



**RULE of 3™**

# CREATE

LEVEL **1**

**Teacher's  
Manual**

## **Academic Vocabulary Development**

**Common Core State Standards-Based**

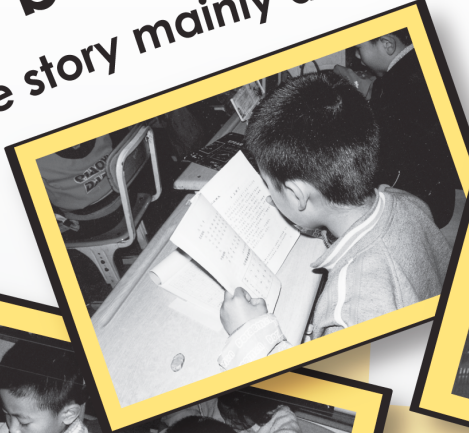
L.D. Ventriglia, Ph.D.



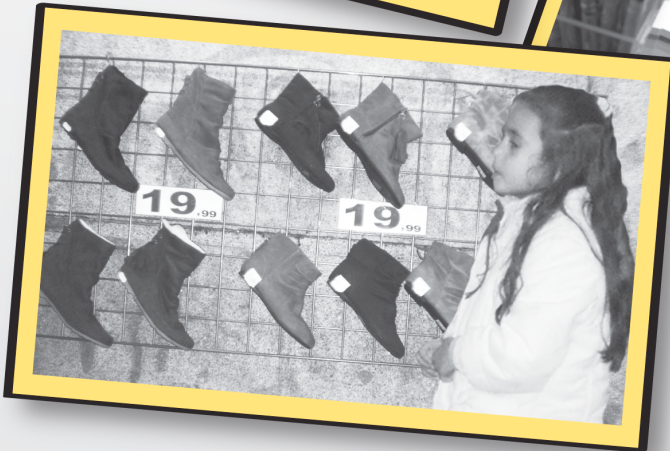
# UNIT 3

CREATE Ways to Learn at School

**Read a book.**  
What is the story mainly about?



**Write the words.**  
Do you have a pencil?



**Count the shoes.**  
How many shoes are there?







# Overview:

## UNIT 3: CREATE Ways to Learn at School

### Vocabulary

At the top of each CREATE Student Book Page is a list of Power Words to use with the **RULE of 3** or **RAP** (REHEARSE, ANALYZE, PRODUCE).

### Power Words

- Show visuals for the Power Words.
- Multiple-meaning words are starred \*.

### Topic

CREATE Ways to Learn at School

### Communicative Goals

- Offer opinions and ideas using a small set of learned phrases.
- Contribute to conversations and express ideas by asking and answering yes-no and wh- questions.
- Demonstrate active listening to read-alouds by asking and answering questions using oral sentence frames.
- Express ideas by asking and answering wh- questions and responding using words and simple phrases.
- Use a growing number of academic and domain-specific words.
- Use frequently used verbs and verb types in shared language activities.

### Expressive/Functional Language

- Ask and answer what, who, where and how questions.
- Create phrases and simple sentences to express ideas.
- Ask and answer teacher-posed questions using words, phrases or simple sentences.
- Categorize words.
- Retell the details of a text using phrases and simple sentences.

### Affective/Social Language Skills

- Discuss the ways we learn at school.
- Discuss what you like to learn about at school.

### Common Core State Standards-Based Listening, Reading and Writing Skills

- Ask and answer questions to help determine or clarify the meanings of words and phrases in the text.
- Know and use text features (e.g., table of contents) to locate key facts and information.
- Add drawings or other visual displays to descriptions.
- Distinguish between information provided by pictures and information provided by the words in the text.
- Isolate and produce initial, medial vowel and final sounds (phonemes) in words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Draw, dictate or write to compose very short literary texts.
- Define words by category and by one or more key attributes.

### Materials

- CREATE Digital Media CD  
(*Power Points and Animation*)
- CREATE Lessons 3.0-3.20
- CREATE CD UNIT 3 Introduction
- CREATE Power Point Visuals for Student Book Pages 28-36
- CREATE CD Animated Story, Lesson 3.2  
*Pronto Goes to School*
- CREATE CD Animated Story, Lesson 3.4  
*Omari's Eggs*
- CREATE CD Animated Story, Lesson 3.7  
*Ways to Go to School*
- CREATE CD Animated Story, Lesson 3.9  
*Ways for a Cat to learn at School*
- CREATE CD Animated Story, Lesson 3.11  
*Children and Pets*
- CREATE CD Animated Story, Lesson 3.14  
*Dining Out*
- CREATE CD Animated Story, Lesson 3.20  
*Animal Alphabet*



