

SESSION 3 (Days 61-90; Pause Days 88-90)

- ✚ CONTINUE MAKING DAILY OBSERVATIONS AND RECORDING ANECDOTES IN COR ADVANTAGE
- ✚ PULL OUT THE GROWING READERS CARDS (IDENTIFIED IN PARENTHESES) PERTINENT TO THE WEEKLY CONTENT: **C3-5, C27, C55-57, C79-80, C107-108, C129, C157-158, C179; PA3-4, PA25, PA53, PA55; A3-4, A25, A43-4**
CHOOSE **AT LEAST 3 ACTIVITIES** YOU WILL DO FOR SMALL GROUP
- ✚ FOR THE **REMAINING 2 SMALL GROUPS**, CHOOSE ACTIVITIES THAT INTEGRATE THE OTHER HIGHSOPE CURRICULUM CONTENT AREAS (CURRICULUM KIT CONTENT BOOKS)
- ✚ INCORPORATE INFORMATIONAL TEXT AS WELL AS NARRATIVE TEXT WHEN DESIGNING SMALL GROUPS
- ✚ REVIEW *USING THE VOCABULARY CARDS* IN THE GROWING READERS KIT (V-1)

WEEK 1 – COMPREHENSION (Days 61-65)

- ✚ VOCABULARY
 - Teaching Strategies for Vocabulary Building (C-3-5)
 - Quick Look: Small Group Activities-Construction Words (C-27)
 - Vocabulary: Construction Words (V-9)

OR

 - **Create Your Own Activities** using the instructions on the bottom of the Quick Look Construction Word Card (C-27)
- ✚ CONTENT INFUSION - Support children's growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

WEEK 2 - PHONOLOGICAL AWARENESS (Days 66-70)

ALLITERATION

- Teaching Strategies for Alliteration (PA-53)
- Quick Look: Short Activities - Build an Alliteration Repertoire; Identify and Use Alliterations (PA-55)
Short Activities can be used at various points during the daily routine

RHYMING

- Teaching Strategies for Rhyming (PA-3-4)
- Quick Look: Small Group Activities – Identify and Generate Words That Rhyme (PA-25)
Note: See bottom of Card (PA25) Do these activities with children who know nursery rhymes. To help them learn nursery rhymes, see Learn Nursery Rhymes (PA-5).

OR

- **Create Your Own Activities** using the instructions on the bottom of the Quick Look Nursery Rhymes (PA-25)

CONTENT INFUSION - Support children's growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

WEEK 3 – ALPHABETIC PRINCIPLE (Days 71-75)

NAME RECOGNITION

- Teaching Strategies for Name Recognition (A-3-4)
- Quick Look: Short Activities-Name Recognition Games (A-25)
Short Activities can be used at various points during the daily routine.

LETTER RECOGNITION

- Teaching Strategies for Letter Recognition (A-43-44)
- Quick Look: Small Group Activities - Letters in an Alphabet Story (A-45)

CONTENT INFUSION - Support children's growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

WEEK 4 – COMPREHENSION (Days 76-80)

+ CONNECTIONS

- Teaching Strategies for Connections **(C-55-57)**
- Select a book that connects with children’s interests and real lives
- Quick Look: Small Group Activities - Connections to and Across a Narrative Story **(C-79-80)**
- **Create Your Own Activities** using the instructions on the bottom of the Quick Look Connection to and Across a Narrative Story card **(C-79-80)**

+ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. **(See Daily Routine Activity Charts)**

WEEK 5 – COMPREHENSION (Days 81-85)

+ RETELLING

- Teaching Strategies for Retelling **(C-107-108)**
- Select a book
- Quick Look: Small Group Activities - Retell a Narrative Story **(C-129)**
- **Create Your Own Activities** using the instructions on bottom of Quick Look: Small Group Activities - Retell Narrative Story **(C-129)**

+ CONTENT INFUSION - Support children’s growth in language and literacy throughout the daily routine. **(See Daily Routine Activity Charts)**

WEEK 6 COMPREHENSION (Days 86-87)

+ PREDICTION (Days 86-87)

- Teaching Strategies for Prediction **(C-157-158)**
- Quick Look: Small Group Activities - Predict a Narrative Story **(C-179)**
- Select a book
- **Create Your Own Activities** using the instructions on the bottom of the Quick Look: Small Group Activities - Predict a Narrative Story **(C-179)**

- **CONTENT INFUSION** - Support children's growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

PAUSE AND REFLECT (Days 88-90)

- **What did you learn about your students and yourself?**
- **What worked for your group? What needs adjustments or tweaking?**
- **What action do you need to take to individualize for children's developmental levels?**
- **Have you identified any changes that need to be made in routine, environment or strategies?**
- **Using COR Advantage determine where your children are, what should come next, and/or what should be repeated within the content and topics addressed in ELA.**

