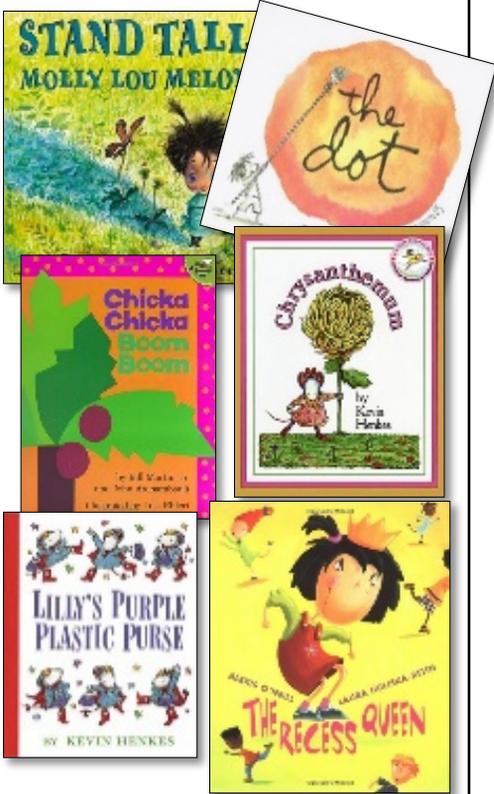
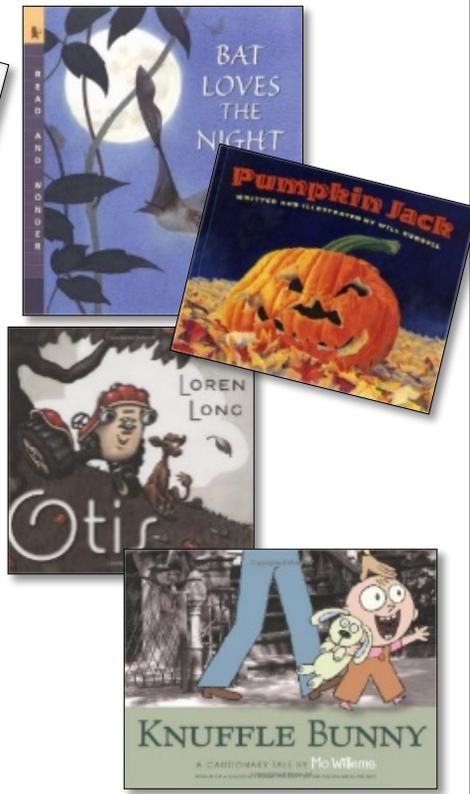


BOOK LISTS

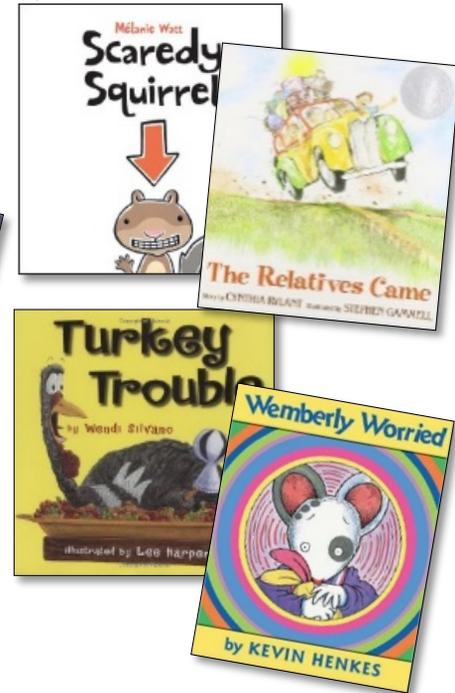
AUG/SEPT



OCTOBER

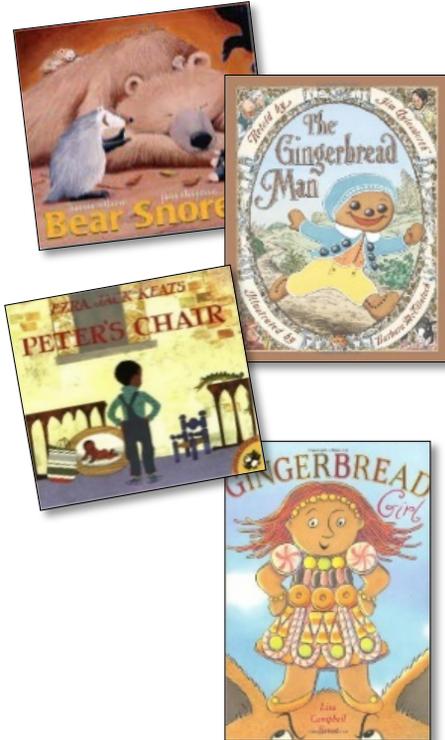


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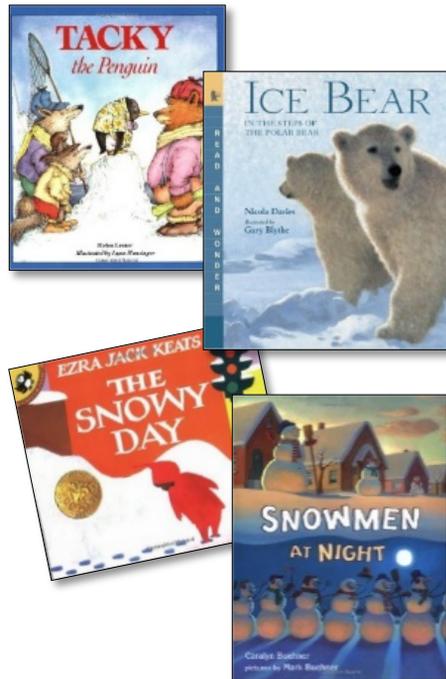


*ORIGINAL NONFICTION
TURKEY BOOK INCLUDED

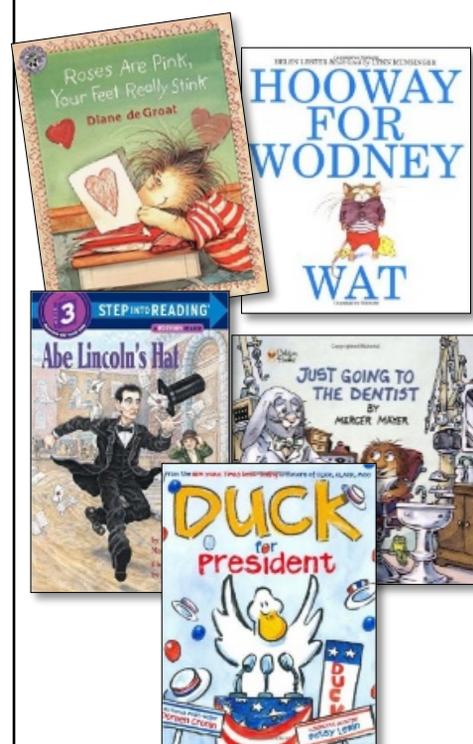
DECEMBER



JANUARY

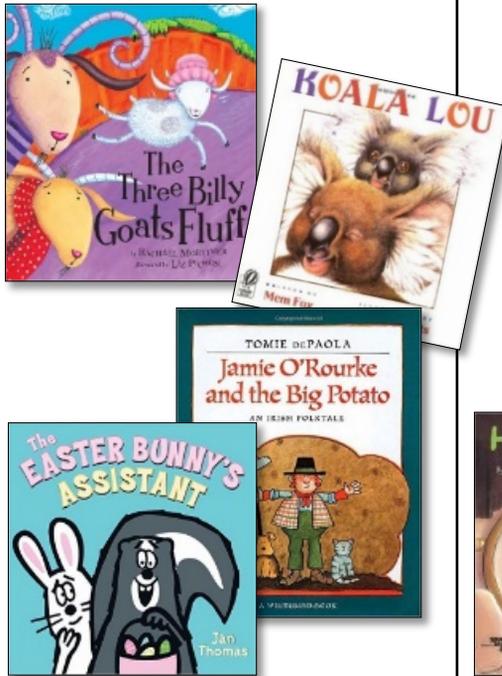


FEBRUARY



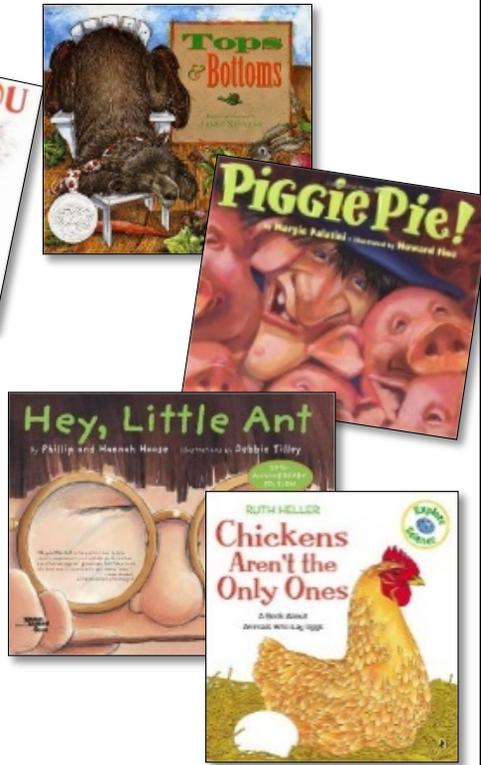
BOOK LISTS

MARCH

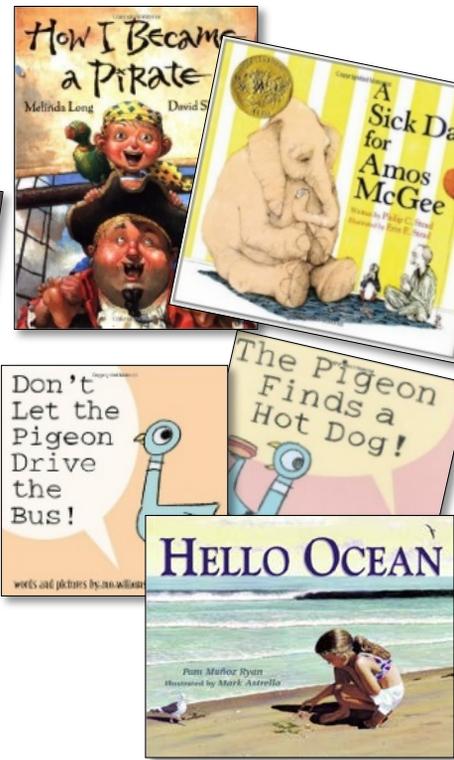


*ORIGINAL NONFICTION
KOALA BOOK INCLUDED

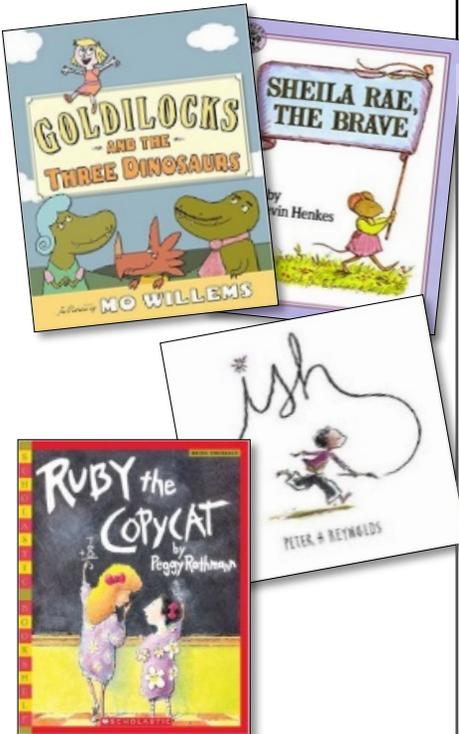
APRIL



MAY



JUNE



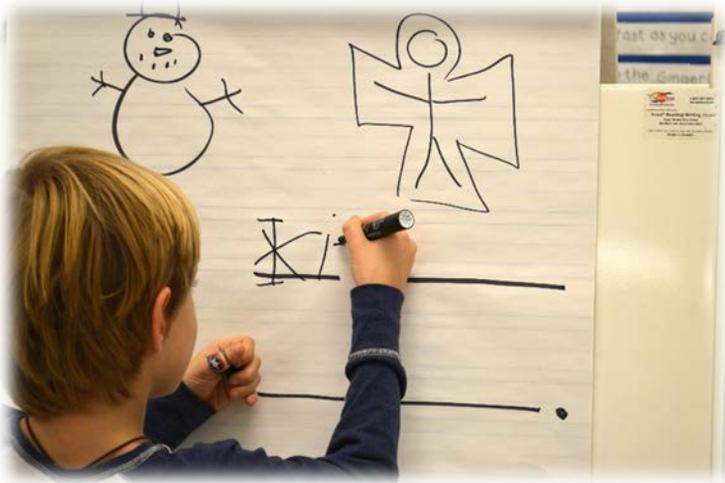
EACH BOOK INCLUDES

- A 5 day lesson plan
- Book Questions
- Response to reading sheets that are **DIFFERENTIATED** and come in **THREE** different formats
- Journal format
- Flip Flaps
- Whole page
- Crafts
- Sentence Study