## UNIT 3

# CREATE Ways to Learn at School

### Lesson 3.0

CREATE CD, UNIT 3, *Introduction*

CREATE Student Book, Page 27

1. Introduce page 27. Point to the words and read the title.
2. Ask: *What are these students doing?*
3. Have students turn to a partner and tell what they see in the pictures.
4. Discuss the activities in the pictures.
5. Ask: *Are these students writing?*
6. Read the sentences on the page.
7. Discuss reading in Mandarin with characters.
8. Describe how the boy reads in Braille.
9. Ask the following leveled questions:

#### Beginning

*Are these boys writing or reading?  
Is this girl looking at boots or sandals?*

#### Early Intermediate

*What is this boy doing?  
How many boots do you see?  
How is a pencil like a pen?*

#### Intermediate

*How is the girl different from the statue?  
How is she the same?  
Describe what is happening in this picture.  
Tell a partner a story about this picture.*

#### Advanced or English Speakers

*Why are these boys from China writing in the Mandarin language?  
Would you like to learn to write in another language?*

10. Have students help you make a list of all the different ways they can learn at school.

#### PRACTICE

*Paired/Collaborative Activity*

11. Have students in pairs point to the pictures on CREATE Student Book, Page 27, and tell a partner what is happening in each picture.



### Lesson 3.1

#### CREATE Student Book, Page 28

#### POWER WORDS

(Multiple meaning words are starred.)

\*rule, \*raise, \*hand, \*line-up, \*share

#### High-Frequency Words

what, is, read, your, after

#### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*  
  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

#### PRACTICE

*Paired/Collaborative Activity*

4. Arrange students in partners.
5. Ask the question on the PowerPoint.  
Have students repeat the question with the question hand motion. Partners ask and answer the question. Then switch.

#### Model:

*What is one classroom rule?  
One classroom rule is \_\_\_\_\_.*

#### RAP with the Power Word Book

6. **REHEARSE** the word. Spell and say the word. Ask: *What's the word?*  
Have students write the word in their Power Word Books.
7. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **long a** in **raise**, the **short a** in **hand**, the **long i** in **line** and the **sh** in **share**.
8. **PRODUCE** Students draw a picture in their Power Word books. They share their pictures with a partner.

#### 9. Continue with the other PowerPoint questions.

*Why do you raise your hand in class?  
I raise my hand because \_\_\_\_\_.*

*What is the difference between a robot hand and a human hand?*

*The difference is \_\_\_\_\_.*

*When do you line up for school?  
I line up for school at \_\_\_\_\_ o'clock.*

*Why is sharing important?  
Sharing is important because \_\_\_\_\_.*

10. Have students read the Common Core High-Frequency Words at the end of the Power Point two or three times with you.
11. Read the sentences with the Common Core High-Frequency Words with the students.

#### APPLY

12. Complete **CREATE** page 28.  
Review the Power Words at the top of the page. Read the questions and answers to the students. Have students echo-read the questions and answers.
13. Have students write an answer to these questions.  
*What school rule do you follow every day?  
I raise my hand; I share with my partner; etc.*

### Lesson 3.2

#### CREATE CD Animated Story

#### Pronto Goes to School

1. Introduce the Animated Story 3.2, *Pronto Goes to School*, with the screen-shot photo that precedes the story.  
*Say: Look at Pronto.  
Look at Miguel and Maria.*  
*Ask: What is Pronto wearing on his back?  
What are Miguel and Maria doing?  
What are the things on the ground?*



2. Have students label the other things in the picture: *bus, swings, flag, school, and so on.*
3. Have a conversation about whether Pronto was taking the backpack to school. Discuss whether Pronto wants to go to school with Miguel and Maria.
4. Have students count the things that fell out of the backpack.
5. Play the Animated Story 3.2 the first time. Have students listen.

### Pronto Goes to School

Look, Maria, says Miguel. Here comes Pronto. Pronto is coming to school. Pronto has a backpack.

Is this your backpack, Maria? asks Miguel.  
Yes, it is, says Maria.

Is this your marker, Maria?  
Yes, it is.

Is this your cell phone, Maria?  
Yes, it is.

Is this your laptop, Maria?  
Yes, it is.

Is this your book, Maria?  
Yes, it is.

Is this your iPad, Maria? asks Miguel.  
Yes, it is.

Is this your ruler, Maria?  
Yes, it is.

Is this your iPod, Maria?  
Yes, it is.

Is this your bone, Maria? asks Miguel.  
No, it isn't.



