggs, rice, garlic, onions, etc)
- *What did everyone do with their food just before they ate?* (Mixed it up)

**3. Follow Up Activity-** Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let's go back and read parts of the book. Give a thumbs up if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?*

- Read whole page then emphasize these two lines. *Slicing fast and **neat** Skinny strips of **meat*** (Yes)
- Read whole page then emphasize these two lines. *Bowls go on the **table** I help set the **glasses out*** (No)

**Language Time**  
The Color Song  
(tune: If you're happy  
and you know it)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, any red*  
(look at your outfit)

*If your clothes have  
any red, put your  
finger on your head.*  
(put one finger on  
your head)

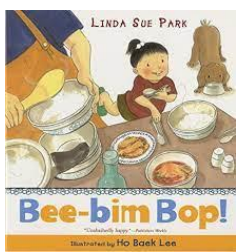
*If your clothes have  
any red, any red*  
(clap hands to  
rhythm)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, any blue*  
(look at your outfit)

*If your clothes have  
any blue, put your  
finger on your shoe.*  
(put one finger on  
your shoe)

*If your clothes have  
any blue, any blue*  
(clap hands to  
rhythm)



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

A family made a delicious meal together called *bee-bim bop*.

**Vocabulary** to include, if possible:

**steaming**- really hot

**moment**- a short time

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**Plan your detail and concluding sentences** (You can utilize the following.)

Detail: *First they went to the grocery store to buy the ingredients.*

Detail: *Then they cooked the eggs, rice, and vegetables.*

Detail: *Next they mixed it all together.*

Conclusion: *Finally they ate their meal.*

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called Bee-bim bop. In this story, a family made a delicious meal.*

### Write Topic Sentence

**Plan:** *We are going to work together to write about what happened in this story. Let's finish this sentence here to tell what we are going to write about.* A family made a delicious meal together called... *What was that meal called? Do you remember? Yes, bee-bim bop.*

**Write:** Write bee-bim bop to complete sentence.

**Read aloud, pointing to each word:** *A family made a delicious meal together called bee-bim bop.*

### Write Detail Sentence(s)

**Plan:** *Let's work together to tell what the family did to make their meal. What did they do first?* Guide children by showing them the first page at the store, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** First they went to the grocery store to buy the ingredients.

**Read aloud, pointing to each word:** *First they went to the grocery store to buy the ingredients.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

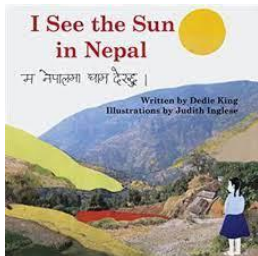
### Write Concluding Sentence

**Plan:** *We wrote about how the family made their meal. Now let's write a sentence to tell what happened at the very end of the book. How could we do that?*

**Write:** Finally they ate their meal.

**Read aloud, pointing to each word:** *Finally they ate their meal.* Read again, encouraging children to read with you

\*Read whole paragraph with students. Post writing where they can return to it frequently to "read." 38



**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 15:** I See the Sun in Nepal by Dedie King

**Extra Materials Needed:** globe, map of Asia for pointing out Nepal

## 1. Before

**1. Topic Introduction-** *We have been reading about the continent Asia and we have learned about many countries in Asia. Today we are going to read about a country called Nepal. Point out Nepal on map.*

**2. Book Introduction-** *The title of this book is I See the Sun in Nepal. The author is Dedie King; she wrote the words. The illustrator is Judith Inglese. The pictures in this book are so interesting! They are a mix of pictures she drew and photographs that were taken on a camera.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- “It paints the mountains pink and gold.” *The sunrise is so pretty. I would love to look out my window and see mountains that look pink and gold.*
- “I gather their eggs for dinner.” *How neat! She can just walk outside to get eggs. I have to drive to the grocery store to get my eggs.*
- “She carries lentils from the field...” *I wonder if the family will eat those lentils or if they will sell them to other people?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Nepal is a country in Asia.*

*Kite flying is a traditional pastime in Nepal. (Find the yellow kite hidden in every picture)*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**villages-** small towns where a people live together.

*The children in this school live in three different villages. Not all of the students are neighbors.*

**bazaar-** a market area

*These children are playing games in the bazaar. Do you see the shops behind them?*

## 3. After

**1. Ask their Opinion-** *I enjoyed learning about this girl's life in her village in Nepal. Raise your hand if you think you might like to visit that village.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Where did the girl in this story live? (Nepal)
- Who did the girl see on the way to school? (Her friends)
- What fruit did the girl pick with her father? (Oranges)

**3. Follow Up Activity-** Wrap up learning about countries in Asia

Explain, *We finished out last book about countries in Asia. Do you remember the names of the countries we learned about?* (India, Japan, China, South Korea, Nepal) Find and point out all of those countries on the map of Asia. Discuss major features of each country (big, small, island, etc)

### Language Time

The Color Song

(tune: If you're happy and you know it)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, any yellow*

(look at your outfit)

*If your clothes have any yellow, smile like a happy fellow*  
(point to smile)

*If your clothes have any yellow, any yellow*

(clap hands to rhythm)

*If your clothes have any brown, any brown*  
(look at your outfit)

*If your clothes have any brown, any brown*  
(look at your outfit)

*If your clothes have any brown, turn your smile into a frown.*  
(point to frown)

*If your clothes have any brown, any brown*  
(clap hands to rhythm)







Mount Everest

Text by Rosie Warburg



**Unit:** Asia, Part 2- Mount Everest and Mountaineering

**Book 16:** Mount Everest for Project Ready!

**Extra Materials Needed:** none

## 1. Before

**1. Topic Introduction-** *We have read so many books about Asia. We learned about some of the countries in Asia and the people of Asia. Today we are going to learn about a natural wonder in Asia.*

**2. Book Introduction-** *Mount Everest is the tallest mountain in the world and it is on the continent of Asia. Today we are going to read this book. It's non-fiction so we will see real photos in this book.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Do you know what it is?" *What do you think? What is that incredible natural wonder in Asia? Let's keep reading to find out.*

- "Mount Everest grows taller every year." *That's so interesting! Did you know that a mountain can grow?*

- "all live on the tall mountain." *All of these animals live on Mount Everest. I wonder if any of them live on the very top.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Mount Everest is the tallest mountain in the world*

*Mount Everest is in Asia.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**continent-** one of the seven large pieces of land on Earth

*Asia is the largest continent. There are many countries in Asia.*

**mountain-** a very tall hill

*The tallest mountain in the world is called Mount Everest.*

**tradition-** an activity that has been done for many years

*People have left prayer flags on Mount Everest for years. It is a tradition.*

## 3. After

**1. Ask their Opinion-** *That was a very short story. Did you like it? Raise your hand if you want to tell me your favorite part. Say, "My favorite part was..."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of the tallest mountain in the world?* (Mount Everest)

- *Where is Mount Everest?* (in Asia)

- *What animals live on Mount Everest* (Various answers- pika, jumping spider, etc)

**3. Follow Up Activity-** Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a sentence. You will nod your head if the sentence was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Mount Everest is a small hill.* (No.)

