

## SESSION 2 (Days 31-60; Pause Days 58-60)

- ✚ CONTINUE MAKING DAILY OBSERVATIONS AND RECORDING ANECDOTES IN COR ADVANTAGE
- ✚ PULL OUT THE GROWING READERS CARDS PERTINENT TO THE WEEKLY CONTENT  
C1, C3-5, C7, C55-57, C107-108, C129, C157-159, C179-180; PA1, PA3-5; A1, A3-5
- ✚ CHOOSE AT LEAST 3 ACTIVITIES YOU WILL DO FOR SMALL GROUPS
- ✚ 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,V-5,V-23)

### WEEK 1- COMPREHENSION (Days 31-35)

- ✚ VOCABULARY
  - Using the Comprehension Cards (C-1)
  - Teaching Strategies for Vocabulary Building (C-3-5)
  - Quick Look: Small Group Activities - Art Words (C-7)
  - Vocabulary: Art Words (V-5)
- ✚ CONTENT INFUSION – Support children’s growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## **WEEK2 - PHONOLOGICAL AWARENESS (Days 36-40)**

### **RHYMING**

- Using the Phonological Awareness Cards **(PA-1)**
- Teaching Strategies for Rhyming **(PA-3-4)**
- Quick Look: Small Group Activities - Learn Nursery Rhymes **(PA-5)**

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

## **WEEK3 – ALPHABETIC PRINCIPLE (Days 41-45)**

### **NAME RECOGNITION**

- Using the Alphabetic Principle Cards **(A-1)**
- Teaching Strategies for Name Recognition **(A-3-4)**
- Quick Look: Small Group Activities - That's My Name! **(A-5)**

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

## **WEEK 4 – COMPREHENSION (Days 46-50)**

### **CONNECTIONS**

- Teaching Strategies for Connection **(C-55-57)**
- Select a book that connects with children's interests and real lives **(Refer to Activity Support Cards-AS5,9-15)**
- Quick Look-Connection: Small Group Activities – Connections to and Across a Narrative Story **(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 51-55)**

### **RETELLING**

- Teaching Strategies for Retelling **(C-107-108)**
- Select a book
- Quick Look: Small Group Activities - Retell a 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 AND PAUSE (Days 56-60)**

- + PREDICTION (Days 56-57)
  - Teaching Strategies for Prediction (C-157-158)
  - Quick Look: Small Group Activities - Describe, Predict Rosie's Walk (C-159)
  - Vocabulary : Rosie's Walk (V-23)

**OR**

- Quick Look: Small Group Activities - Predict a Narrative Story (C-179-180)
- Select a book
- Create Vocabulary List relating to your selected book
- + CONTENT INFUSION - Support children's growth in language and literacy throughout the daily routine. (See Daily Routine Activity Charts)

## **PAUSE AND REFLECT (Days 58-60)**

- **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 2  
CONTENT AREAS AND TOPICS

**COMPREHENSION**

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

VOCABULARY	CONNECTION	RETELLING	PREDICTION
SPEAKING AND LISTENING (TEACHING STRATEGIES-GR1 C3)	(TEACHING STRATEGIES-GR1 C55)	(TEACHING STRATEGIES-GR1 C107)	(TEACHING STRATEGIES-GR1 C157)
<ul style="list-style-type: none"> <li>• Identify color names</li> <li>• Introduce Art Words vocabulary</li> <li>• Describing</li> <li>• Recall previous actions</li> <li>• Nursery rhymes</li> <li>• Add children’s names to nursery rhymes</li> <li>• Discuss and examine pictures in book</li> <li>• Take turns telling what is seen on a page in a story</li> <li>• Discuss setting and actions in a story</li> <li>• Storyboards</li> <li>• Emotions</li> <li>• Retell what happens to a character in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Connect experiences with colors in the illustrations in books</li> <li>• Noting familiar objects, people and animals</li> <li>• Use objects used in a story</li> <li>• Act out a story</li> <li>• Act out a nursery rhyme</li> <li>• Storyboards</li> <li>• Identify emotions of characters in a story</li> <li>• “Spy” story events</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a favorite character from a story</li> <li>• Retell what happens to a character in a story</li> <li>• Make clay characters and tell about them</li> <li>• Recall story characters from memory</li> <li>• Retell what happens in an episode from pictures and from memory</li> <li>• Use clues to identify emotions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict a recurring character or object</li> <li>• Anticipate what happens next or who appears next</li> <li>• Anticipate who might do what next</li> <li>• Move like a character</li> <li>• Anticipate how something might change</li> <li>• Draw a new cover for a story</li> <li>• Predict where or how an action might occur in a story</li> <li>• Draw new pictures to go with an episode</li> <li>• Predict what a story is about</li> <li>• Predict what happens after a story ends</li> </ul>