6. Play the animated story the second time. Have students chorally echo the questions:  
*Is this your backpack?*  
*Is this your ruler? etc.*
7. Play the story the third time. Have students chorally echo the questions and the answers.  
Say: *Echo and mirror.*  
Have students put their hands together like a mirror and echo the questions and answers.
8. Ask the following leveled questions:

### Beginning

*Is this an iPod?*  
*Are these scissors?*

### Early Intermediate

*What is Pronto doing?*  
*What is Miguel doing?*  
*How many things fell out of the backpack?*

### Intermediate

*Tell me the story.*  
*Tell me why Maria is sad.*

### Advanced or English Speakers

*Do you think that Pronto wants to go to school?*  
*Why is the bone in the backpack?*

### PRACTICE

#### Paired/Collaborative Activity

9. Teach the language chunk,  
*Is this a \_\_\_\_\_? (Use classroom items.)*

#### Ask:

*Is this a \_\_\_\_\_?*

#### Choral Response:

*Yes, it is.*  
*No, it isn't.*



## APPLY

### 10. Writing Prompt: Narrative Writing

**Prompt:** *Write a story about a dog that goes to school. Tell what happens first, second and last in the story.*

Teach the Steps for Narrative Writing on page 232. Teach the temporal words first, second, last. Have students write a sequenced story.

## Lesson 3.3

### CREATE Student Book, Page 29

## POWER WORDS

read, \*reading, \*type, typing, write, \*writing, \*count, counting

## High-Frequency Words

boy, girl, doing, what, is, this

## Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

## PRACTICE

*Paired/Collaborative Activity*

4. Ask the question on the PowerPoint. Partners ask and answer the question. Then switch.

### Model:

*What books do you like to read?  
I like to read \_\_\_\_\_.*

## RAP with the Power Word Book

6. **REHEARSE** the word. Spell and say the word. Ask: *What's the word?*  
Have students write the word in their Power Word Books.

7. **ANALYZE** the words. Use the **ANALYZE Chart**. Identify **long vowel sounds** in **read, type, write**; **ou sound** in **count** and **counting**; **-ing** in **reading, writing and counting**.

8. **PRODUCE** Students draw a picture in their Power Word books. They share their pictures with a partner.

9. **Continue with the other PowerPoint questions.**

*How can you teach a dog to shake hands?*

*I can teach a dog to shake hands by \_\_\_\_.*

*How can you teach a dog to read?*

*I can teach a dog to read by \_\_\_\_.*

*What are two meanings of type?*

*Two meanings of type are \_\_\_\_ and \_\_\_\_.*

*How is a computer different from a typewriter?*

*A computer is different from a typewriter because \_\_\_\_.*

*What word did he write with the blocks?*

*He wrote the word, LEARN.*

*Do you think this cat is really writing?*

*I think \_\_\_\_.*

10. Have students read the Common Core High-Frequency Words and sentences.
11. Have students write three sentences to describe what students take to school in their backpacks.

## APPLY

12. Complete **CREATE** page 29.  
Review the questions and answers.
13. Have students write the correct word in each sentence.
14. Have students read the questions on page 29.



### Lesson 3.4

#### CREATE CD Animated Story

#### Omari's Eggs

1. Introduce the CREATE CD Animated Story 3.4, *Omari's Eggs*, with the screen-shot photo that precedes the CREATE CD Animated Story 3.4.

Say: *We are going to see a story about Omari and his pigeon eggs.*  
*The baby pigeons are going to hatch from the eggs.*  
*Look at Omari's eggs.*  
*Count the eggs.*

Ask: *How many eggs do you see?*  
*Do you think the pigeons can hatch from the eggs?*

2. Have a conversation about how pigeons hatch from eggs.
3. Play the Animated Story 2.11 the first time. Have students listen.

#### Omari's Eggs

Look Sara, at the eggs!  
I see ten pigeon eggs!

Count the eggs.

One, two, three, four, five, six, seven, eight, nine, ten.

Look at this egg! It is hatching!  
I see one baby pigeon.

Look! Look! I see two baby pigeons.  
How many pigeon eggs are there?

Look! Look! I see three baby pigeons.  
How many pigeon eggs are there?

Look! Look! I see four baby pigeons.  
How many pigeon eggs are there?

Look! Look! I see five baby pigeons.  
How many pigeon eggs are there?



4. Play the story again. Say: Echo and mirror. Have students put their hands together like a mirror and chorally echo the sentences;  
*Look! Look! I see one baby pigeon.*  
*Look! Look! I see three baby pigeons. etc.*
5. Play the story the third time and have students echo or repeat the question:  
*How many eggs do you see?*
6. Ask the following leveled questions as you review the animated story.