- *Mount Everest is the tallest mountain in the world.* (Yes.)

- *Mount Everest is in North America* (No.)

- *Mount Everest is in Asia.* (Yes.)

### Language Time

#### The Color Song

(tune: If you're happy and you know it)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, any black*  
(look at your outfit)

*If your clothes have any black, pat yourself on the back*  
(pat back)

*If your clothes have any black, any black*  
(clap hands to rhythm)

*If your clothes have any white, any white*  
(look at your outfit)

*If your clothes have any white, any white*  
(look at your outfit)

*If your clothes have any white, give a hug with all your might.*  
(hug yourself)

*If your clothes have any white, any white*  
(clap hands to rhythm)

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**Unit:** Asia, Part 2- Mount Everest and Mountaineering  
**Book 17:** Climbing Mount Everest  
**Extra Materials Needed:** none

## 1. Before

**1. Topic Introduction-** *Yesterday we read about the tallest mountain in the world. Raise your hand if you remember the name of that mountain. Mount Everest! Yes. Let's clap that Mount-Ev-er-est. That's a long name!*

**2. Book Introduction-** *Today we are going to read another non-fiction book. This book is called Climbing Mount Everest. I think we are going to learn about people climbing the tallest mountain in the world.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "attempting to conquer the hazardous climb to the top." *Hmmm... many people visit and attempt, or try, to climb the mountain. I think that means some people who try don't get to climb all the way to the top.*
- "there are no stores on Mount Everest to buy extra supplies." *You have to bring everything you need for forty days with you in your backpack! Those backpacks must be heavy!*
- "climbers need ropes and helmets" *How do you think the ropes and helmets protect the climbers?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content  
*Many people visit Mount Everest every year to try to climb to the top. Climbing Mount Everest is dangerous.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.  
attempting- trying  
*Many people attempt to climb Mount Everest every year.*  
climate- the weather conditions in an area  
*The climate on Mount Everest is extreme. Climbers have to adjust to it before they can start their journey.*  
ascend- go up  
*Climbers ascend the mountain slowly and carefully.*

## 3. After

**1. Ask their Opinion-** *I'm not sure I would want to climb Mount Everest. It seems so dangerous. Would you like to try it? Give me a thumbs up if you would like to try it. Thumbs up if you liked that book.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- What do climbers need to bring with them to Mount Everest? (Various answers- food, a tent, warm clothes, ropes, helmet, etc)
- What do climbers bring with them to help them breathe? (Oxygen tanks)

**3. Follow Up Activity-** Introduce dramatic play center (Mountain Climbing)

- Show the children the items in the center. Ensure that a teacher is available near this area to help children engage with the toys appropriately and use their new vocabulary and background knowledge to engage in pretend play together.

### Language Time

The Color Song  
 (tune: If you're happy and you know it)

*If your clothes have any red, any red*  
 (look at your outfit)

*If your clothes have any red, any red*  
 (look at your outfit)

*If your clothes have any red, put your finger on your head.*  
 (put one finger on your head)

*If your clothes have any red, any red*  
 (clap hands to rhythm)

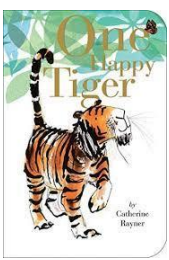
*If your clothes have any blue, any blue*  
 (look at your outfit)

*If your clothes have any blue, any blue*  
 (look at your outfit)

*If your clothes have any blue, put your finger on your shoe.*  
 (put one finger on your shoe)

*If your clothes have any blue, any blue*  
 (clap hands to rhythm)





**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 18:** One Happy Tiger by Catherine Rayner

**Extra Materials Needed:** tiger stuffed animals to introduce small groups



## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to  
you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from  
teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2  
hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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## 1. Before

**1. Topic Introduction-** *We have been learning about the largest continent. It's called... Asia. We learned about some countries in Asia. We learned about people in Asia. We learned about something people like to do in Asia- mountaineering. Today we are going to start learning about the animals that live in Asia. Some of these animals might look familiar to you.*

**2. Book Introduction-** *Look at this beautiful animal! It's called a tiger! Turn to your neighbor and say, "tiger" if you have seen a tiger before.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "One thoughtful tiger..." *Look how closely the tiger is watching these bugs. Let's count the bugs. One, two. Two bright bugs.*
- "One surprised tiger..." *The butterflies surprised the tiger. Let's count the butterflies. One, two, three, four. Four floating butterflies.*
- "One smiling tiger..." *The tiger is smiling now. I don't think he's sad anymore. Let's count the tiny bees. One, two, three, four, five, six, seven, eight. Eight bees.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*We can count with numbers to tell us how many.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**alone-** by yourself

*I don't think the tiger likes being alone. He is sad.*

**curious-** wanting to know or learn

*The tiger wants to know more about those busy dragonflies. He is curious.*

**Plump-** round

*The raindrops are plump. Do you see how round and full they are?*

## 3. After

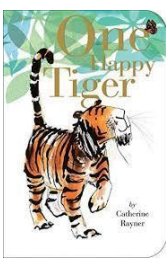
**1. Ask their Opinion-** *I liked counting everything the tiger saw. Did you like that counting book? Nod your head and say, "Yes" if you liked the book.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was sad in the beginning of this book?* (The tiger)
- *What did the tiger see?* (Various answers- birds, dragonflies, raindrops, etc.)

**3. Follow Up Activity-** Math Word Problem

- Explain, *I noticed there were two bright bugs and four floating butterflies in this book. Show pictures to help students remember. I'm wondering how many bugs that is all together? If we want to know how many all together, we have to do addition. Let's use our fingers to help us do that now. There were two bright bugs. Hold up two fingers on one hand. And there were four floating butterflies. Hold up four fingers on the other hand. Now let's count all of our fingers to help us figure out how many bugs and butterflies altogether. Wiggle each finger as you count. Two bugs plus four butterflies equals six bugs all together.*



**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 18:** One Happy Tiger by Catherine Rayner



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, stuffed leaves OR picture cards (see end of unit) and other math materials as needed

### Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

*We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me one thing the tiger saw in this story.*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is One Happy Tiger. The author of the story is Catherine Rayner. Who remembers what the author does? Yes, the author writes the words. Catherine Rayner is also the illustrator. She wrote the words and drew the pictures in the book.*

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

*We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "One sad tiger sitting all alone" *Do you remember what that word alone means? Yes. The tiger is all by himself and that makes him sad.*

b. "Five busy dragonflies" *How many dragonflies? Let's count them. One, two, three, four, five.*

c. "Nine splishy fish" *All of these fish are so colorful! Let's count them. One, two, three, four, five, six, seven, eight, nine."*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "I liked this story because..."*

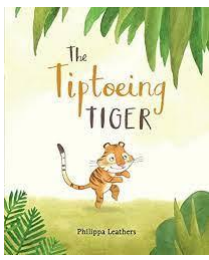
2. Discussion questions

a. Who was sad in the beginning of the story? (tiger)

b. What creatures did the tiger see? (Various answers- butterflies, dragonflies, etc)

c. How many footprints were in the book? Show picture in book to allow children to count. (four)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted.