SESSION 2  
CONTENT AREAS AND TOPICS

**PHONOLOGICAL AWARENESS**

**(KDI 24) COR Advantage-N**

<b>RHYMING</b> <b>(TEACHING STRATEGIES-GR1 PA3)</b>	<b>ALLITERATION</b> <b>(TEACHING STRATEGIES-GR1 PA 53)</b>	<b>SEGMENTATION</b> <b>(TEACHING STRATEGIES-GR1 PA63)</b>
<ul style="list-style-type: none"><li>• Listen to, say and act out nursery rhymes</li><li>• Small Group and Large Group activities</li><li>• Guess nursery rhymes from pictures, actions, and object words</li></ul>		<ul style="list-style-type: none"><li>• Refer to short activities cards <b>(PA69, PA71, PA73)</b></li></ul>

**SESSION 2**  
**CONTENT AREAS AND TOPICS**

**ALPHABETIC PRINCIPLE**

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

<b>NAME RECOGNITION</b> <b>(TEACHING STRATEGIES-GR1 A3)</b>	<b>NAME WRITING and WRITING</b> <b>FOR DIFFERENT PURPOSES</b> <b>(TEACHING STRATEGIES-GR1 A33)</b>	<b>LETTER RECONITION</b> <b>(TEACHING STRATEGIES-GR1 A43)</b>	<b>LETTER-SOUND</b> <b>CORRESPONDENCE</b> <b>(TEACHING STRATEGIES-GR1 A73)</b>
<ul style="list-style-type: none"> <li>• Handle and look at name cards</li> <li>• Name card match game</li> <li>• Names in 3D</li> <li>• Letter Links</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in daily</li> <li>• Sign name on work</li> <li>• Draw and write predictions and retellings of stories</li> <li>• Draw and write at Planning and Recall Time</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish name from a name with different initial letter</li> <li>• Identify and arrange letters in name</li> <li>• 3D names</li> </ul>	

**SESSION 2  
CONTENT AREAS AND TOPICS**

<b>CONCEPTS ABOUT PRINT</b>			
<b>(KDI 27, 28) COR Advantage-P,Q</b>			
<b>IDENTIFYING BOOK PARTS</b>	<b>ORIENTING BOOKS FOR READING</b>	<b>DISTINGUISHING BETWEEN PICTURES AND WORDS</b>	<b>UNDERSTANDING DIRECTION OF TEXT</b>
<ul style="list-style-type: none"> <li>• Looking at colors, designs and illustrations</li> <li>• Identify characters in a book</li> <li>• Daily book reading at Greeting Time</li> <li>• Books in book area and in interest areas throughout room</li> <li>• Books in Small Group Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily book reading at Greeting Time</li> <li>• Books in book area and in interest areas throughout room</li> <li>• Books in Small Group Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss nursery rhyme pictures, words and objects</li> <li>• Daily book reading at Greeting Time</li> <li>• Books in book area and in interest areas throughout room</li> <li>• Books in Small Group Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily book reading at Greeting Time</li> <li>• Books in book area and in interest areas throughout room</li> <li>• Books in Small Group Activities</li> </ul>

\* The lists above are a snapshot of some of the skills and activities you will be doing with your students during Session 2. 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.