#### Beginning

*What is his name?*  
*Does Omari have ten pigeon eggs?*  
*How many eggs do you see?*

#### Early Intermediate

*What is Omari doing?*  
*How many pigeon eggs does Omari have at the beginning of the story?*  
*How many pigeon eggs does Omari have at the end of the story?*

#### Intermediate

*Tell me the story.*  
*Tell me what happens to the eggs.*

#### Advanced or English Speakers

*Explain how eggs hatch.*

7. Have a conversation about the story. Have students tell you why Omari has fewer eggs at the end of the story.
8. Ask and answer the questions with the students. Have students count the eggs.

Count the eggs.  
*How many eggs do you see?*  
*I see \_\_\_\_\_ eggs.*

Count the pigeons.  
*How many pigeons do you see?*  
*I see \_\_\_\_\_ pigeons.*





## PRACTICE

Paired/Collaborative Activity

9. Use the three screen-shot photos that follow the animation to have students retell the story with you.
10. Have students retell the story to a partner.

## APPLY

### 11. Writing Prompt: Narrative Writing

**Prompt:** Write a story about Omari's Eggs.

Teach the Steps for Narrative Writing on page 232. Teach the temporal words first, second, last. Have students write a sequenced story using the final screen-shot.

## Lesson 3.5

CREATE Student Book, Pages 30

## POWER WORDS

bus, \*drives, \*way, \*spend, \*door

## High-Frequency Words

where, does, stop, always, their

## Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*

Show the pictures on the PowerPoint.  
Discuss the words' meanings.

## PRACTICE

Paired/Collaborative Activity

4. Partners ask and answer the question. Then switch.

**Model:**

*What kind of bus is this?*

*This is a \_\_\_\_\_.*

## RAP with the Power Word Book

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.

6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **short u** in **bus**, the **long i** in **drives**, the **ay** in **way**, the **short e** in **spend** and the **or** in **door**.

7. **PRODUCE** the word. Students draw a picture and share it with a partner.

### 8. Continue with the other PowerPoint questions.

*Where does Mr. Toad drive?*

*Mr. Toad drives to the \_\_\_\_\_.*

*What does a one way sign mean?*

*It means \_\_\_\_\_.*

*Do you like to spend or save money?*

*I like to \_\_\_\_\_.*

*What is the difference between these two photos of doors?*

*The difference is \_\_\_\_\_.*

9. Have students read the Common Core High-Frequency Words and sentences.
10. Have students create their own sentences with the Common Core High-Frequency Words.

## APPLY

11. Complete **CREATE** page 30. Review the Power Words at the top of the page. Read the poem to the students. Have students echo-read the poem. Use a close read. Have students say the words you leave out.
12. Have students identify the rhyming words in the poem.
13. Have students ask and answer the questions with a partner.



### Lesson 3.6

#### CREATE Student Book, Pages 31

#### POWER WORDS

walking, \*riding, \*rides, \*side, motorcycle, tricycle

#### High-Frequency Words

who, to, my, her, they

#### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*  
  
Show the pictures in the PowerPoint.  
Discuss the words' meanings.

#### PRACTICE

*Paired/Collaborative Activity*

4. Partners ask and answer the question. Then switch.

#### Model:

*Why does she walk the dog?*  
*She walks the dog because \_\_\_\_\_.*

#### RAP with the Power Word Book

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify **alk** in **walk**, **long i** in **ride** and **side,-ing** in **walking** and **riding**, or in **motorcycle** and **long i** in **tricycle**.
7. **PRODUCE** the word. Students draw a picture and share it with a partner.

#### 8. Continue with the other PowerPoint questions.

*Tell a story.*

*How many sides does a cube have?*  
*A cube has \_\_\_\_\_ sides.*

*Which motorcycle do you like best?*  
*I like the \_\_\_\_\_.*

*How is a tricycle different from a bicycle?*  
*A tricycle is different from a bicycle because \_\_\_\_\_.*

#### APPLY

9. Complete **CREATE** page 31.  
Review the Power Words at the top of the page. Read the poem to the students. Have students echo-read the poem. Use a close read. Have students say the words you leave out.
10. Have students identify the rhyming words in the poem.
11. Have students ask and answer the questions on page 31 with a partner.

### Lesson 3.7

#### CREATE CD Animated Story

#### Ways to Go to School

1. Introduce the CREATE CD Animated Story 3.7, *Ways to Go to School*, with the screen-shot photo that precedes the story.
2. Discuss the different ways the children go to school.  
  
*Thumbs up if you can tell me how you go to school.*
3. Play the Animated Story 3.7 the first time. Have students listen.



### Ways to Go to School

How do you go to school every day?  
Do you ride or walk all the way?

I walk to school every day.  
I walk to school all the way.



How do you go to school every day?  
Do you ride or walk all the way?

I ride on the school bus every day.  
I ride on the school bus all the way.