meeting the standards

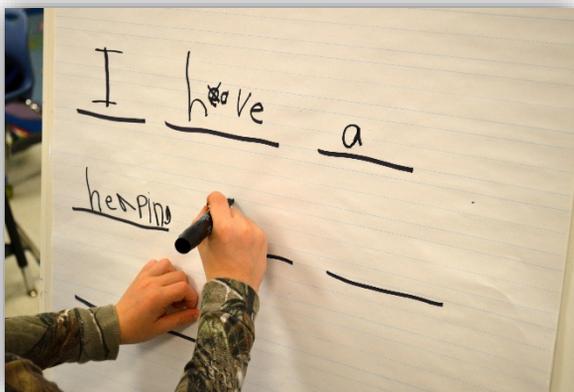
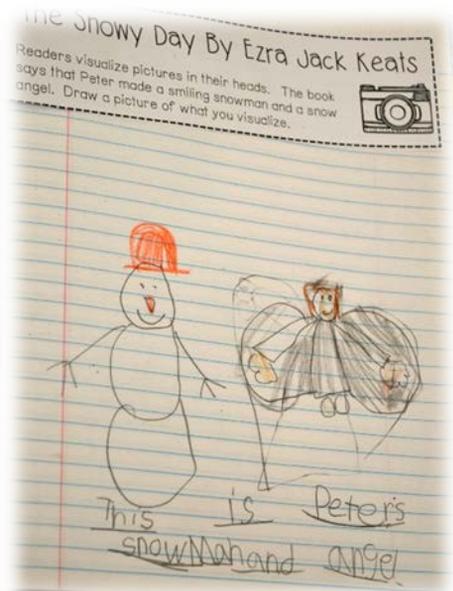
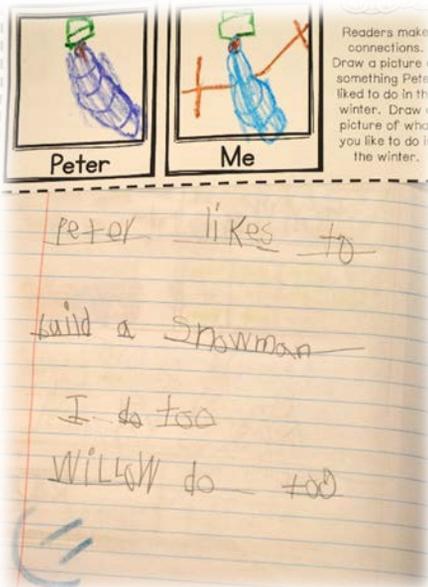
Standards that are covered through the year.

Word Work and Vocabulary	Phonemic Awareness
<p>Word work is an opportunity to introduce or reinforce students' word knowledge.</p> <p>These standards are addressed in these lessons.</p> <p>CCSS.ELA-LITERACY.RF.K.3 and CCSS.ELA-LITERACY.RF.1.3</p> <p>Students will apply grade-level phonics and word analysis skills in decoding words</p> <p>TEKS: 110.11.b.1.A-G TEKS: 110.11.b.3.A-D TEKS: 110.12.b.1.A-D TEKS: 110.12 b.3. A-C</p>	<p>Phonemic Awareness activities are done mostly orally and with images vs. printed letter and words.</p> <p>These standards are addressed in these lessons.</p> <p>CCSS.ELA-LITERACY.RF.K.2 and CCSS.ELA-LITERACY.RF.1.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>TEKS: 110.12 b.2.A-I TEKS: 110.12 b.2. A-F</p>
Read Aloud	Interactive Writing
<p>Students will be given multiple opportunities to read and reread texts. Student will look closely at texts to deepen their comprehension.</p> <p>These standards are addressed in these lessons.</p> <p>CCSS.ELA-LITERACY.RL.K.1 through CCSS.ELA-LITERACY.RL.K.10 CCSS.ELA-LITERACY.RL.1.1 through CCSS.ELA-LITERACY.RL.1.10</p> <p>TEKS: 110.11.b.4, 6, 8, 10, 12</p> <p>And</p> <p>CCSS.ELA-LITERACY.RI.K.1 though CCSS.ELA-LITERACY.RI.K.10 CCSS.ELA-LITERACY.RI.1.1 though CCSS.ELA-LITERACY.RI.1.10</p> <p>TEKS: 110.12.b.4, 6, 9, 10, 11, 14</p>	<p>Reading and writing are reciprocal in nature. Students will participate in sharing the pen to write as they respond to texts.</p> <p>These standards are addressed in these lessons.</p> <p>CCSS.ELA-LITERACY.RF.K.1 and CCSS.ELA-LITERACY.RF.1.1</p> <p>Print concepts</p> <p>CCSS.ELA-LITERACY.L.K.1 and CCSS.ELA-LITERACY.L.1.1</p> <p>CCSS.ELA-LITERACY.L.K.2 and CCSS.ELA-LITERACY.L.1.2</p> <p>TEKS: 110.11.b.17. A-C TEKS: 110.11.b 18-A-C TEKS: 110.12.b.21 A-C TEKS: 110.12.b.22.A-E</p>

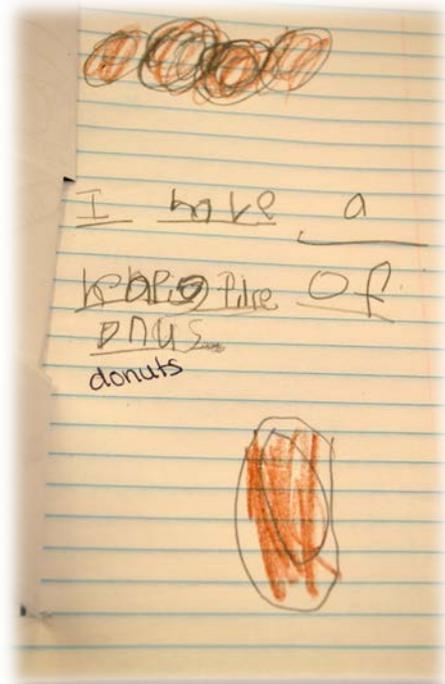


Interactive writing provides an opportunity to model and reinforce writing as students participate in sharing the pen. Students will write as they respond to texts.

Then, students use that shared experience to respond independently. They write their own response based on their own thinking. At the beginning of the year Kindergarten students will be drawing pictures to show meaning, while first graders will be writing sentences.



Interactive writing is a great way to reinforce vocabulary studies.

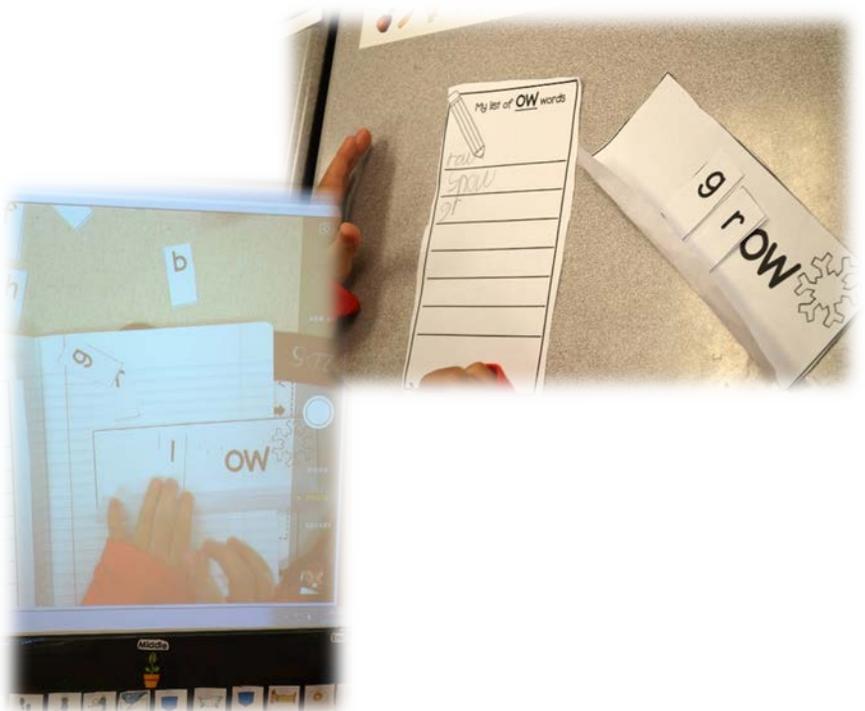
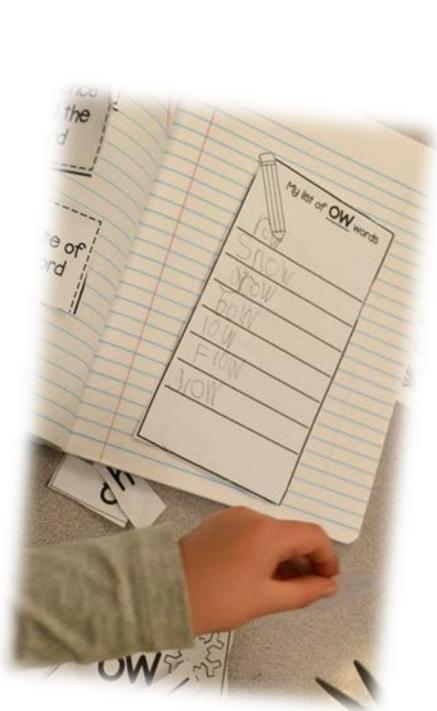




Partners work together to reinforce their understanding of the text.

Students are given tools to support their learning.

Predictable word study activities provide opportunities to strengthen students' working knowledge of how words work!



Following is a sample one week lesson plan.

We did not include the reading strategy posters, rubrics, or word work in the sample, however they are included in the unit.