SESSION 3
CONTENT AREAS AND TOPICS

COMPREHENSION

(KDI 21, 22, 23, 30) COR Advantage-L, M, II, JJ

VOCABULARY SPEAKING AND LISTENING	CONNECTION	RETELLING	PREDICTION
<ul style="list-style-type: none"> • Construction Words • Block Conversations • Clay Conversations • Paper Conversations • Use running commentary about what children are doing • Expand words or phrases into sentences • Give children time to speak • Encourage children to imagine what would happen if they did something another way • Use synonyms • Create and post vocabulary lists • Incorporate ideas from stories and books throughout the day 	<ul style="list-style-type: none"> • Access to broad range of materials pertinent to children’s developmental level • Books to support children’s interests (Matching Children With Books, (C57) • Encourage children to tell stories • Narrative Story-Quick Look (C79): identify/connect to characters, actions, setting, emotions • Ask children to invent their own dialogue • Compare and Contrast two books on the same topic 	<ul style="list-style-type: none"> • Narrative Stories: recall, re-create and/or retell a character, setting or episode from a story • Retell a Narrative Story – Quick Look (C129) • Refer to book list (AS5) • Offer props for retelling • Listen to children’s stories • Conversation starters at snack or mealtime • Compare and Contrast two books on the same topic 	<ul style="list-style-type: none"> • Narrative Stories: predict what’s on next page, actions, what story is about, setting • Predict a Narrative Story Quick Look (C179) • Problem-solving with materials. • Compare and Contrast two books on the same topic

SESSION 3
CONTENT AREAS AND TOPICS

PHONOLOGICAL AWARENESS

(KDI 24) COR Advantage-N

RHYMING	ALLITERATION	SEGMENTATION
<ul style="list-style-type: none">• Rhyming storybooks• Identify and generate words that rhyme (Quick Look PA25)• Pat a rhyme• Name objects that rhyme• Perform actions that rhyme	<ul style="list-style-type: none">• Include phrases in every day conversations• Provide Alliterative books (GR-Activity Support Card, AS11)• Nursery Rhymes with alliterative phrases• Read & tell stories with alliterative phrases	<ul style="list-style-type: none">• Refer to short activities cards (PA69, PA71, PA73)

SESSION 3
CONTENT AREAS AND TOPICS

ALPHABETIC PRINCIPLE

(KDI 25, 27, 29) COR Advantage-O,R

NAME RECOGNITION	NAME WRITING and WRITING FOR DIFFERENT PURPOSES	LETTER RECOGNITION	LETTER-SOUND CORRESPONDENCE
<ul style="list-style-type: none"> • Identify and read children’s names • Pass the “hot”nametag • Draw a name and letter link from hat • Hop to your nametag and letter link 	<ul style="list-style-type: none"> • Daily sign-in • Writing materials throughout the room • Blank books/journals • Computer sign-up • Child created books • Planning and Recall • Small group • Word box/rings generated by children • Use of iPads and computers 	<ul style="list-style-type: none"> • Alphabet books • Varied size and shapes of letters • Conversations about letters • 3 dimensional letters • Materials to make letters • Letter Hunt • Alphabet manipulatives 	<ul style="list-style-type: none"> • Writing materials throughout the room • Nametags to manipulate • American Heritage Picture Dictionary

SESSION 3
CONTENT AREAS AND TOPICS

CONCEPTS ABOUT PRINT

(KDI 26, 27, 28) COR Advantage-P,Q,R

IDENTIFYING BOOK PARTS	ORIENTING BOOKS FOR READING	DISTINGUISHING BETWEEN PICTURES AND WORDS	UNDERSTANDING DIRECTION OF TEXT
<ul style="list-style-type: none"> • Looking at colors, designs and illustrations • Identify characters in a book • Daily book reading at Greeting Time • Books in book area and in interest areas throughout room Books in Small Group Activities 	<ul style="list-style-type: none"> • Daily book reading at Greeting Time • Books in book area and in interest areas throughout room • Books in Small Group Activities 	<ul style="list-style-type: none"> • Discuss nursery rhyme pictures, words and objects • Daily book reading at Greeting Time • Books in book area and in interest areas throughout room • Books in Small Group Activities 	<ul style="list-style-type: none"> • Daily book reading at Greeting Time • Books in book area and in interest areas throughout room • Books in Small Group Activities

* The lists above are a snapshot of some of the skills and activities you will be doing with your students during this session. Opportunities to address any of the skills may occur throughout the daily routine.

**Growing Readers offers a framework for introducing and practicing these skills. Scaffolding is necessary in order to support the needs of individual students.