**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 19:** The Tiptoeing Tiger by Philippa Leathers

**Extra Materials Needed:** none



## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to  
you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from  
teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2  
hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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## 1. Before

**1. Topic Introduction-** *Yesterday we started reading about animals that live in Asia. Do you remember which animal we read about yesterday? Yes, the tiger!*

**2. Book Introduction-** *I see another tiger on the book we are going to read today. This tiger looks a little different than the tiger in our book yesterday. This tiger looks pretty small. I think this tiger might be a baby. This book is called The Tiptoeing Tiger and it is written and illustrated by Philippa Leathers. She wrote the words and drew the pictures.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- “Everyone in the forest knew that tigers were sleek, silent and totally terrifying.” *Tigers are good hunters. I think I would be scared if I saw a tiger, but this little tiger doesn't seem so scary to me.*
- “and I'll prove it.” *Uh oh. Little Tiger is going to prove that he can scare someone. Do you think he can do it?*
- “Was that meant to scare us?” *The monkeys are laughing! They don't seem very scared to me. Do you think it worked? Did Little Tiger scare them?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content  
*Tigers live in Asia.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
  - sleek-** smooth and glossy  
*Tigers have sleek fur. It is smooth and glossy, or shiny.*
  - clumsy-** awkward, not graceful  
*Little Tiger's brother said he is clumsy. He did just tumble through the forest.*
  - peered-** look closely  
*Little Tiger looked closely into the water. What did he see when he peered in?*

## 3. After

**1. Ask their Opinion-** *I thought that story was so silly! Thumbs up if you liked it. Raise your hand if you want to tell us your favorite part. Say, “My favorite part was ...”*

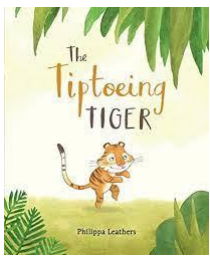
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Who was in this story? (Little Tiger and his older brother)
- Who did Little Tiger scare? (Himself)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing. Then I'm going to ask you a few questions about that word. Listen closely.*
  - *The tiger's fur is smooth and shiny. It is... (sleek). Let's think of other things that are sleek. I'll say a name and you will tell me if it is sleek.*  
*A pinecone (No) An elephant (No) A snake (Yes)*





**Unit:** Asia, Part 1- The continent and countries of Asia

**Book 19:** The Tiptoeing Tiger by Philippa Leathers



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

Little Tiger wanted to be sleek and terrifying like other **tigers**.

**Vocabulary** to include, if possible:

**sleek**- smooth and glossy

**clumsy**- awkward, not graceful

**peered**- look closely

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**Plan your detail and concluding sentences** (You can utilize the following.)

Detail: **First** he tiptoed through the forest and tried to scare Boar.

Detail: **Next** he tried to scare Elephant.

Detail: **Then** he tried to scare the monkeys.

Conclusion: **Finally** he scared himself.

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called The Tiptoeing Tiger. In this story, Little Tiger wanted to be terrifying like other tigers. He tried to scare other animals. Did it work?*

### Write Topic Sentence

**Plan:** *We are going to work together to write about what happened in this story. Let's finish this sentence here to tell what we are going to write about.* Little Tiger wanted to be sleek and terrifying like other...  
*Who is sleek and terrifying? Tigers!*

**Write:** Write tigers to complete sentence.

**Read aloud, pointing to each word:** *Little tiger wanted to be sleek and terrifying like other tigers.*

### Write Detail Sentence(s)

**Plan:** *Let's work together to tell what Little Tiger did next. What did he do first?* Guide children by showing them the page with Little Tiger sneaking up on Boar. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** First he tiptoed through the forest and tried to scare Boar.

**Read aloud, pointing to each word:** *First he tiptoed through the forest and tried to scare Boar.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

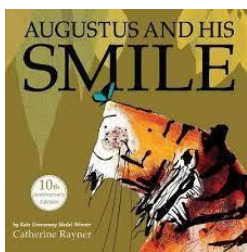
### Write Concluding Sentence

**Plan:** *Did it work? Did he scare the animals? No. But, he did scare someone. Let's finish our writing by telling who he scared.*

**Write:** Finally he scared himself.

**Read aloud, pointing to each word:** *Finally he scared himself.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 20:** Augustus and his Smile by Catherine Rayner

**Extra Materials Needed:** One Happy Tiger to compare similar books by same author

## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2 hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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## 1. Before

**1. Topic Introduction-** *We have been reading about an orange and black animal that lives in Asia. What is it? Tigers!*

**2. Book Introduction-** *Today we are going to read a book about this tiger. Show cover of book. This looks like a grown up tiger. I think Little Tiger would say he is sleek, silent, and totally terrifying. Do you agree? This story is called Augustus and His Smile. It's written and illustrated by Catherine Rayner who also wrote and illustrated One Happy Tiger. I think we might see some things that looks familiar in this book.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "He had lost his smile." *The tiger was sad at the beginning of One Happy Tiger, too!*
- "He swam to the bottom of the deepest ocean." *I have definitely seen these fish before! (Show the corresponding page in One Happy Tiger.*
- "for happiness was everywhere around him." *What a nice thing! Happiness is all around us. Do you agree?*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content  
*Tigers live in India.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**cluster-** group

*Do you see all the tigers in this cluster of bushes?*

**scaled-** climbed

*He climbed to the tops of the mountains. What do you scale?*

**plump-** full and round

*Look how plump these raindrops are. They are so big and round.*

## 3. After

**1. Ask their Opinion-** *Did you enjoy that story about how Augustus found his smile? Turn to your neighbor and give a big smile if you liked the story.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

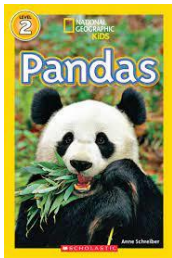
- *Who was the story about?* (Augustus the tiger.)
- *What was Augustus looking for?* (His smile.)
- *Where did Augustus look for his smile?* (Various answers- trees, ocean, mountains)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing. Then I'm going to ask you a few questions about that word. Listen closely.*
  - *If something is round and full, we can call it... (plump).*  
*Is a snake plump?* (No) *Is a big, soft pillow plump?* (Yes)







**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 21:** Pandas by Anne Schreiber

**Extra Materials Needed:**



## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to  
you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from  
teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2  
hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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## 1. Before

**1. Topic Introduction-** *We have been learning about an orange and black animal that lives in Asia. Do you remember what it is called? The Tiger! Today we are going to learn about a new animal that lives in Asia.*

**2. Book Introduction-** *This book is called Pandas. That's the name of this animal. Point to cover. This is a non-fiction book so we are going to see real photos and learn all about pandas.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story. **This is a longer book. Page 19 is a good stopping point if your class isn't ready to hear the full book.**