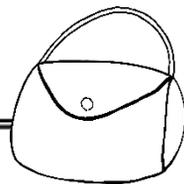


august/september Phonemic awareness word list

<p>How many words in the sentence (Kindergarten)</p>	<p>3 phoneme words for onset/rime [c-at], blending [c-a-t], or segmenting (cat [c-a-t])</p>	<p>Manipulating initial sounds <i>(Replace the first sound in mat with /c/)</i></p>	<p>Syllabication (blending <i>Say this word as a whole - ta-ble</i>) <i>(Segmenting Say this word in syllables - table)</i></p>
<p>She was happy. This is my flower. So she did. She was very small. She was the recess queen. I want you to jump with me. No one spoke. I just can't draw. Now sign it! It was the little dot. I can make a better dot than that! She painted and painted. She was absolutely perfect. You are named after a flower. She ran all the way. Her name is so long. He read the story. I want to be a teacher. She liked to draw.</p>	<p>, mad, rim, mid, lot, fib, leg, note, lip, lake, read, ship, sack, lead, lock, mate, same, rain, fine, lease, robe, ripe, soak, rack, fight, sight, might, light, mile, rate, file, lake, soon, wrote, feel, meal, seal, sake, rake, mat, Sam, ram, ran, fin, red, less, rob, rip, line, roll, sock, race, sat, fit, rat, run, fog, mill, fill, Meg, rib, seem, log, lock, rug, sun, move, and, nose, sit, fat, rid, rot, mom, man, fig, fell, map, feet, love, van, mitt</p>	<p>king /r/, rat/s/, bell/t/, send /b/, need /f/, hide /r/, wake /c/, rope /h/, same /t/, sack /t/, tent /b/, vote /n/, hip /l/, most /g/, nose /r/, meet /s/, win /f/, doll /t/, might /l/, bee /m/, back /t/, box /f/, cook /l/, time /l/, fit /m/, jump /l/, nest /r/, car /f/, sock /r/, leap /b/,</p>	<p>Absolutely, dream, dessert, school, flower, Delphinium, pencils, chocolate, artistic, quarters, lightbulb, recess, beautiful, classroom, ambulance, coconut, marker, swirly, watercolors, experimenting, painting, squiggle, teeny, hammer, playground, gate, kicked, bounces, sassy, bolted, giggled, tangled, laughed, shortest, pennies, teeth, grandma, smile, bullfrog, gym, football, touchdown, quack,</p>
<p><i>Do these words rhyme? (Kindergarten)</i></p>	<p>Recognizing rhymes <i>Which word does not rhyme?</i></p>		<p>Producing rhymes <i>Can you think of a word(s) that rhyme with ___? (real or nonsense)</i></p>
<p>Jump/bump, room/ramp, soap/hope,, float/flat, plane/plum, king/sink, frog/dog, black/buck,, face/race, beak/creak, car/star, snow/snap, ice/rice, can/cob, dug/dim, clown/down, lip/sip, hide/home, cake/snake, toes/nose, dime/dish, deep/keep, tree/see, fall/flat</p>	<p>send, sack, pack, tack win, wand, tin, fin ton, bun, cut, fun lock, sock, rock, sack jump, joke, dump, lump room, tomb, home, broom sack, soak, coke, woke game, same, team, lame file, pile, while, white sit, kid, bit, wit mash, mush, trash, lash went, king, wing, swing tap, wrap, soup, sap</p>		<p>Tall, stand, grade, can, told, look, up, did, right, big, sing, frog, cry, did, too, town, say, like, flake, thing, kid, gate, rope, and, chair, name, see, all, that, green, dot, wish, line, old, fat, tag, smell, feet, hug, nice, funny, set, snack, sad, bit, note, nice, ran, will, wow</p>

Title of Book:

Lilly's Purple Plastic Purse by Kevin Henkes



Key Ideas & Details:

What is this story about?
Who are the characters in the story?
How did Lilly feel about Mr. Slinger at the beginning of the story?
Why did Mr. Slinger take away Lilly's purse? How did she feel about that?
What did she do to let him know she was angry?
What happened when she opened up her purse? How did she feel?
What did she do as a result?
How did Lilly apologize to Mr. Slinger?

Craft & Structure:

What words did the author use to describe how Lilly felt about her purse being taken by Mr. Slinger?
Look at the illustrations of Lilly in the Lightbulb Lab. Which illustration shows her sad? angry? Which one shows her furious?
Look at the illustration on the next to the last page. How does Lilly feel? How can you tell?
Vocab: considerate, fiercely, angry, furious, uncooperative

Integration of Knowledge and Ideas:

Look at the drawing that Lilly did of Mr. Slinger when she was mad. What words did she use to describe him? Compare and contrast this picture with the one she drew when she got home.

Other:

Prediction: Read until you get to the end of page 11 (the page where Lilly keeps interrupting in class). Lilly keeps disturbing class because she wants to talk about her purse. What do you think will happen?
Inferring: How do you think Mr. Slinger felt when he saw Lilly's note?
Opinion: Do you think Mr. Slinger should have taken Lilly's Purple Plastic purse?
Text to self connection: Have you ever done something that you felt bad about?

Somebody
Lilly

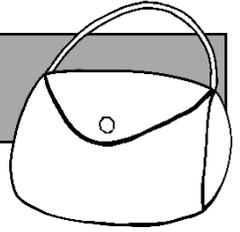
Wanted
to show everyone
her purple plastic
purse, glasses
and quarters.

But
Mr. Slinger made
her wait, and she
interrupted the
class.

So/Then
He took her purse
away and she drew a
mean picture of him.
Then, she felt bad and
apologized.

5 day Plan: lilly's purple plastic Purse

Day 1



Word Work: See grade specific word work.

Phonemic Awareness (see page 7)

Kindergarten: Words in a sentence

1st Grade: CVC blending or segmenting.

(see word list provided or create your own 3 phoneme words)

Read Aloud: *Today we will read Lilly's Purple Plastic Purse. This book was written and illustrated by Kevin Henkes.* Discuss what the author and illustrator does.

I want to talk to you about a strategy readers use called predicting. When readers make predictions, they take clues from the text and make a smart guess about what will happen in the story. Sometimes the clues come from the words and sometimes the clues come from the pictures. Readers do this all the time when they read books. Today I want to practice it with you.



Read until you reach the bottom of page 11 and pause at the bottom of the page. *Lilly keeps disturbing class because she wants to take talk about her purse. What do you think will happen?* Ask students to make a prediction about what will happen next in the story. Kindergarten: Draw a picture, label First Grade: Draw and write.

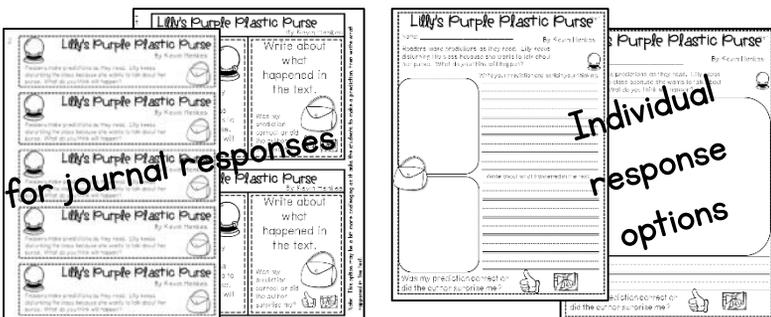
Read the rest of the story and compare the students' illustrations and written responses with those in the book.

Interactive Writing: Share the pen as you construct a response.

Kindergarten: Draw a picture. Discuss the details as you draw. Label your picture.

First Grade: Point out the mechanics of a sentence (capital letters, spaces between words, punctuation, word walls spelled correctly.) You can also model stretching out sounds.

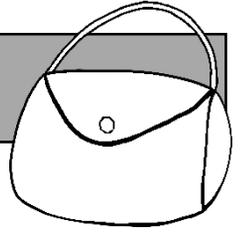
Click on the image an online version of this story.



*Note this link was active when this unit was created. However, we can not guarantee this link will remain active indefinitely. Due to the deep level of text analysis, we always recommend teaching with the book and supplementing with a video.

5 day Plan: lilly's purple plastic purse

Day 2



Word Work: See grade specific word work.

Phonemic Awareness (see page 7)

Kindergarten: Hearing initial sounds (see Word Work page)

First Grade: (manipulating initial sounds)- *Today we are going to play a game I call, Swap it out! I will say a word. Then you will swap the first sound for a new sound to make a new word.*

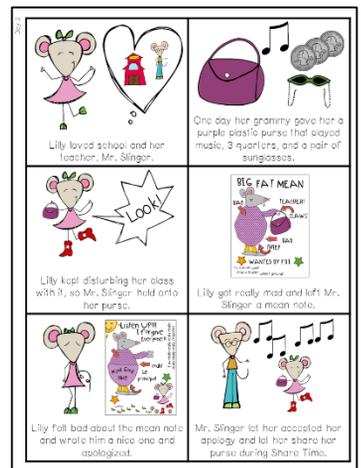
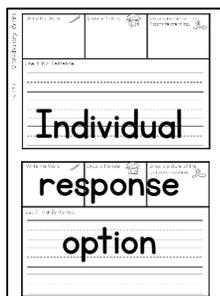
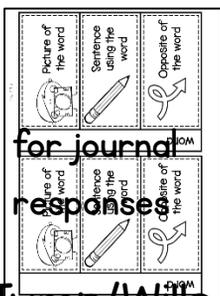
Example: house that starts with /m/.



Read Aloud: Read the story again. Focus on retell. Teacher will assist the students as they create a whole class retelling of the story using picture cards that are included. Students will partner-talk retelling of the story using the chart that was co-created. Students will then create a retell strip or place the retell images in their journals.

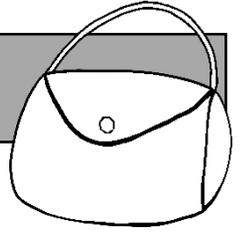
Vocabulary Work: p. 11 fiercely *"Look," Lilly whispered fiercely* *Often when I hear the word fierce, I think of a wild animal, like a lion. Lions are really powerful creatures. What do you think it means in this story when it says, Lilly whispered fiercely? Yes, it means she whispered powerfully. Turn to your neighbor and whisper "hello" softly. Now whisper it fiercely. Can you hear the difference?*

Glue on 4" x 9"
construction paper
strips or place in their
journals.



5 day Plan: lilly's purple plastic purse

Day 3



Word Work: See grade specific word work.

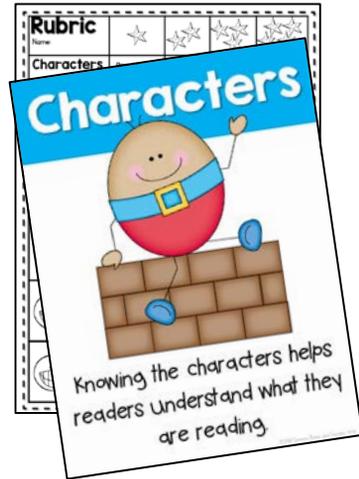
Phonemic Awareness (see page 7):

Kindergarten: Hearing initial sounds (see Word Work page)

First Grade: Syllabication (blending and segmenting syllables)

(see word list provided or create your own)

Read Aloud: Characters: *Knowing the characters helps readers understand what they are reading. You can get to know the characters by thinking about how they look and the things that they do and say.* Discuss how Lilly acted at the beginning of the story. Discuss how she acted at the end. Discuss why she changed. Ask, Do you think Lilly learned a lesson? What makes you think that?



Interactive Writing: Share the pen as you construct a response.

Kindergarten: Draw a picture. Discuss the details as you draw. Label your picture.

First Grade: Point out the mechanics of a sentence (capital letters, spaces between words, punctuation, word wall words spelled correctly.) You can also model stretching out sounds.

Vocabulary Work: furious Reread p. 15 *The author said that Lilly was furious. Furious means really REALLY mad. Have you ever been furious? What does it look like when someone is furious? Have students act it out. The opposite of furious might be calm.*

Picture of the word	Sentence using the word	Opposite of the word
Picture of the word	Sentence using the word	Opposite of the word

for journal responses

Individual response option

Individual response option

What do you know about Lilly from the beginning of the story?	What do you know about Lilly from the beginning of the story?
What do you know about Lilly from the end of the story?	What do you know about Lilly from the end of the story?
Do you think Lilly learned anything from this experience?	Do you think Lilly learned anything from this experience?