How do you go to school every day?  
Do you ride or walk all the way?

I ride in a car every day.  
I ride in a car all the way.

How do you go to school every day?  
Do you ride or walk all the way?

I ride on my bike every day.  
I ride on my bike all the way.



4. Play the story again.

Say: *Echo and mirror.*

Have students put their hands together like a mirror and chorally echo the questions:

*How do you go to school every day?*

*Do you walk or ride all the way?*

5. Play the story the third time and have students chorally echo all the lines.

6. Use the screen shot that precedes the CREATE Animated Story 3.7 to have a conversation about the story.

7. Ask the following leveled questions as you review the animated story.

### Beginning

*Point to the girl on the bicycle.*

*Is this a car or a bus? (Point to bus.)*

### Early Intermediate

*How does the girl go to school?*

*How many children are riding the bus?*

### Intermediate

*Tell me the story about how the children go to school.*

*Explain why children ride a bus to school.*

### Advanced or English Speakers

*Which is the fastest way to go to school?*

*Explain why driving to school is faster than walking.*

### PRACTICE

*Paired/Collaborative Activity*

8. Have students ask and answer the question with a partner.

*How do you go to school every day?*

*I walk to school every day; etc.*

9. Encourage students to have a conversation with their partners on how they go to school every day.

### APPLY

#### 10. Writing Prompt: Informational Writing

**Prompt: Invent a new vehicle to take you to school. The vehicle cannot travel on the ground. Illustrate the vehicle.**

Teach the Steps for Informative Writing on page 226. Give students the graphic organizer on page 227. Have students use the rubric on page 234 to check their writing.



### Lesson 3.8

#### CREATE Student Book, Page 32

#### POWER WORDS

table of contents, \*book, chapters, \*pages, \*index

#### High-Frequency Words

which, tell, you, about, the

#### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*  
  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

#### PRACTICE

*Paired/Collaborative Activity*

4. Partners ask and answer the question.  
Then switch.  
**Model:**  
*What is a table of contents?*  
*A table of contents is \_\_\_\_\_.*

#### RAP with the Power Word Book

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify **oo** in **book**, **ch** in **chapters**, **long a** in **pages** and **short i** and **short e** in **index**.
7. **PRODUCE** the word. Students draw a picture and share it with a partner.

#### 8. Continue with the other PowerPoint questions.

*How do you book travel online?*  
*I book travel online by \_\_\_\_\_.*

*What are the titles of two book chapters?*  
*The titles of two book chapters are \_\_\_\_\_ and \_\_\_\_\_.*

*What are two meanings of the word pages?*  
*Two meanings of the word pages are \_\_\_\_\_ and \_\_\_\_\_.*

*What is an index?*  
*An index is \_\_\_\_\_.*

*Where can you find an index in a book?*  
*You can find an index at the \_\_\_\_\_.*

#### APPLY

9. Complete **CREATE** page 32.  
Review the Power Words at the top of the page. Read the table of contents with the students. Identify the chapter titles and the pages.
10. Complete the sentences with the students.

### Lesson 3.9

#### CREATE CD Animated Story *Ways for a Cat to Learn at School*

1. Introduce the CREATE CD Animated Story 3.9, *Ways for a Cat to Learn at School*, with the screen-shot photo.
2. Have a conversation with the students about what they see in the screen-shot photo.  
  
*Say: This cat wants to go to school.*  
*Ask: Can a cat go to school?*





**3. Discuss whether a cat can go to school.**

*Thumbs up if you think a cat can go to school.*

*Thumbs up if you think a cat can read.*

*Thumbs up if you can tell us some ways a cat can learn at school.*

**4. Play the Animated Story 3.5 the first time.**  
Have students listen

**Ways for a Cat to Learn at School**

Can a cat wear a backpack?

Can a cat do that?

Can a cat type on a computer?

Can a cat do that?

Can a cat read a book?

Can a cat do that?

Can a cat write?

Can a cat do that?

Can a cat ride a school bus?

Can a cat do that?

Can a cat eat a school lunch?

Can a cat do that?



**Beginning**

Is this a cat with a backpack?  
Point to the backpack.

**Early Intermediate**

Can the cat read?

Can the cat write?

Can the cat eat lunch?

**Intermediate**

Describe the cat's backpack.  
Describe how the cat types on the computer.

**Advanced or English Speakers**

Explain how you can teach a cat to read.  
Describe the things you can teach a cat to do.

**PRACTICE**

*Paired/Collaborative Activity*

- 5.** Have students ask and answer the questions with a partner.

**APPLY**

**6. Writing Prompt: Narrative Writing**

**Prompt:** *How can you teach a cat to read?*

Teach the Steps for Narrative Writing on page 232. Teach the temporal words first, second, last. Have students write a sequenced story about how to teach a cat to read. Students write about what they would do first, second and last.