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "They live in the highest mountains." *Do you think pandas live on Mt. Everest?*
- "It makes up almost all of a panda's diet." *I'm kind of glad I'm not a panda. I don't think I would enjoy eating just one food all the time.*
- "about the same size and weight as an ice cream sandwich." *Panda babies are tiny! Wow! They have to grow a lot to become adult pandas.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Pandas live in the mountains of China, in Asia.*

*Pandas eat a lot of bamboo.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**intelligent-** smart

*Pandas are intelligent. They are smart like all bears.*

**fierce-** powerful, intense

*Pandas have black spots around their eyes to make them look fierce. I'm guessing they want to look fierce to scare away animals that might want to hurt them.*

## 3. After

**1. Ask their Opinion-** *I liked learning about pandas. Thumbs up if you did, too.*

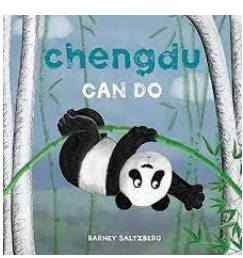
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal was this book about?* (Pandas)
- *Where do pandas live?* (Asia)
- *What plant do pandas eat?* (Bamboo)

**3. Follow Up Activity-** Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
  - *Pandas live in the desert.* (No.)
  - *Pandas live in the mountains.* (Yes.)
  - *Baby pandas are as big as a car.* (No.)
  - *Baby pandas are as big as an ice cream sandwich.* (Yes.)





**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 22:** Chengdu Can Do by Barney Saltzberg

**Extra Materials Needed:** none



## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to  
you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from  
teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2  
hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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## 1. Before

**1. Topic Introduction-** *Yesterday we read a non-fiction book and learned about a new animal that lives in Asia. Do you remember what the animal is called? Panda!*

**2. Book Introduction-** *Today we are going to read a fiction book called Chengdu Can Do. I'm guessing this book is going to be about this panda named Chengdu. I think we might read about all the things he can do.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Chengdu can wake up feeling very hungry." *I know what Chengdu wants for breakfast! Do you remember what pandas like to eat the most? Bamboo!*
- "all by himself." *I think Chengdu found some bamboo! I see some right here.*
- "use a little help." *How kind! Look the other pandas are helping Chengdu reach the bamboo.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Pandas live in Asia, in China.*

*Pandas eat a lot of bamboo.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**branch**- a smaller part of the tree that comes off the main trunk

*Chengdu must sleep on a branch in a tree.*

**stretch**- make your body as long as possible so you can reach far

*Chengdu is making his arm as long as he can. What do you think he is trying to reach?*

## 3. After

**1. Ask their Opinion-** *I really liked that book about Chengdu. Did you? Nod your head yes if you did. Shake your head no if you didn't like the book.*

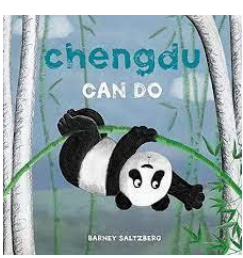
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Who was this book about? (Chengdu)
- What kind of animal is Chengdu? (A panda)
- What can Chengdu do? (Various answers- climb, stretch, push, pull, etc.)

**3. Follow Up Activity-** Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

*Once there was a panda named Chengdu who woke up... (hungry). He went in search of ... (bamboo). Chengdu found his breakfast. He jumped, pushed, pulled, climbed, climbed, swung, and almost... (flew) but he still couldn't reach the bamboo leaves. Finally, he got a little... (help) and he enjoyed his bamboo breakfast with his family.*



**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 22:** Chengdu Can Do by Barney Saltzberg



Re-Read & Activity- Craft

**Extra Materials Needed:** book, craft supplies- paper plates, glue sticks, panda facial features printed and cut (if students aren't proficient with scissors)

### Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

*We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember the name of this animal? His name is Chengdu and he is a panda.*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Chengdu Can Do. The author of the story is Barney Saltzberg. Who remembers what the author does? Tell me! Yes, the author writes the words.*

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

*We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "feeling very hungry" *What kind of animal is Chengdu?*

b. "and he can look for his breakfast" *What kind of food is Chengdu looking for?*

c. "can even fly" *Can pandas actually fly?*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "I liked this story because..."*

2. Discussion questions

a. *Where did this story take place?* (in Asia)

b. *Who was in this story?* (Chengdu)

c. *What can Chengdu do?* (Various answers- climb, stretch, push, pull, etc)

3. Make panda paper plate craft. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Show the children a completed paper plate panda. Explain, *Today everyone gets to make their own panda*. Talk about the panda's facial features and identify the cut-outs. Students glue the features to the plate and draw a mouth to create their own panda.





**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 23:** A Little Round Panda on the Big Blue Earth by Tory Christie

**Extra Materials Needed:** globe for pointing out places mentioned in book

## 1. Before

**1. Topic Introduction-** *We have been reading about an animal that lives in Asia called the panda. Let's clap that. Pan-da.*

**2. Book Introduction-** *Today we are going to read this book. I see a panda eating some bamboo and I see the Earth behind the panda. I'm guessing this book is going to be about how pandas live on the planet Earth, just like us.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story.

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "On a hill covered in mist" *I just remembered that pandas live in the mountains in China. I think that's where this panda is.*

- "That drifts by curvy terraces of rice" *Rice is a popular food in Asia. I remember reading about rice when we learned about people of Asia.*

- "of a great continent" *This must be the shoreline of Asia.*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Pandas live on Earth.*

*Pandas live in Asia.*

*Pandas live in China.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**sprouting-** growing

*The bamboo is growing from the damp ground.*

**murky-** not clear, a little dirty looking

*The river is murky. Do you see that it is a little muddy? The water isn't clear.*

**bustling-** busy

*This is a BIG city. It's so busy with people!*

## 3. After

**1. Ask their Opinion-** *I loved that book! It reminded me of some of the things we learned in about Astronomy. Remember how we learned that we live on the planet Earth. Pandas live on Earth too. Our continent is North America. Pandas live in Asia. Did you like that book? Raise your hand and tell me, "I liked the book because..."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the little panda munching?* (Bamboo)

- *Where does the panda live?* (Various answers- on Earth, in Asia, in China)

- *Who climbs into a boat?* (a family)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing. Then I'm going to ask you a few questions about that word. Listen closely.*

- *If something isn't very clear and looks a little muddy, we can call it...*

(murky). *Is a mud puddle murky?* (Yes) *Is a sparkling diamond murky?*

(No) *Is a shiny star murky?* (No)

### Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2 hands)

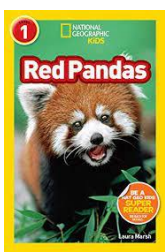
*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

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**Unit:** Asia, Part 3- Animals (Tigers, Giant Pandas, Red Pandas)

**Book 24:** Red Pandas by Laura Marsh

**Extra Materials Needed:** none



## Language Time

Tiger, Tiger

*Tiger, tiger,  
Sit with me.*

(point to floor next to you)

*Tiger, tiger,  
Sip your tea.*

(motion sipping from teacup)