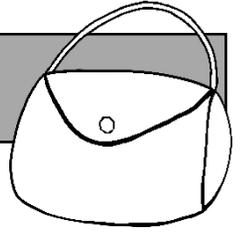
for journal responses

Lilly's Purple Plastic Purse	Lilly's Purple Plastic Purse
Beginning of the story	Evidence from the text
In the middle of the story	Evidence from the text
End of the story	Evidence from the text

Individual response option

5 day Plan: lilly's purple plastic Purse

Day 4



Word Work: See grade specific word work.

Phonemic Awareness:

Rhyming Skills (both K and 1st)

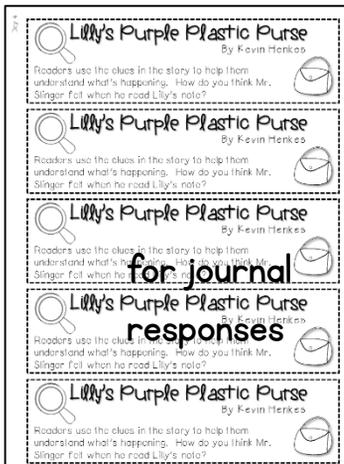
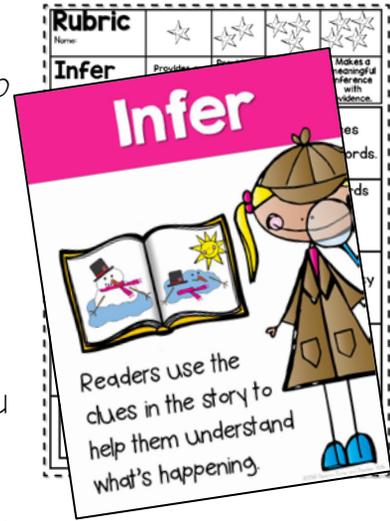
(see word list provided or create your own)

Read Aloud: *INFER: Readers use the clues in the story to help them understand what's happening. When Lily was furious she wrote Mr. Slinger a mean note. How do you think Mr. Slinger felt when he read Lilly's note?*

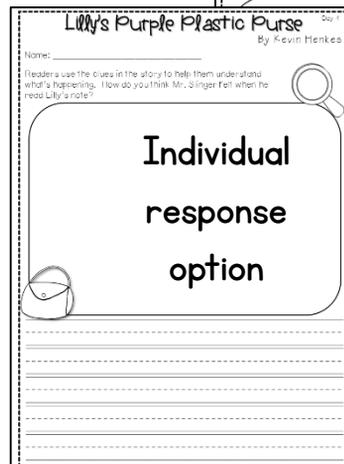
Interactive Writing: Share the pen as you construct a response.

Kindergarten: Draw a picture. Discuss the details as you draw. Label your picture.

First Grade: Point out the mechanics of a sentence (capital letters, spaces between words, punctuation, word walls spelled correctly.) You can also model stretching out sounds.



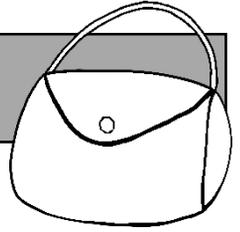
for journal responses



Individual response option

5 day Plan: lilly's purple plastic purse

Day 5



Word Work: See grade specific word work.

Phonemic Awareness: Oral language.

*Use these words in a sentence.

*count these words

*expand on the sentence

Words to use: glasses, purse, school, lightbulb, teacher, boots, diamonds, snack, dance,

Opinion Writing: This can be done as an interactive writing piece where you share the pen as you co-construct a response or as an independent student writing experience. You can use the pocket chart sentence starters to help them if needed.



I think _____

because _____.

I like _____

I do not like _____

Lilly's Purple Plastic Purse
By Kevin Henkes
Name: _____
Write about your favorite part of the story. Tell why you liked it.

Individual response option

Lilly's Purple Plastic Purse
By Kevin Henkes
Name: _____
Write about your favorite part of the story. Tell why you liked it.

Lilly's Purple Plastic Purse
By Kevin Henkes
Write about your favorite part of the story. Tell why you liked it.

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By Kevin Henkes
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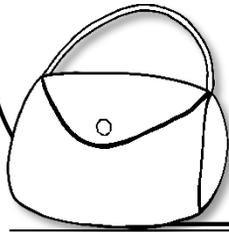
Journal responses

Lilly's Purple Plastic Purse Day 1

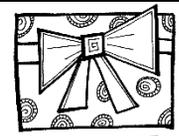
Name: _____

By Kevin Henkes

Readers make predictions as they read. Lilly keeps disturbing the class because she wants to talk about her purse. What do you think will happen?



Did my prediction happen or did the author surprise me?



Lilly's Purple Plastic Purse

Name: _____

By Kevin Henkes

Readers make predictions as they read. Lilly keeps disturbing the class because she wants to talk about her purse. What do you think will happen?



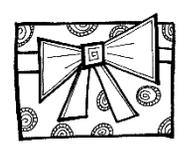
Write your prediction and explain your thinking.

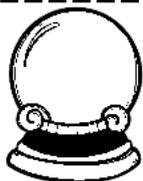
Handwriting practice lines for the prediction section, consisting of four sets of three horizontal lines (top, dashed middle, bottom).

Write about what happened in the text.

Handwriting practice lines for the text summary section, consisting of four sets of three horizontal lines (top, dashed middle, bottom).

Did my prediction happen or did the author surprise me?

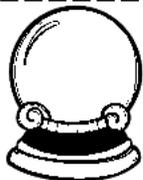




Lilly's Purple Plastic Purse

By Kevin Henkes

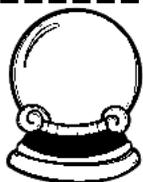
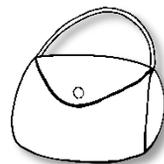
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Lilly's Purple Plastic Purse

By Kevin Henkes

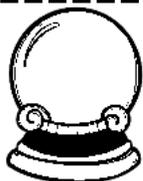
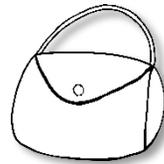
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Lilly's Purple Plastic Purse

By Kevin Henkes

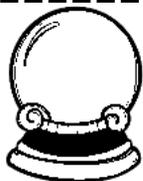
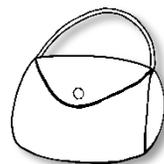
Readers make predictions as they read. Lilly keeps disturbing the class because she wants to talk about her purse. What do you think will happen?



Lilly's Purple Plastic Purse

By Kevin Henkes

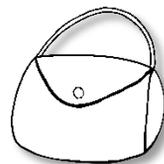
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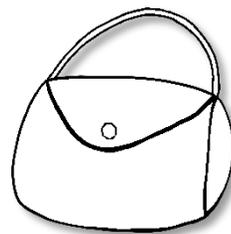
Readers make predictions!



Readers make predictions as they read. Lilly keeps disturbing the class because she wants to talk about her purse. What do you think will happen?

Write about what happened in the text.

Did my prediction happen or did the author surprise me?



Lilly's Purple Plastic Purse

By Kevin Henkes

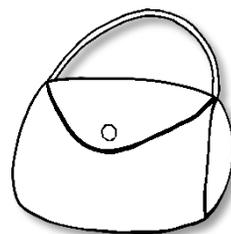
Readers make predictions!



Readers make predictions as they read. Lilly keeps disturbing the class because she wants to talk about her purse. What do you think will happen?

Write about what happened in the text.

Did my prediction happen or did the author surprise me?



Note: This option may be a bit more challenging as it asks the students to make a prediction, then write what happened in the text.

Use these for students to create retell strips

I can retell the story using key details.

Lilly's Purple Plastic Purse

Day 2

--	--

I can retell the story using key details.

I can retell the story using key details.

Lilly's Purple Plastic Purse

Lilly's Purple Plastic Purse

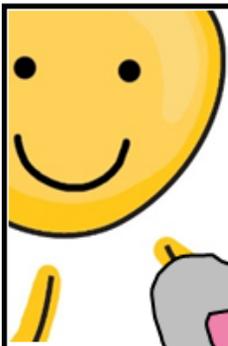
BIG FAT MEAN



WANTED BY F.B.I.



P.S. I do not want
to be a teacher when I grow up!



Listen UP!!!
I forgive
Everyone!!!



could
be
principal



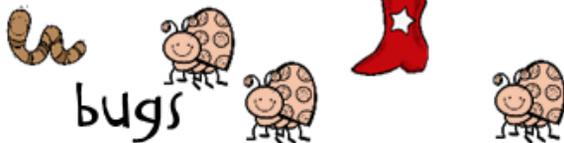
I am really really really really
really really really really SORRY!!!!



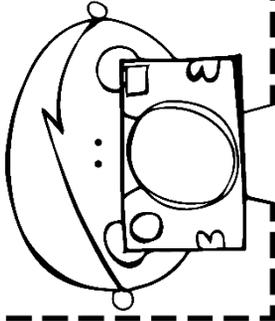
worms



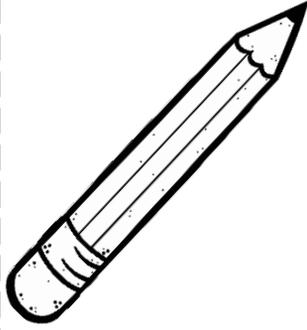
bugs



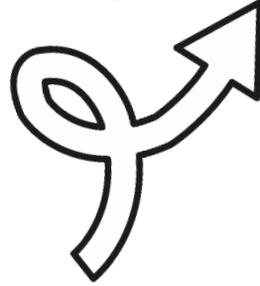
These can be used to compare and contrast the two notes.



Picture of
the word

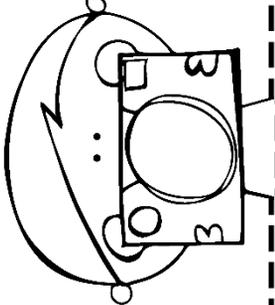


Sentence
using the
word

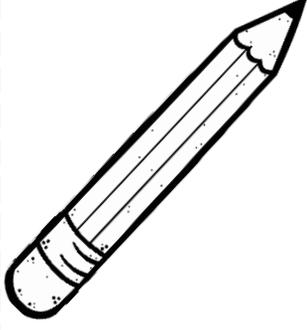


Opposite of
the word

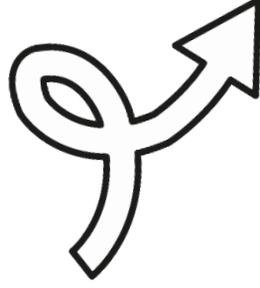
Word



Picture of
the word



Sentence
using the
word



Opposite of
the word

Word

Lilly's Purple Plastic Purse

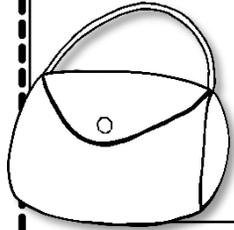
Day 3

Name: _____

By Kevin Henkes

You can learn a lot about a character by the way they act and the things they say. What do you know about Lilly?

Beginning of the story



Middle of the story

Lilly's Purple Plastic Purse

Day 3

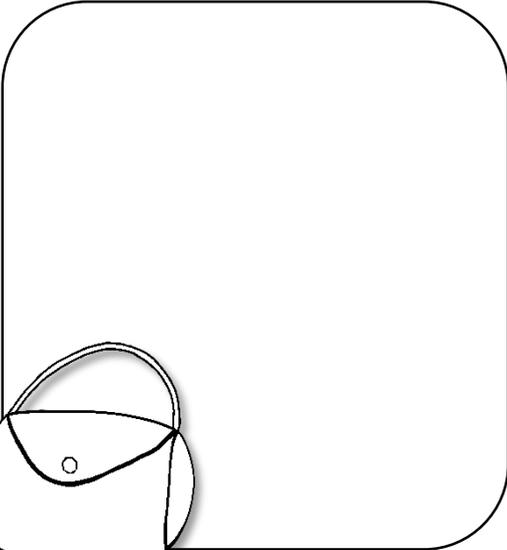
Name: _____

By Kevin Henkes

You can learn a lot about a character by the way they act and the things they say. What do you know about Lilly?