**Lesson 3.10**

**CREATE Student Book, Page 33**

**POWER WORDS**

\*pets, \*feed, \*bark, eats, say, \*can, cat, \*dog, \*fish, \*parrot

**High-Frequency Words**

why, which, tell, about, does

**Follow the Steps for the RAP**

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word.*  
*Keep your thumb up if you can tell us what the word means.*  
  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.



## PRACTICE

*Paired/Collaborative Activity*

- Partners ask and answer the question. Then switch.

**Model:**

*What pets do you see?*

*I see \_\_\_\_\_.*

## RAP with the Power Word Book

- REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
- ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **long** and **short vowel sounds**, the **sh** in **fish** and the **ar** in **parrot**.

- PRODUCE** the word. Students draw a picture and share it with a partner.

- Continue with the other PowerPoint questions.**

*What are two meanings of feed?*  
*Two meanings of feed are \_\_\_\_\_ and \_\_\_\_\_.  
Which is a noun?*  
*Which is a verb?*

*Name two animals that bark.*  
*Two animals that bark are a \_\_\_\_\_  
and a \_\_\_\_\_.*

*Name two animals that eat grass?*  
*Two animals that eat grass are a \_\_\_\_\_  
and a \_\_\_\_\_.*

*If you were a fish, what would you say?*  
*I would say \_\_\_\_\_.*

*What are two meanings of can?*  
*Two meanings of can are \_\_\_\_\_ and \_\_\_\_\_.  
Which is a noun?*  
*Which is a verb?*

## APPLY

- Complete **CREATE** page 33. Review the Power Words at the top of the page. Read the poem to the students. Have students write the name of each animal for the chapter title. Be sure the students capitalize the titles. Explain why.
- Ask and answer the questions with the students. Then have students complete the questions with a partner.

### Lesson 3.11

#### CREATE CD Animated Story *Children and Pets*

- Introduce the CREATE CD Animated Story 3.11., *Children and Pets*. Review the pets on page 6. Discuss which animals can be pets. Discuss children's pets.
- Review the children's names and their pets on the screen-shot that precedes the CREATE CD Animated Story 1.6.

*Say: We are going to see a story about our friends' pets. Look and listen.*

#### Children and Pets

What is his name?  
His name is Omari.

What is his pet?  
His pet is a pigeon.

What is her name?  
Her name is Ling.

What is her pet?  
Her pet is a rabbit.

What is his name?  
His name is Jacob.

What is his pet?  
His pet is a turtle.

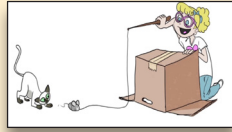
What is her name?  
Her name is Sara.



*(continue)*



What is her pet?  
Her pet is a cat.  
What is his name?  
His name is Ben.  
What is his pet?  
His pet is an alligator!  
What are their names?  
Their names are Miguel and Maria.  
What is their pet?  
Their pet is a dog.



3. Play the Animated Story 3.11 the first time.  
Have students listen.

#### TEACH

4. Play the story again. This time have the students ask the questions with the narrator. Use choral response.

#### PRACTICE

*Paired/Collaborative Activity*

5. Have a conversation about the story. Use the screen-shot photo that precedes the CREATE CD Animated Story 3.11.
6. Ask the following leveled questions as you review the animated story with the screen-shot photo.

#### Beginning

*Point to the turtle.*

*Is this pet a dog or a cat?*

#### Early Intermediate

*What is his pet?*

*What pet do Miguel and Maria have?*

*What is her pet?*

#### Intermediate

*Which pet do you like?*

*Which pet is big?*

*Which pet is little?*

#### Advanced or English Speakers

*Compare a pet cat to a pet turtle.*

*How are they the same and different?*

*Which animals are the best pets?*

*Why isn't an alligator a good pet?*

#### APPLY

#### 7. Writing Prompt: Opinion Writing

**Prompt: Is a cat or an alligator a better pet?**

Teach the Steps for Opinion Writing on page 228. Give students the graphic organizer on page 229. Have students use the rubric on page 235 to check their writing.

#### Steps for Opinion Writing

1. State an opinion.
2. State two reasons to support the opinion.
3. Provide some sense of closure.  
Restate the opinion in another way.

#### Lesson 3.12

#### CREATE Student Book, Page 34

#### POWER WORDS

cafeteria, \*give, \*lunch, \*number, please, dessert

#### High-Frequency Words

our, has, one, two, ask

#### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.



## PRACTICE

*Paired/Collaborative Activity*

- Partners ask and answer the question. Then switch.