*Tiger, tiger,  
Don't you roar!*  
(shake head no)

*Tiger, tiger,  
On the floor.*  
(touch floor with 2 hands)

*Tiger, tiger,  
No more play.*  
(shake head no)

*Tiger, tiger,  
Learn today.*  
(tap temple)

(www.fromthepond.com)

## 1. Before

**1. Topic Introduction-** *We have been reading about an animal that lives in Asia called the panda. Raise your hand if you can tell me one thing about pandas.*

**2. Book Introduction-** *Today we are going to read our last book about Asia. This is a book about an animal that is similar to pandas. That means it is the same in many ways, but it's a different animal. It's called the Red Panda.*

**3. Title and Author-** Draw attention to title and author

## 2. During

**1. Read-** Read with few interruptions so children can follow the full story. **This is a longer book. Page 21 is a good stopping point if your class isn't ready to hear the full book.**

**2. Model Thinking Aloud-** Pause to model what good readers think about.

- "Many people know about giant pandas" *Oh, now I know the pandas we have been learning about, the black and white animals, are called GIANT pandas.*
- "Red pandas live in mountain forests in Asia." *Giant pandas live in the mountains in Asia, too!*
- "They eat lots and lots of bamboo leaves." *Red pandas eat bamboo just like giant pandas. They are so similar!*

**3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

- Key content

*Giant pandas and red pandas are similar but they are different animals.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

**branches-** a smaller part of the tree that comes off the main trunk

*Do you remember how Chengdu the giant panda climbed down from his branch when he woke up? Red pandas live on tree branches, too.*

**munch-** continuously chomp on food

*Red pandas munch on bamboo all day, just like giant pandas.*

## 3. After

**1. Ask their Opinion-** *Did you like that book? Thumbs up if you did.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal was this book about?* (Red pandas)
- *What animal are red pandas similar to?* (Giant pandas)
- *Where do red pandas live?* (Various answers- in the trees, in the mountains, etc.)

**3. Follow Up Activity-** Review Animals of Asia

- Explain, *We learned about animals that live in Asia. We learned about tigers, giant pandas, and red pandas. I'm going to say a fact about an animal. If I'm talking about tigers, I want you to roar like a tiger.* Demonstrate roaring at an appropriate volume. *If I'm talking about giant pandas and red pandas, I want you to munch on bamboo.* Demonstrate pretending to eat bamboo.
  - *This animal has orange and black stripes.* (tiger- roar)
  - *This animal eats a lot of bamboo.* (giant and red pandas- munch bamboo)
  - *This animal has fur on its feet to keep it warm in snow.* (giant and red pandas- munch bamboo)



## Wordless Books Small Group Work for the Asia Unit

### Books in this Unit

*Hike* by Pete Oswald

*Mine, Yours* by Marsha Diane Arnold

### Wordless Books General Outline

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

**Materials:** Books and follow up activity

#### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became \_\_\_\_ (friends).
6. After Reading Activity.

#### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## Hike by Pete Oswald

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *Hike* by Pete Oswald

**Story Synopsis:** A father and his child wake up early and prepare for a day of hiking. They choose appropriate clothing and load their cars with supplies. They drive up into the mountains before parking and continuing on their way by foot. The pair experiences a wonderful day in nature, overcoming challenges together, and enjoying their time together. When they return home at night, they add a photo memory of the day to their scrapbook.

### **Outline of Activity: Wordless book routine—SAMMY**

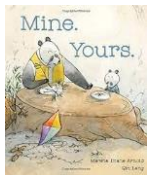
1. **Show** children the book, read title & author, and generate excitement by pointing out the father and child climbing with a rope.
2. **Ask** “*what do you think this book is about*” Say, “This book is called *Hike*. I know that when you go hiking, you go out into nature. I wonder if these two will go for a long walk out in nature. I wonder what they will see and do.”
3. **Model**--Read it the first time with the children where you tell the story—  
asking a few basic questions as you read. “What is the child putting on his head? Why does he need a hat? Where is their car going? What do you think they are carrying in their backpacks?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “What did the father and his child do? Where did they go? What did they see and do?”
5. **Your Turn:** Read the story again, this time letting the children tell the story.  
Provide prompts as needed.
6. **After Reading Activity**— Play together in the mountaineering dramatic play center. Draw similarities between this book and the challenges of Mount Everest and mountaineering in the tall mountains of Asia. What supplies do you need when you go for a hike? What supplies do you need when you set off to climb Mount Everest? Pretend to go on an adventure together.

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## Mine. Yours. by Marsha Diane Arnold

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *Mine. Yours.* by Marsha Diane Arnold, animal picture cards for memory game

**Story Synopsis:** Little Panda stumbles upon a den, startling Big Panda awake. This makes Big Panda very cranky so he puts Little Panda outside with an emphatic, “Yours.” Little Panda won’t leave so Big Panda offers him a kite. As Little Panda runs off to fly his kite, he encounters other animals who are also protective of their things. “Mine and yours” seem to be the only words everyone knows. When the other creatures’ things get knocked over and caught in the kite’s strings, everyone grabs the kite’s string and begins to drift away. Big Panda grabs the string and saves everyone, pulling them to the ground just in time. Together, they learn a new word, “ours” as they learn to share and enjoy their time together.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*what do you think this book is about*” Say, “I see two pandas. One is big and one is little. The big panda doesn’t look too happy to me. His arm looks like he’s maybe pushing the little panda away.” What do you think the big panda is saying?
3. **Model**—Read it the first time with the children where you tell the story—  
asking a few basic questions as you read. “How does Big Panda feel about Little Panda being in his home? What did Big Panda give Little Panda? Where do you think Little Panda is going now? What happened to the monkey’s banana? Are the mice happy with Little Panda?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing.
5. **Your Turn:** Read the story again, this time letting the children tell the story.  
Provide prompts as needed. “Big Panda gave Little Panda a \_\_\_\_\_” (kite)
6. **After Reading Activity**—Animal Picture Memory: Play the classic game, Memory with cards of Asian animals found in book (see Materials Binder for cards). Animals on cards are: pangolin, giant panda, red panda, fishing cat, otter, and mouse.