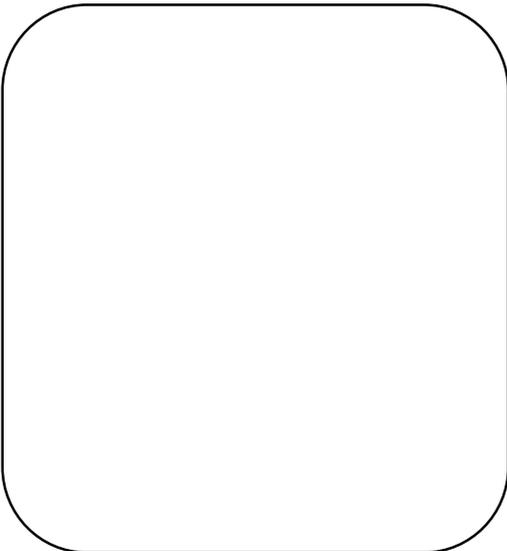
Beginning of the story

Evidence from the text



Middle of the story

Evidence from the text



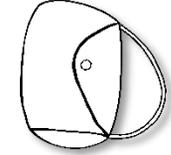
Do you think Lilly learned anything from this experience?

Lilly's Purple Plastic Purse

By Kevin Henkes

What do you know
about Lilly from the
beginning of the
story?

What do you know
about Lilly from
the middle of the
story?



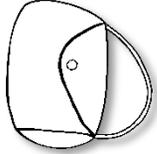
Do you think Lilly
learned anything
from this
experience?

Lilly's Purple Plastic Purse

By Kevin Henkes

What do you know
about Lilly from the
beginning of the
story?

What do you know
about Lilly from
the middle of the
story?



Do you think Lilly
learned anything
from this
experience?

Lilly's Purple Plastic Purse

Day 4

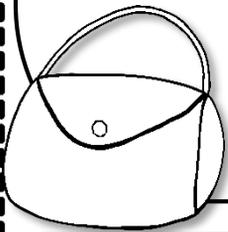
By Kevin Henkes

Name: _____

Readers use the clues in the story to help them understand what's happening. How do you think Mr. Slinger felt when he read Lilly's note?



A large, rounded rectangular area with a solid black border, intended for students to write their responses to the reading question.



Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line, located at the bottom of the page.

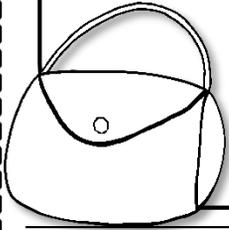
Lilly's Purple Plastic Purse

Day 4

By Kevin Henkes

Name: _____

Readers use the clues in the story to help them understand what's happening. How do you think Mr. Slinger felt when he read Lilly's note?



A large, rounded rectangular area for writing, enclosed by a solid black border. This area is intended for the student to write their response to the reading question.

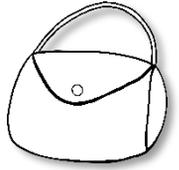
Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, located below the main writing area.



Lilly's Purple Plastic Purse

By Kevin Henkes

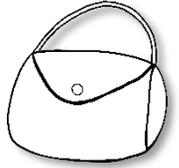
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Lilly's Purple Plastic Purse

By Kevin Henkes

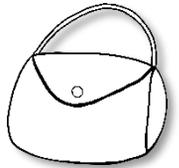
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Lilly's Purple Plastic Purse

By Kevin Henkes

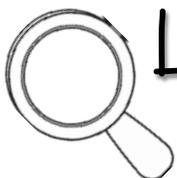
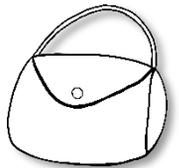
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Lilly's Purple Plastic Purse

By Kevin Henkes

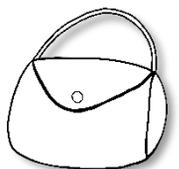
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Lilly's Purple Plastic Purse

By Kevin Henkes

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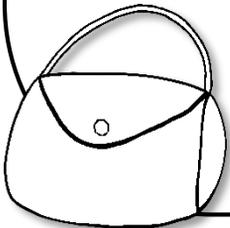
Lilly's Purple Plastic Purse

Day 5

By Kevin Henkes

Name: _____

Write about your favorite part of the story. Tell why you liked it.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

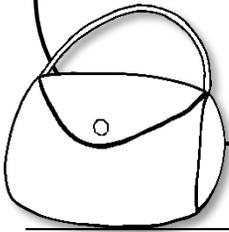
Lilly's Purple Plastic Purse

Day 5

By Kevin Henkes

Name: _____

Write about your favorite part of the story. Tell why you liked it.



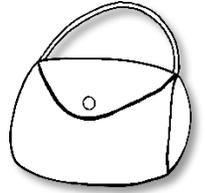
Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student's response.



Lilly's Purple Plastic Purse

By Kevin Henkes

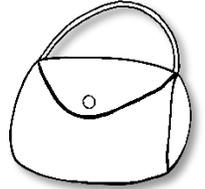
Write about your favorite part of the story.
Tell why you liked it.



Lilly's Purple Plastic Purse

By Kevin Henkes

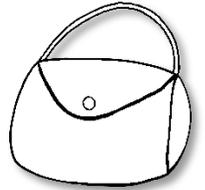
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Tell why you liked it.



Lilly's Purple Plastic Purse

By Kevin Henkes

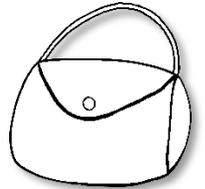
Write about your favorite part of the story.
Tell why you liked it.



Lilly's Purple Plastic Purse

By Kevin Henkes

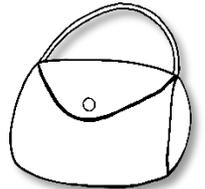
Write about your favorite part of the story.
Tell why you liked it.



Lilly's Purple Plastic Purse

By Kevin Henkes

Write about your favorite part of the story.
Tell why you liked it.



Lilly's Purple Plastic Purse



Name: _____

By Kevin Henkes

1. Lilly did not like going to school.		
2. Lilly loved school and her teacher, Mr. Slinger.		
3. Mr. Slinger took Lilly's purse because she was interrupting the class.		
4. Lilly got upset and wrote Mr. Slinger a mean note.		
5. Mr. Slinger put Lilly in time out.		

Lilly's Purple Plastic Purse



Name: _____

By Kevin Henkes

1. Lilly did not like going to school.		
2. Lilly loved school and her teacher, Mr. Slinger.		
3. Mr. Slinger took Lilly's purse because she was interrupting the class.		
4. Lilly got upset and wrote Mr. Slinger a mean note.		
5. Mr. Slinger put Lilly in time out.		

Sentence Study

Place the sentence on your easel and read it with your students. (Point to each word as you read.) Ask students what they notice about the sentence. For example, they might notice a word, a letter, capitals, punctuation, etc.

This is a great time to talk about print conventions, how many words in the sentence, punctuation, word choice, etc.

Circle the nouns with a blue marker.

If desired give students the mixed up sentence to glue down and illustrate. *shade the nouns with a blue crayon

Lilly loved her purple plastic purse.

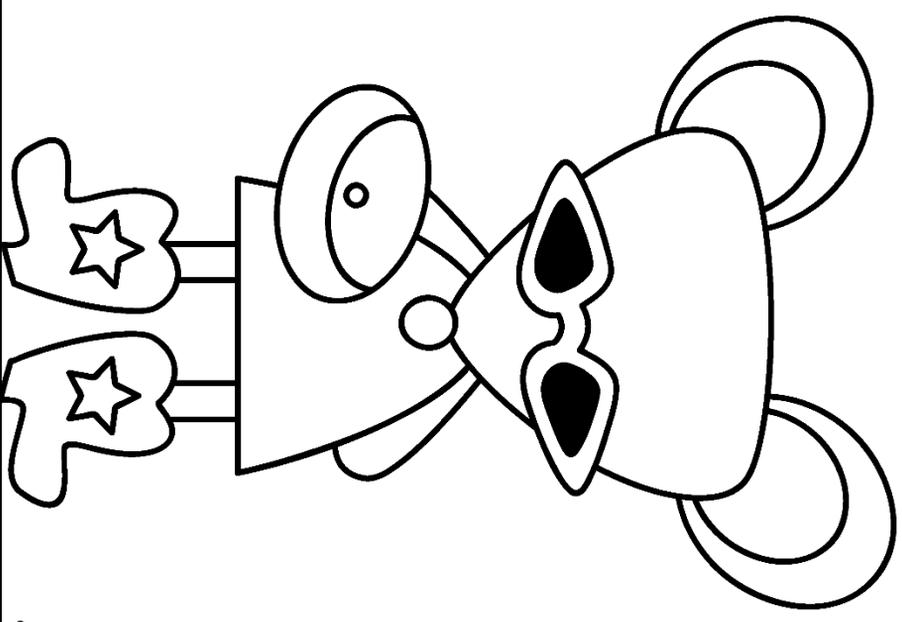
ved plastic Lilly
se. her purple

ed plastic Lilly
se. her purple

loved plastic Lilly
purse. her purple

loved plastic Lilly
purse. her purple

Lilly loved her purple
plastic purse.



loved plastic Lilly
purse. her purple

Lilly's Purple Plastic Purse



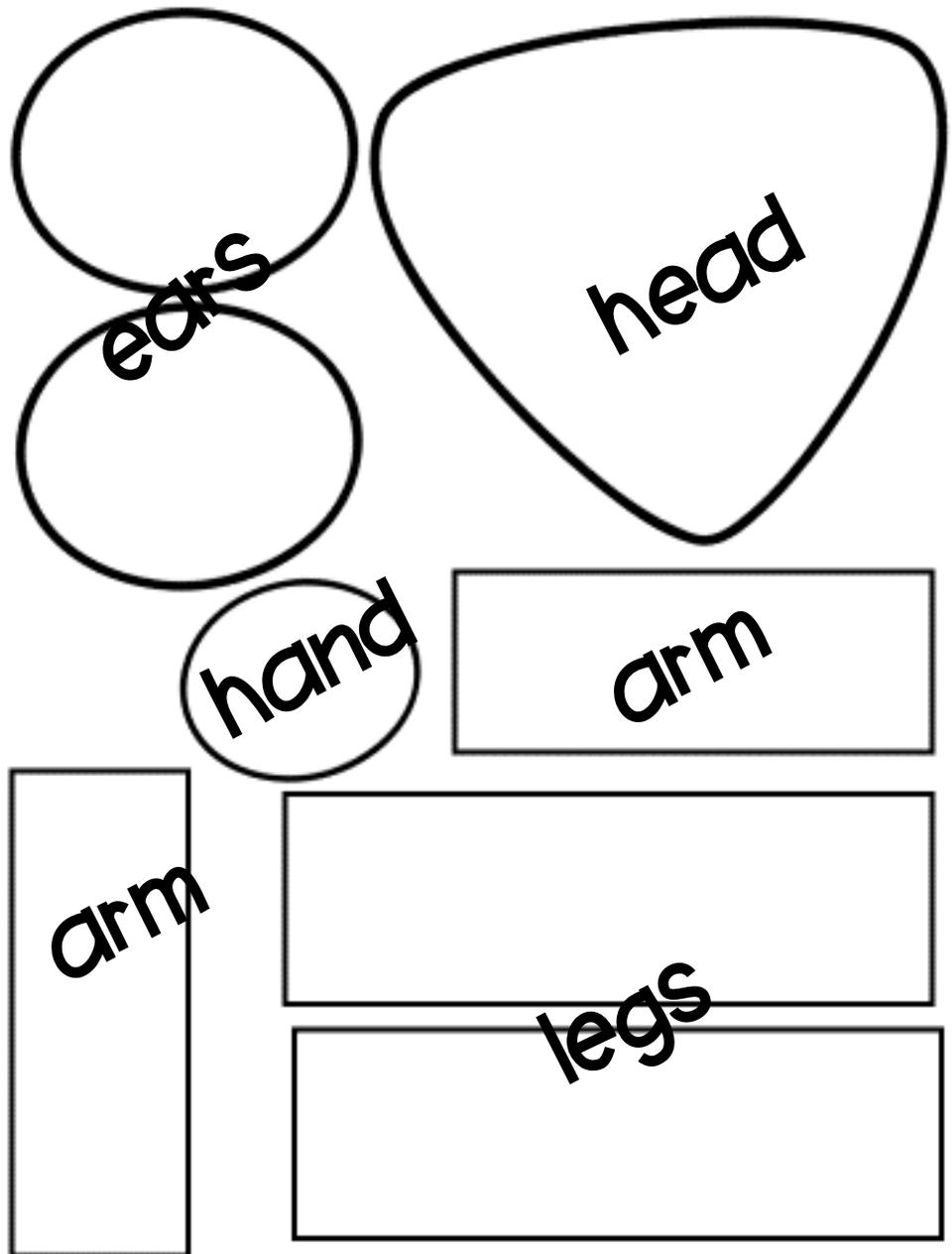
Materials Needed:

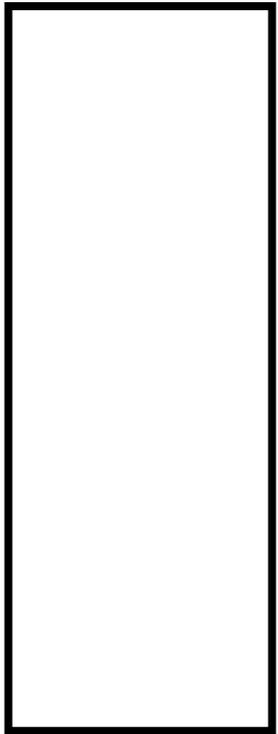
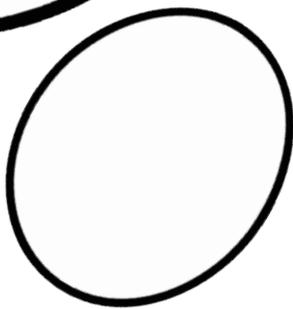
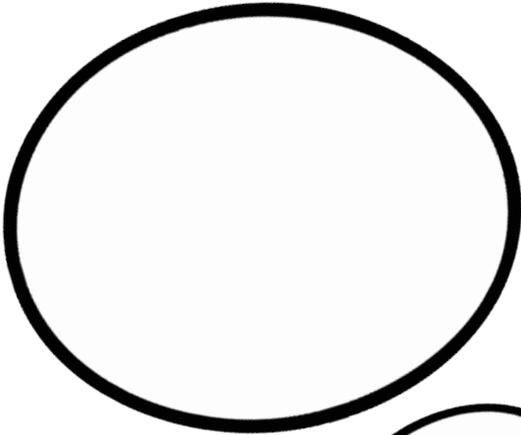
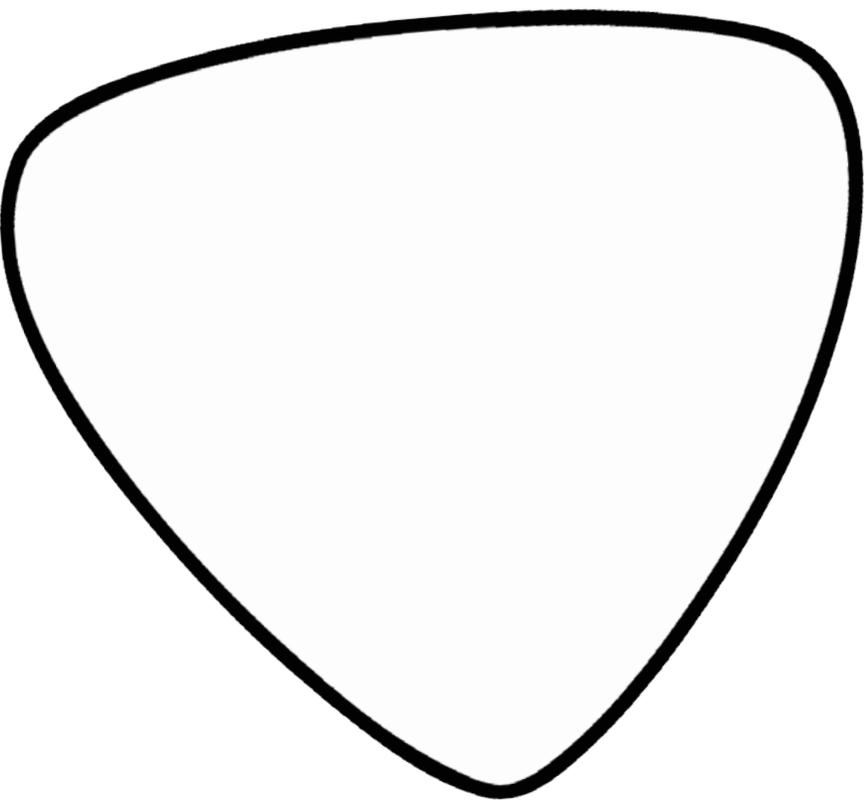
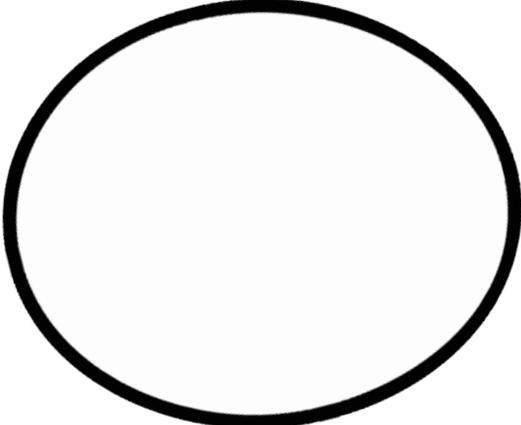
- *Patterns
- *pink pom pom

Steps:

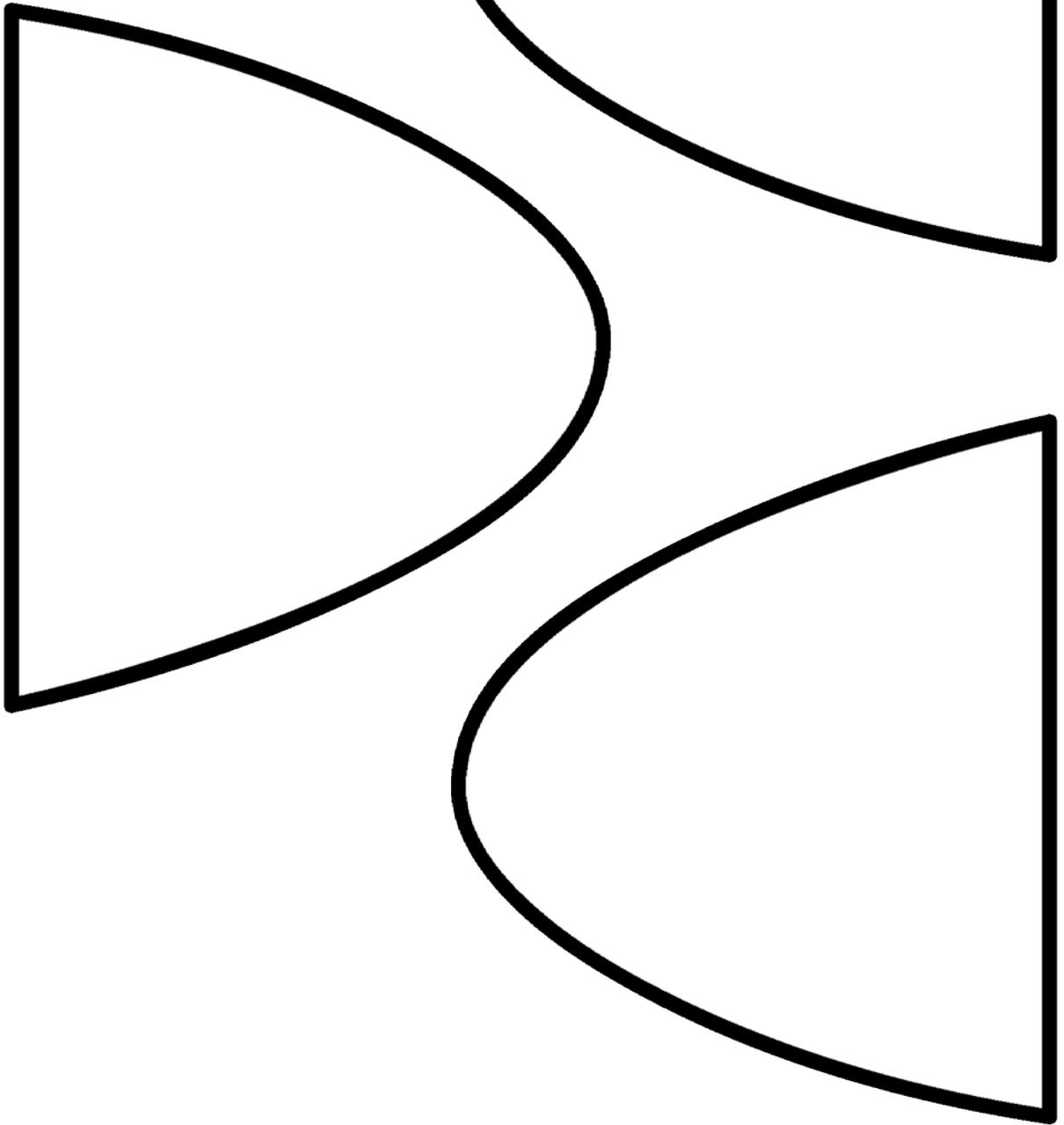
1. Cut out the patterns.
2. Glue the pink oval to the ear as shown.
Glue ears to head.
3. Glue the sunglasses and nose on head.
4. Glue dress to back of nose as shown.
5. Accordion fold arms and legs. Glue as shown.
6. Glue on hand and purse.
7. Glue on boots.