### Model:

*How is a cafeteria like a restaurant?  
A cafeteria is like a restaurant  
because \_\_\_\_\_.*

## RAP with the Power Word Book

- REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.

- ANALYZE** the word. Use the **ANALYZE Chart**. Identify **long** and **short vowel sounds**. Identify the **er** in **cafeteria**, **dessert** and **number**.

- PRODUCE** the word. Students draw a picture and share it with a partner.

- Continue with the other PowerPoint questions.**

*What do you want to give your mom?  
I want to give my mom a \_\_\_\_\_.*

*What does an alligator eat for lunch?  
An alligator eats \_\_\_\_\_.*

*What number do you call for an  
emergency?  
The number I call is \_\_\_\_\_. (911)*

*What does it mean to please someone?  
It means to \_\_\_\_\_.*

*What is your favorite dessert?  
My favorite dessert is \_\_\_\_\_.*

## APPLY

- Complete **CREATE** page 34. Review the Power Words at the top of the page. Read the poem to the students. Have students echo read the poem. Use a close read. Have students say the words you leave out. Have students identify the rhyming words.
- Ask and answer the questions with the students.
- Have students answer the questions with a partner and draw the picture of lunch number two.

## Lesson 3.13

### CREATE Student Book, Page 35

## POWER WORDS

recipe, \*like, cup, \*shells, first

## High-Frequency Words

how, many, do, you, on

## Follow the Steps for the RAP

- Build background information.
- Everyone asks: *What is this word?*
- Thumbs up if you have heard the word.  
Keep your thumb up if you can tell us  
what the word means.*  
  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

## PRACTICE

*Paired/Collaborative Activity*

- Partners ask and answer the question. Then switch.

### Model:

*What recipe can you make?  
I can make \_\_\_\_\_.*

## RAP with the Power Word Book

- REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.





6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **long** and **short vowel sounds**, Identify the **ir** in **first**, and the **sh** in **shells**.

7. **PRODUCE** the word. Students draw a picture and share it with a partner.

8. **Continue with the other PowerPoint questions.**

*Why do these robots look alike?  
These robots look alike because \_\_\_\_\_.*

*What can you measure with a  
measuring cup?  
I can measure \_\_\_\_\_.*

*How many conch shells do you see?  
I see \_\_\_\_\_ conch shells.*

*Why do people like to be first in line?  
People like to be first in line because \_\_\_\_.*

## APPLY

9. Complete **CREATE** page 35.  
Review the Power Words at the top of the page.  
Read the recipe to the students.  
Have students echo-read the recipe.  
Use a close read. Have students say the words you leave out.

10. Ask and answer the questions with the students.

11. Have students ask and answer the questions with a partner.

12. Have students write a sentence to describe their favorite animal.

*My favorite animal is \_\_\_\_\_.  
It is my favorite animal because \_\_\_\_\_.*

## Lesson 3.14 CREATE CD Animated Story Dining Out

1. Introduce the Animated Story 3.14, *Dining Out*, with the screen-shot photo. Point to and label Omari, his sister, his mom and dad. Label the table, menu and food.

*Say: Look at Omari and his family.  
They are dining out.  
They are looking at their menus.*

*Thumbs up if you can tell us what a menu is.*

*Thumbs up if you can tell me what Omari is doing.*

*Thumbs up if you think Omari's family is dining or eating out.*

*Thumbs up if you can tell us what dining out means.*

*Thumbs up if you can tell us where your family goes to eat out at a restaurant.*

2. Have a conversation with the students about what they see in the screen-shot photo.

3. Have a conversation about the children's menu.

*Ask: What do you think Omari is going to order for dinner?*

4. Play the Animated Story 3.14 the first time. Have students listen.



### Dining Out

Omari and his family are in a restaurant. They are dining out.

Mama and Papa are looking at their menus.

Omari and his sister are looking at the children's menu.

Look, says Omari.

Dinner Number 1 is chicken.

Dinner Number 2 is a hamburger.

Dinner Number 3 is ham.

Dinner Number 4 is pork chops.

Dinner Number 5 is fish.

Dinner Number 6 is spaghetti.

The waitress is asking Omari which dinner he wants.

Which dinner do you want? asks the waitress.

I want Dinner Number 2, says Omari.

I want a hamburger, says Omari.

Do you want peas or corn?

I want peas, please, says Omari.

Do you want mashed potatoes or a baked potato?

I want mashed potatoes.

Do you want soup or salad?

I want soup, please.

Do you want fruit or jello?

I want jello, please.

Omari, asks Mom.

Is all that food for you?

Yes, says Omari. It is Dinner Number 2.