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## Small Group Math Instruction – Asia Unit



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## One Leaf Rides the Wind – Math Activity Cards

Small Number Recognition without Counting

Counting & Number Recognition

More Than/Less Than/Equal To

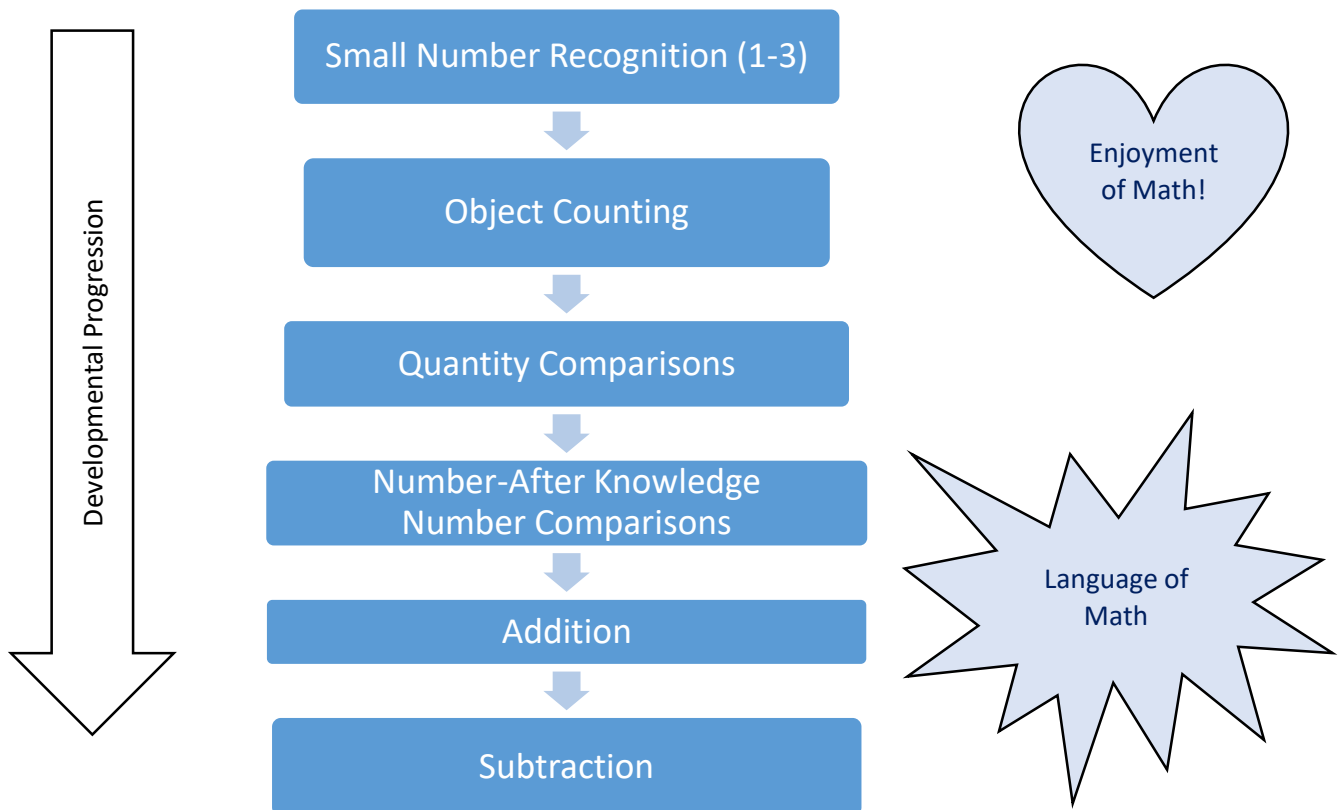
Quantity Comparisons

Number-After Knowledge

Addition

Subtraction

### Developmental Progression for Number Knowledge





### Small Number Recognition without Counting – Quantities of 1 - 3

1. Ask the children if they remember what this book was about (show book). Remind them that there were numbers in this book. *"Numbers tell us how many there is of something."* Re-read book, or key portions of book.
2. Say, *"Sometimes when there is a really small group of things, I don't even need to count them to know how many are there. I can just look and tell how many."*
3. Demonstrate by setting out a small group of 1-3 manipulatives, name the quantity and then check your work by counting the items. Add the correct number card to label the quantity.
4. Continue to set out small groups and encourage the children to quickly name the quantity without counting, check the work by counting the items together, and labeling the quantity with the number card.

Easy- Stay with 1 vs. 2 until they have this solid and without help. Start by having the children who are hesitant to repeat the number after you. Then put the same quantity down for them to state the quantity. Repeat 1 vs 2 many times so children practice saying each number multiple times.

Medium- Follow the procedure outlined above.

Hard- Move quickly and encourage the children to set out their own group to try to trick the teacher. The child sets out a small group of 1-3, the teacher names the quantity (sometimes correctly, sometimes not) and the child tells if the teacher is correct. Once they can do this, move on to larger quantities of 4-6.

### Counting and Number Recognition

1. Ask the children if they remember what this book was about. Remind them that there were numbers in this book. Say, *"Numbers tell us how many."* Show them your number cards and say *"I have some number cards right here. As we read the book, I will put out the number card to match the numbers talked about in the book."* Re-read book, or key portions of book.
2. Read the book again (or just look for the numbers on each page) emphasizing the numbers written in the book. Lay out the appropriate number card for each page.
3. Set out the space manipulatives and tell them: *"We are going to play a game where we will count these leaves and then find the number card that tells how many leaves there are in each group. Why do you think I chose leaves? Let's start with this many leaves."* Put 3 leaves out, count them together, and match the correct number card 3.
4. Repeat with different amounts. \*If using picture manipulative cards instead of figures, you will have pictures that match those in the book. Adjust your words accordingly.

For extra guidance: Encourage the child to count with you. For a challenge: Encourage the child to count alone.

Easy- Follow above procedure using numeral cards 1-5 and manipulatives in groups of 1-5.

Medium- Follow above procedure using numeral cards 1-10 and manipulatives in groups of 1-10.

Hard- Follow above procedure using numeral cards 10-20 and manipulatives in groups of 10-20.



### More Than, Less Than, Equal To

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Set out two groups of leaves (1-10) one clearly smaller (2) and one clearly bigger (5)
3. Explain. *"Today we are going to play a game with groups of leaves called more than, less than, and equal to. We will say more than for the group that has more—the bigger group, less than for the group that is smallest (has less) and equal to means the groups are the same—they have the same number of leaves"*
4. Count each group of leaves.
5. Point out which group is biggest and smallest. *The group that has 5 leaves is bigger, it has more than the group that has 2 leaves. Which group is the bigger group? Let's say this group with 5 (point) has more leaves than this group 3 (point). 5 is more than 3."*
6. Repeat this many times, encouraging children to tell which group has more than the other and which has less than the other. Be sure to create equal groups as well and explain that we say "equal" when the groups have the same number. Encourage the children to say the sentence: This group is greater than/less than/equal to this group. Encourage children to point to the leaf piles as they say the sentence.

Easy- Move slowly and encourage children to repeat after you (heavy modeling). Use sets with 1-5 and start with simply asking which is bigger vs. smaller with clearly bigger and smaller items.

Hard- Give the children the opportunity to "be the teacher" by creating two groups and telling which is greater than or less than. Use larger groups of 10-20 **if** children have mastered counting objects that high.

### Number-After Knowledge

#### Part 1

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Show children the Number Chart, pointing to the number list at the bottom. *"Here is a list of our numbers from 1 to 10. Let's all say them in order together 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10. Great! We all just counted to 10.* Do this a couple times until they all can do it clearly.
2. Pointing to the number **1** ask the children *what number comes next, what number comes after 1.* Point to the number **3** and ask what comes next. If they cannot tell you, start at number 1 and count up to 4 and point out 4 comes next. Do this for a variety of numbers (1-5), pointing each time as you ask. Once they have this down, ask them without pointing to the number – *what number comes after \_\_\_\_\_?* Once they can do this for 1-5 move on to part 2 and add numbers 6-10 in part 1.