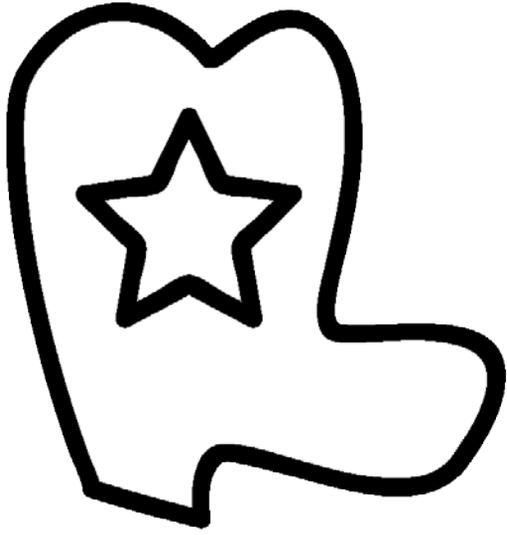
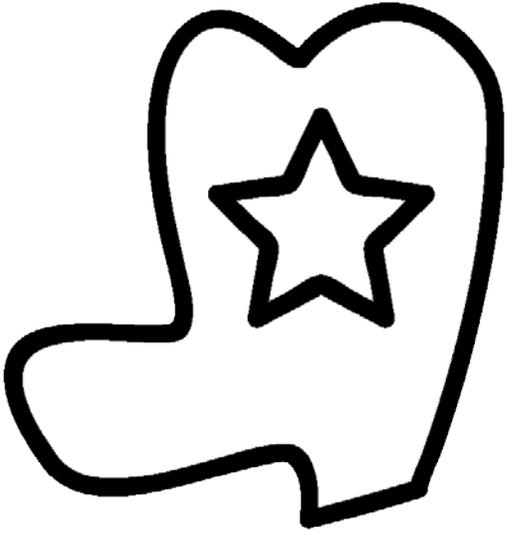
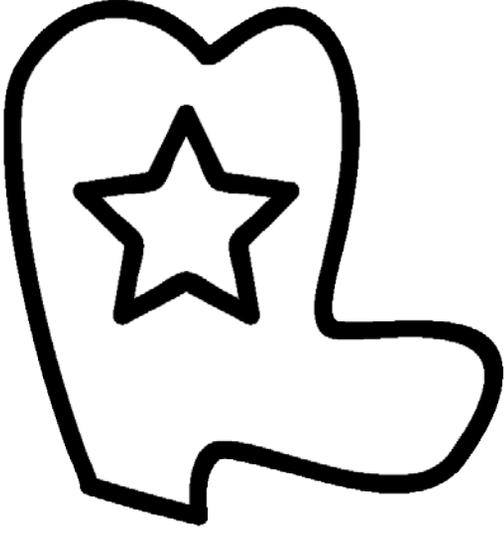
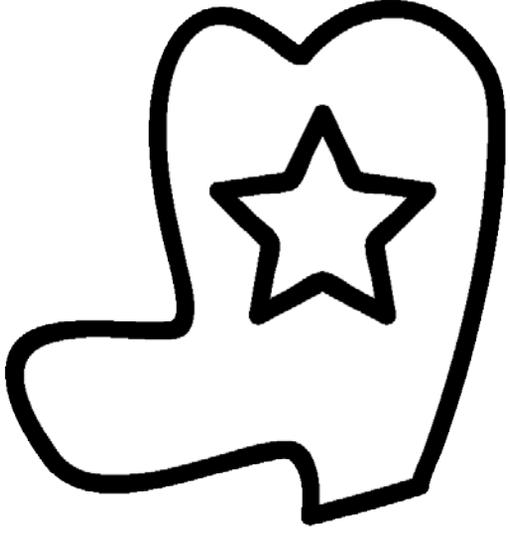
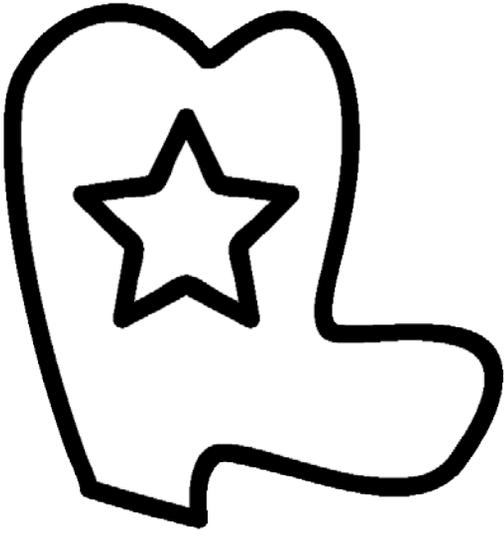
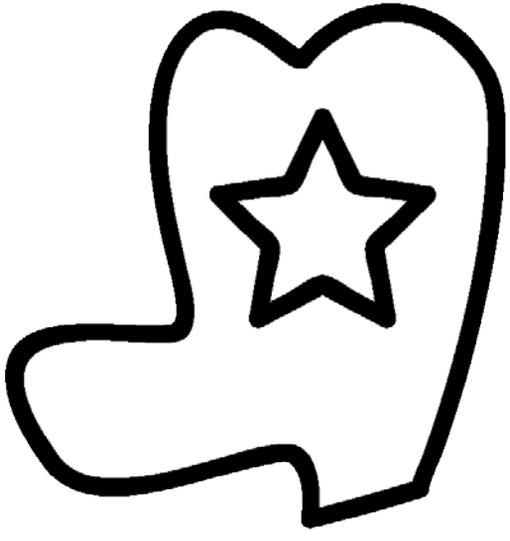
Trying to save your paper and limit your copy count. Here's a pattern map so that you can tell your kiddos what's what!



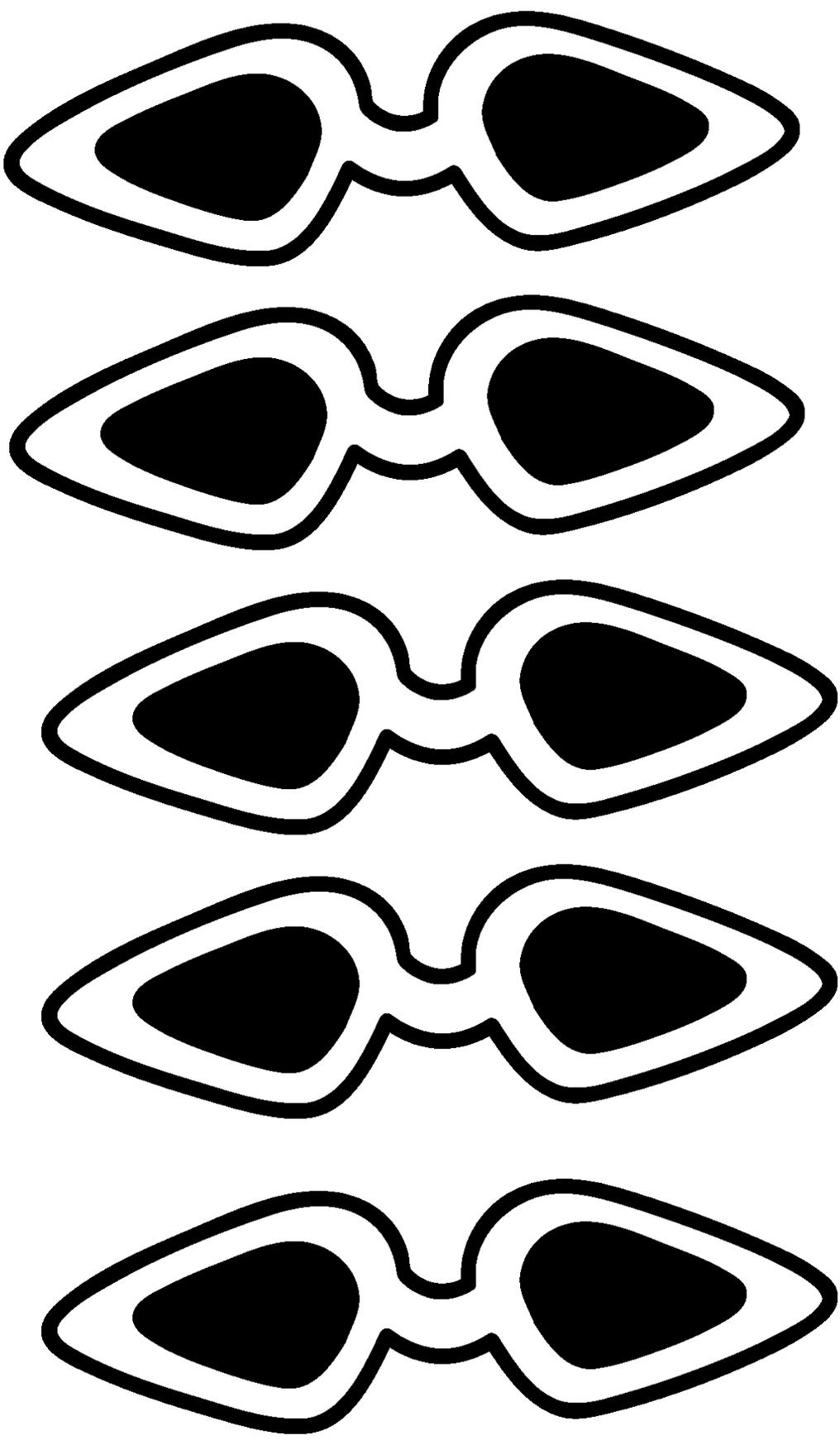


Dress copy on
colored paper

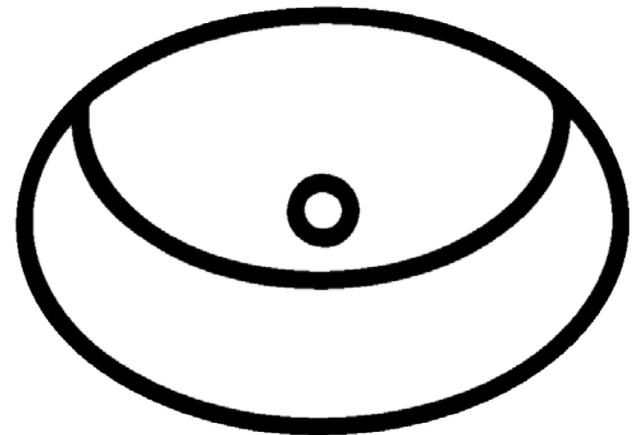
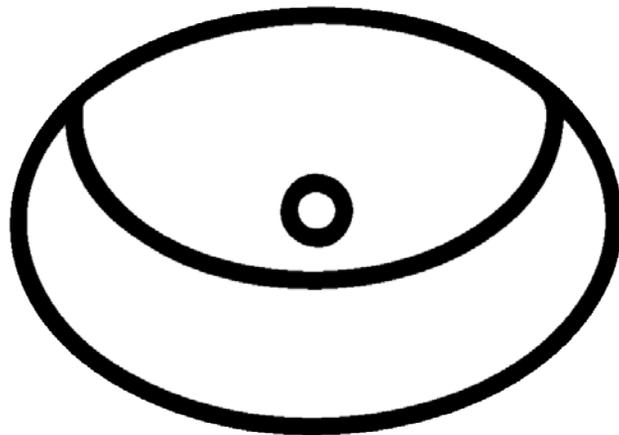
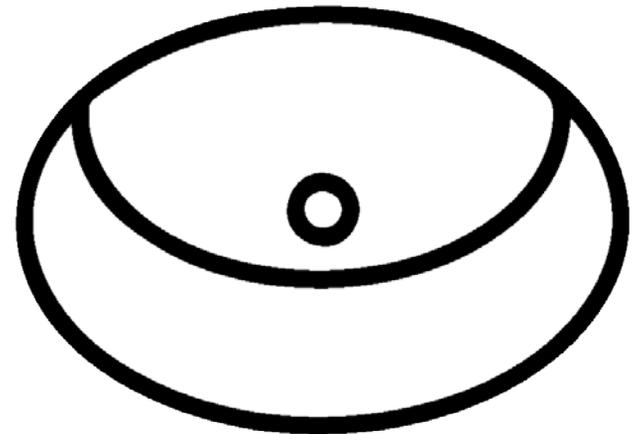
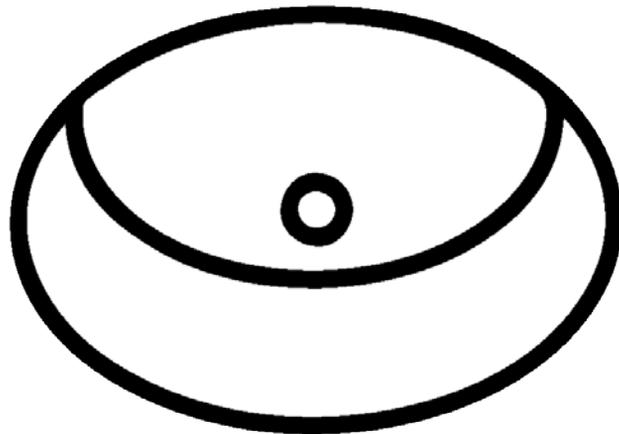
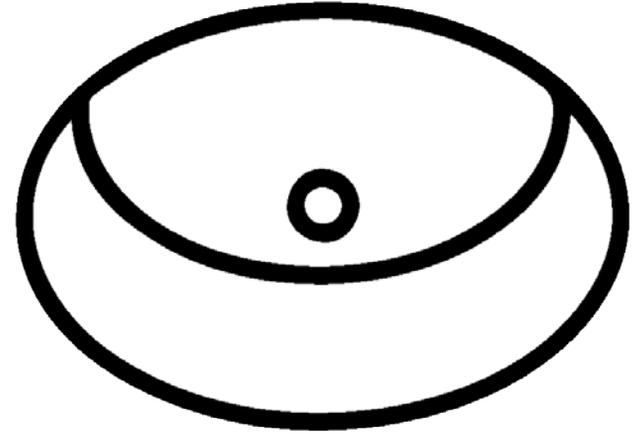
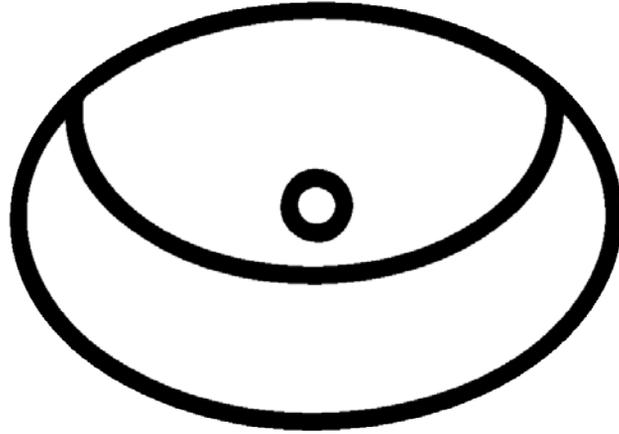
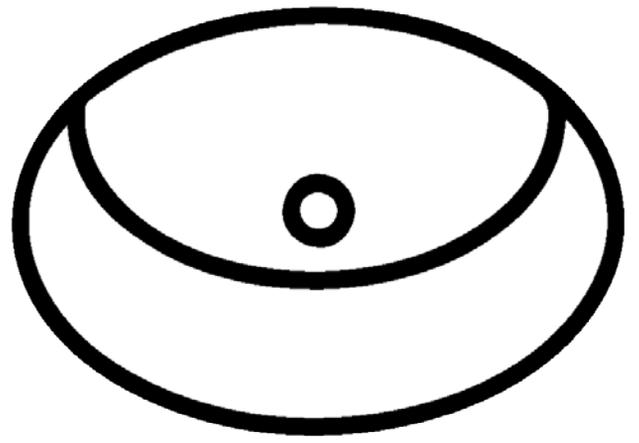
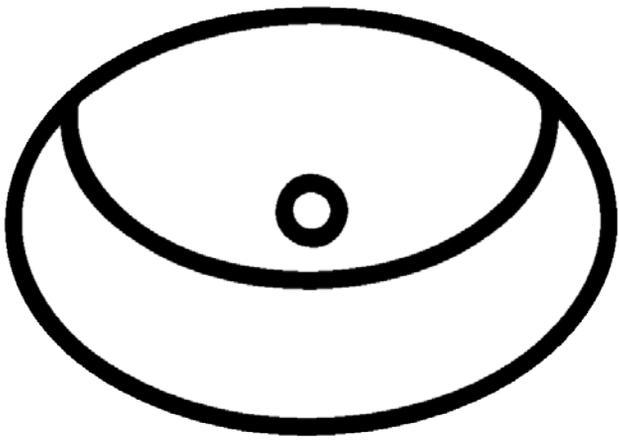