#### Part 2

1. Give each child a number chart and a set of 6 counters (enough to make numbers 1-3 initially).
2. Tell them *"we are going to put the number of counters to represent each number."* Point to the number 1, *how many counters do we need to show 1? Yes one. Let's place the counter above the number 1.* Have each child place one counter above the number 1. Do the same thing for numbers 2 and 3.
3. Ask them questions comparing the numbers 1 – 3. *Which number is bigger, 2 or 3? Yes, look! 3 has more counters. 3 is more than/bigger than 2.*
4. Point out that each number is one more than the number before it. 2 is one more than 1, 3 is one more than 2—show this with the counters.

**As children are ready, repeat these steps with numbers 1-5 and then 4-6**



### Addition

1. Ask the children if they remember what this book was about. Have a brief discussion.
2. Set out two groups of leaves (a group of 2 and a group of 1).
3. Explain, *"Today we are going to do addition. Addition means putting together. When we add things together they get bigger"*
4. Count each group of leaves and place the matching numeral cards below the groups.
5. Say, *"Now we are going to find out how many there are altogether. We are going to add these groups."* Show the addition card. *This symbol means add and we say plus when we read it.* Place the addition sign between the two numeral card and the equals sign after. Point to equal sign -- *This symbol means equals, the number all together.*
6. Count the groups with the children. Place the matching numeral card for the sum at the end of the equation
7. Read the whole equation, encouraging children to read with you. *"Two plus one equals three."*

**Repeat this many times with groups of varying amounts with sums of 2 - 5.**

Easy- Move slowly and encourage children to repeat after you. For example, *"This group has 2. How many? Yes, 2. This group has 1. How many? Yes, 1. When I add them together. I get (point to each manipulative as you count) 1, 2, 3. How many? Yes, 3. Two plus one equals 3. Say that with me again."*

\*Use small groups with sums up to 5. \*Do not use numeral cards.

Hard- Use groups with sums up to 10.

### Subtraction

1. Ask the children if they remember what this book was about. Have a brief discussion.
2. Set out one group of leaves with up to 5 manipulatives. Explain, *"Today we are going to do subtraction. Subtraction means taking away. When we subtract something, it gets smaller."*
3. Count the leaves with the children and place the matching numeral card under the group.
4. Place the subtraction sign to the right of the numeral card and say, *"This symbol means subtract, we say minus when we read it. Now we are going to subtract or take away."*
5. Tell the children how many you will be subtracting and place the matching numeral card to the right of the subtraction sign and the equals sign after that. *"Let's take away 2 leaves."*
6. Encourage the children to count with you as you take away that amount of leaves. Say, *"How many are left now?"*
7. Count the remainder together and place the matching numeral card after the equals sign. Read the whole equation. *Five minus two equals three.*

**Repeat this many times with groups of varying amounts and differences up to 10.**

Easy- Move slowly and encourage children to repeat after you \*Use small groups with differences up to 5. \*Do not use numeral cards.

Hard- Use groups with differences up to 20.





























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## One Happy Tiger – Math Activity Cards

Small Number Recognition without Counting

Counting & Number Recognition

More Than/Less Than/Equal To

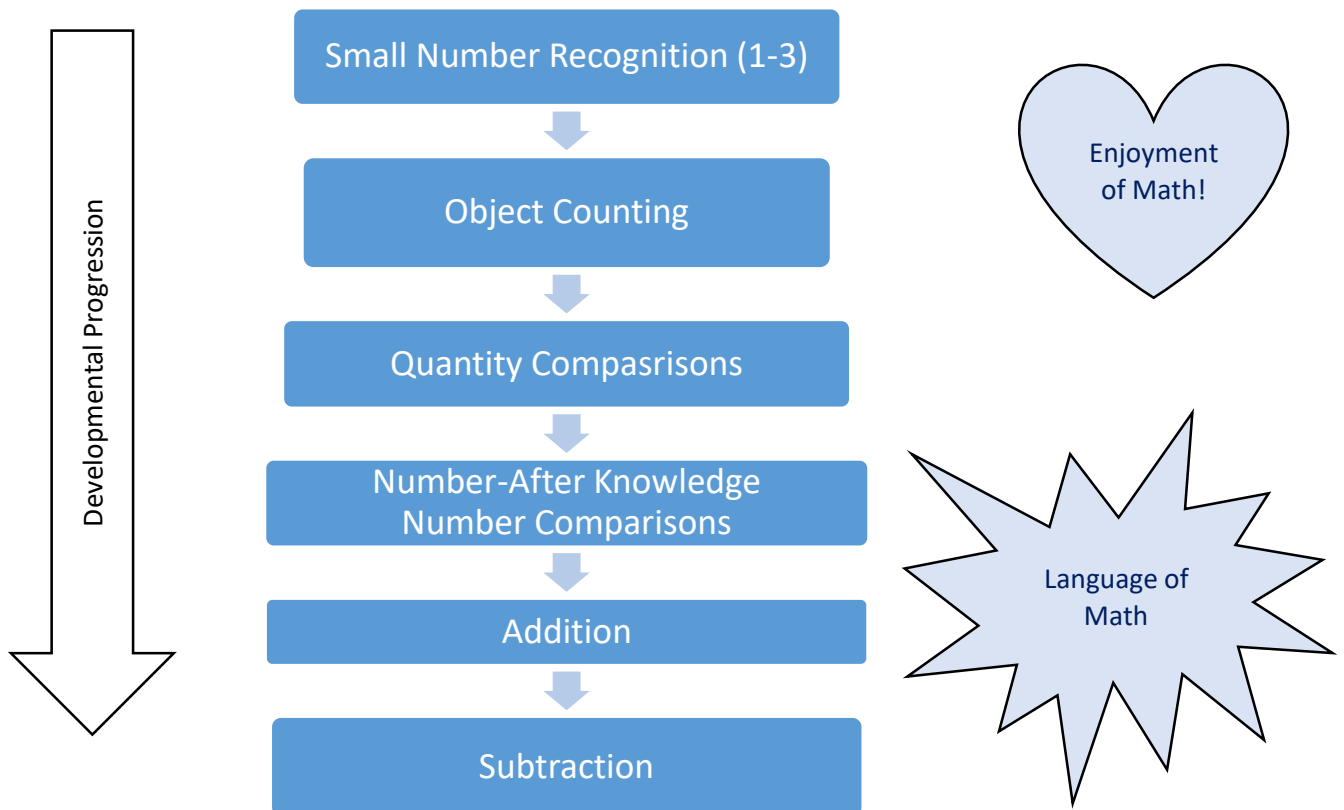
Quantity Comparisons

Number-After Knowledge

Addition

Subtraction

### Developmental Progression for Number Knowledge







### Small Number Recognition without Counting – Quantities of 1 - 3

1. Ask the children if they remember what this book was about (show book). Remind them that there were numbers in this book. *"Numbers tell us how many there is of something."* Re-read book, or key portions of book.
2. Say, *"Sometimes when there is a really small group of things, I don't even need to count them to know how many are there. I can just look and tell how many."*
3. Demonstrate by setting out a small group of 1-3 stuffed tigers, name the quantity and then check your work by counting the items. Add the correct number card to label the quantity.
4. Continue to set out small groups and encourage the children to quickly name the quantity without counting, check the work by counting the items together, and labeling the quantity with the number card.

Easy- Stay with 1 vs. 2 until they have this solid and without help. Start by having the children who are hesitant to repeat the number after you. Then put the same quantity down for them to state the quantity. Repeat 1 vs 2 many times so children practice saying each number multiple times.

Medium- Follow the procedure outlined above.

Hard- Move quickly and encourage the children to set out their own group to try to trick the teacher. The child sets out a small group of 1-3, the teacher names the quantity (sometimes correctly, sometimes not) and the child tells if the teacher is correct. Once they can do this, move on to larger quantities of 4-6.

### Counting and Number Recognition

1. Ask the children if they remember what this book was about. Remind them that there were numbers in this book. Say, *"Numbers tell us how many."* Show them your number cards and say *I have some number cards right here. As we read the book, I will put out the number card to match the numbers talked about in the book.* Re-read book, or key portions of book.
2. Read the book again (or just look for the numbers on each page) emphasizing the numbers written in the book. Lay out the appropriate number card for each page.
3. Set out the space manipulatives and tell them: *We are going to play a game where we will count these tigers and then find the number card that tells how many tigers there are in each group. Why do you think I chose tigers? Let's start with this many tigers.* Put 3 tigers out, count them together, and match the correct number card 3.
4. Repeat with different amounts. \*If using picture manipulative cards instead of figures, you will have pictures that match those in the book. Adjust your words accordingly.

For extra guidance: Encourage the child to count with you. For a challenge: Encourage the child to count alone.

Easy- Follow above procedure using numeral cards 1-5 and manipulatives in groups of 1-5.

Medium- Follow above procedure using numeral cards 1-10 and manipulatives in groups of 1-10.

Hard- Follow above procedure using numeral cards 10-20 and manipulatives in groups of 10-20.



### More Than, Less Than, Equal To

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Set out two groups of stuffed tigers (1-10) one clearly smaller (2) and one clearly bigger (5)
3. Explain. *"Today we are going to play a game with groups of tigers called more than, less than, and equal to. We will say more than for the group that has more—the bigger group, less than for the group that is smallest (has less) and equal to means the groups are the same—they have the same number of tigers."*
4. Count each group of tigers.
5. Point out which group is biggest and smallest. *The group that has 5 tigers is bigger, it has more than the group that has 2 tigers. Which group is the bigger group? Let's say this group with 5 (point) has more tigers than this group 3 (point). 5 is more than 3."*
6. Repeat this many times, encouraging children to tell which group has more than the other and which has less than the other. Be sure to create equal groups as well and explain that we say "equal" when the groups have the same number. Encourage the children to say the sentence: This group is greater than/less than/equal to this group. Encourage children to point to the tigers as they say the sentence.

Easy- Move slowly and encourage children to repeat after you (heavy modeling). Use sets with 1-5 and start with simply asking which is bigger vs. smaller with clearly bigger and smaller items.

Hard- Give the children the opportunity to "be the teacher" by creating two groups and telling which is greater than or less than. Use larger groups of 10-20 **if** children have mastered counting objects that high.

### Number-After Knowledge

#### Part 1

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Show children the Number Chart, pointing to the number list at the bottom. *"Here is a list of our numbers from 1 to 10. Let's all say them in order together 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10. Great! We all just counted to 10.* Do this a couple times until they all can do it clearly.
3. Pointing to the number **1** ask the children *what number comes next, what number comes after 1.* Point to the number **3** and ask what comes next. If they cannot tell you, start at number 1 and count up to 4 and point out 4 comes next. Do this for a variety of numbers (1-5), pointing each time as you ask. Once they have this down, ask them without pointing to the number – *what number comes after \_\_\_\_\_?* Once they can do this for 1-5 move on to part 2 and add numbers 6-10 in part 1.

#### Part 2

1. Give each child a number chart and a set of 6 counters (enough to make numbers 1-3 initially).
2. Tell them *"we are going to put the number of counters to represent each number."* Point to the number 1, *how many counters do we need to show 1? Yes one. Let's place the counter above the number 1.* Have each child place one counter above the number 1. Do the same thing for numbers 2 and 3.
3. Ask them questions comparing the numbers 1 – 3. *Which number is bigger, 2 or 3? Yes, look! 3 has more counters. 3 is more than/bigger than 2.*
4. Point out that each number is one more than the number before it. 2 is one more than 1, 3 is one more than 2—show this with the counters.

**As children are ready, repeat these steps with numbers 1-5 and then 4-6**



### Addition

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out two groups of tigers (a group of 2 and a group of 1).
3. Explain, *"Today we are going to do addition. Addition means putting together. When we add things together they get bigger"*
4. Count each group of tigers and place the matching numeral cards below the groups.
5. Say, *"Now we are going to find out how many there are altogether. We are going to add these groups."* Show the addition card. *This symbol means add and we say plus when we read it.* Place the addition sign between the two numeral card and the equals sign after. Point to equal sign -- *This symbol means equals, the number all together.*
6. Count the groups with the children. Place the matching numeral card for the sum at the end of the equation
7. Read the whole equation, encouraging children to read with you. *"Two plus one equals three."*

**Repeat this many times with groups of varying amounts with sums of 2 - 5.**

Easy- Move slowly and encourage children to repeat after you. For example, *"This group has 2. How many? Yes, 2. This group has 1. How many? Yes, 1. When I add them together. I get (point to each manipulative as you count) 1, 2, 3. How many? Yes, 3. Two plus one equals 3. Say that with me again."*

\*Use small groups with sums up to 5. \*Do not use numeral cards.

Hard- Use groups with sums up to 10.

### Subtraction

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out one group of tigers with up to 5 manipulatives. Explain, *"Today we are going to do subtraction. Subtraction means taking away. When we subtract something, it gets smaller."*
3. Count the tigers with the children and place the matching numeral card under the group.
4. Place the subtraction sign to the right of the numeral card and say, *"This symbol means subtract, we say minus when we read it. Now we are going to subtract or take away."*
5. Tell the children how many you will be subtracting and place the matching numeral card to the right of the subtraction sign and the equals sign after that. *"Let's take away 2 tigers."*
6. Encourage the children to count with you as you take away that amount of tigers. Say, *"How many are left now?"*
7. Count the remainder together and place the matching numeral card after the equals sign. Read the whole equation. *Five minus two equals three.*

**Repeat this many times with groups of varying amounts and differences up to 10.**

Easy- Move slowly and encourage children to repeat after you \*Use small groups with differences up to 5.

\*Do not use numeral cards.

Hard- Use groups with differences up to 20.