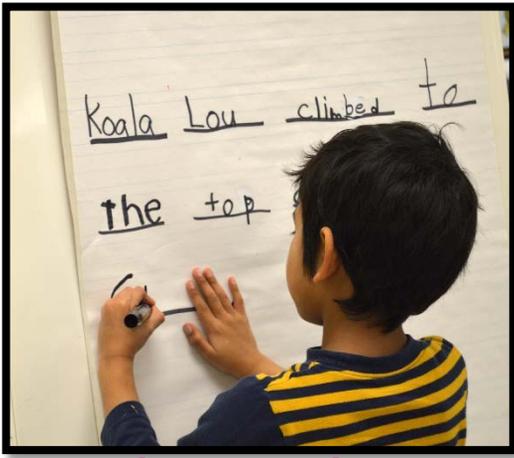


Boots copy on red paper



Glasses copy on green paper

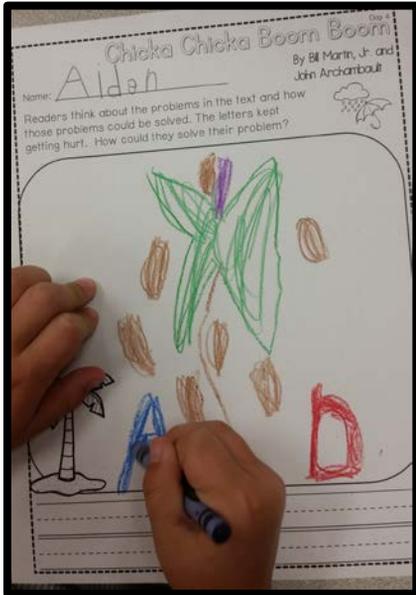




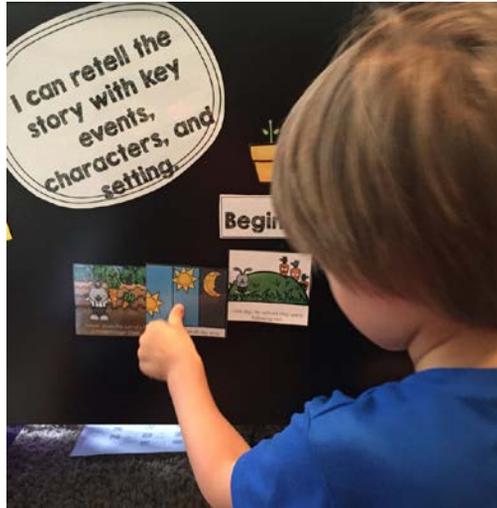
Interactive Writing



Independent Writing



Comprehension Strategies

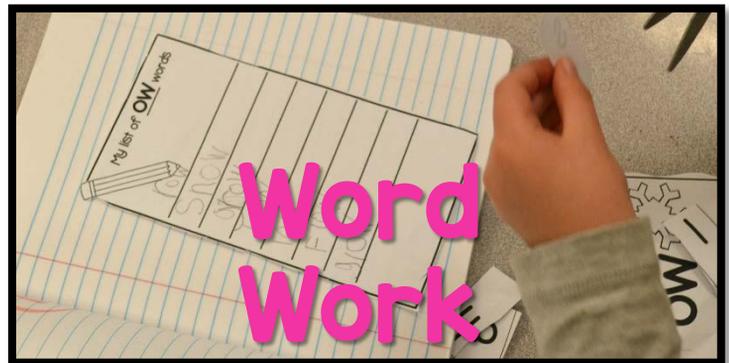
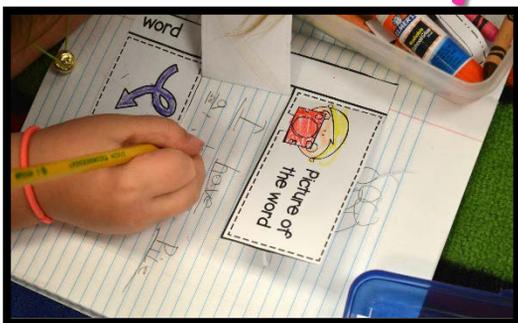


Retelling



Crafts

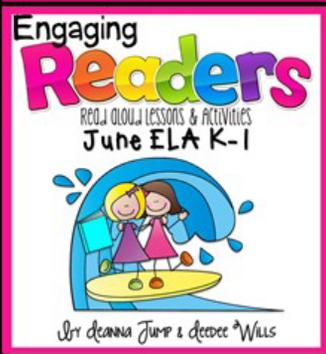
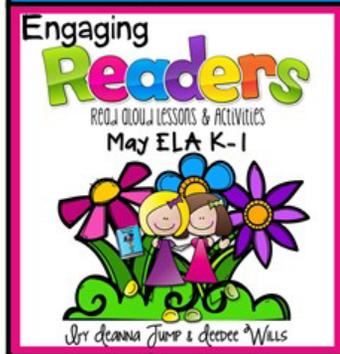
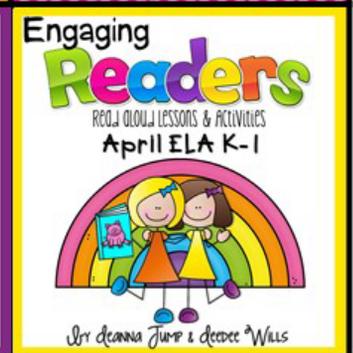
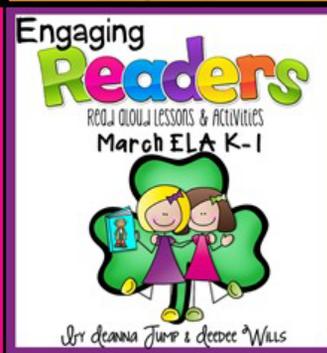
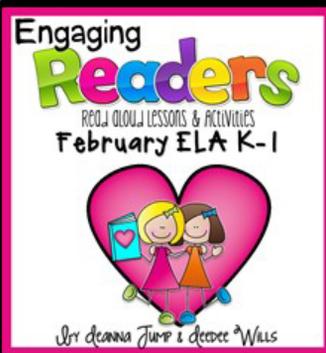
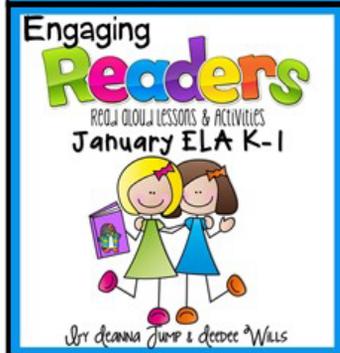
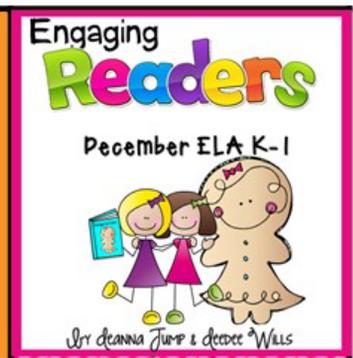
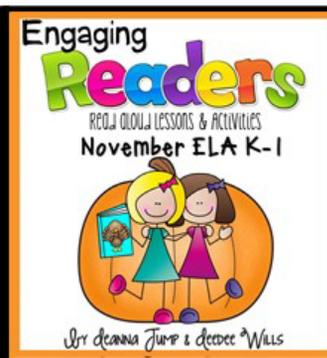
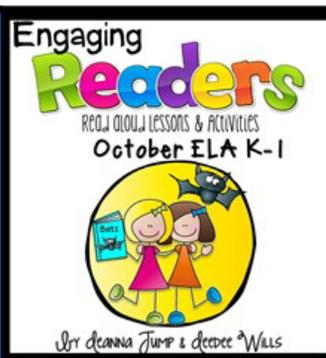
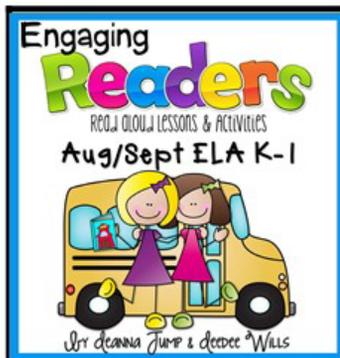
Vocabulary



Word Work

Engaging Readers

Comprehension, Vocabulary, Phonics,
Grammar, Interactive Writing,
Phonemic Awareness, Responding to
Literature, & Sentence Study.



- Kindergarten & 1st Grade**
- Whole group lessons
 - Grammar
 - Phonemic Awareness
 - Phonics & Sentence Study
 - Crafts