Do you want peas or corn?  
Do you want mashed potatoes or a baked potato?  
Do you want soup or salad?  
Do you want fruit or jello?

6. Play the story the second time. Have students answer the questions with Omari.  
I want\_\_\_\_\_.

### PRACTICE

*Paired/Collaborative Activity*

7. Show the final screen-shot photo. Have students retell the story with you and then have them retell the story to a partner.
8. Ask the following leveled questions as you review the animated story.

#### Beginning

*Is this Omari?*

*Is Mama sitting down?*

#### Early Intermediate

*What are Omari and his family doing?*

*Are Omari and his family dining out?*

#### Intermediate

*Tell me what Omari wants for dinner.*

*Tell me the story.*

#### Advanced or English Speakers

*Why do people read a menu before they order food at a restaurant?*

9. Have a discussion about which dinner students would choose. Write the dinners on the whiteboard. Make a chart.

### APPLY

#### 10. Writing Prompt: Narrative Writing

**Prompt: Write the story about Omari's family dining out.**

Teach the Steps for Narrative Writing on page 232. Teach the temporal words first, second, last. Have students write a sequenced story about Dining Out using the final screen-shot photo.



### Lesson 3.15

#### CREATE Student Book, Page 36

##### POWER WORDS

\*rope, kite, \*bat, mitt, sports, balls

##### High-Frequency Words

walk, write, read, run, for

##### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*

Show the pictures on the PowerPoint.  
Discuss the words' meanings.

##### PRACTICE

*Paired/Collaborative Activity*

4. Partners ask and answer the question.  
Then switch.

##### Model:

*What are two meanings of rope?  
Two meanings of rope are \_\_\_\_ and \_\_\_\_.  
Which is a noun?  
Which is a verb?*

##### RAP with the Power Word Book

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify **beginning sounds**, **long** and **short vowel sounds**, the **or** in **sports** and the **all** in **balls**.
7. **PRODUCE** the word. Students draw a picture and share it with a partner.
8. **Continue with the other PowerPoint questions.**  
*How is a kite like a bird?  
A kite is like a bird because \_\_\_\_\_.*

*What are two meanings of bat?  
Two meanings of bat are \_\_\_\_ and \_\_\_\_.*

*What are some uses of a mitt?  
Some uses of a mitt are \_\_\_\_\_.*

*What is your favorite sport?  
My favorite sport is \_\_\_\_\_.*

*What are four kinds of balls?  
Four kinds of balls are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.*

##### APPLY

9. Complete **CREATE** page 36. Review the Power Words at the top of the page. Have students write the correct beginning sound for each picture.

10. Have students write the questions and the answer.

*Do you think baseball or soccer is the best sport?*

*Why do you think this is the best sport?*

*I think \_\_\_\_\_ is the best sport  
because \_\_\_\_\_.*

### Lesson 3.16

#### CREATE Student Book, Page 37

##### POWER WORDS

\*dodge, \*fast, \*field, \*follow, recess,  
\*beginning

##### High-Frequency Words

run, write, every, word, boy, girl

##### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word. Keep your thumb up if you can tell us what the word means.*

Show the pictures on the PowerPoint.  
Discuss the words' meanings.



## PRACTICE

*Paired/Collaborative Activity*

- Partners ask and answer the question. Then switch.

### Model:

*How do you play dodge ball?*

*I play dodge ball by \_\_\_\_\_.*

## RAP with the Power Word Book

- REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
- ANALYZE** the word. Use the **ANALYZE Chart**. Identify **long** and **short vowel sounds** and the **ing** in **beginning**.
- PRODUCE** the word. Students draw a picture and share it with a partner.
- Continue with the other PowerPoint questions.**  
*What is a fast?*  
*A fast is \_\_\_\_\_.*  
*How is a baseball field different from a field of corn?*  
*A baseball field is different from a field of corn because \_\_\_\_\_.*  
*How do you play "Follow the Leader"?*  
*I play "Follow the Leader" by \_\_\_\_\_.*  
*What do you like to do at recess?*  
*I like to \_\_\_\_\_.*  
*Tell the story from the beginning.*

## APPLY

- Complete **CREATE** page 37. Review the Power Words at the top of the page.
- Have students write the beginning letter for every word.
- Have students draw a picture of what they like to do at recess.

- Have students write sentences to describe the game they like to play at recess.

*My favorite game to play at recess is \_\_\_\_.*

*I like to play this game because \_\_\_\_.*

## Lesson 3.17

### CREATE Student Book, Page 38

## POWER WORDS

*\*rain, sunshine, \*wind, \*leaves, \*coat*

## High-Frequency Words

*which, this, when, do, does, you*

## Follow the Steps for the RAP

- Build background information.
- Everyone asks: *What is this word?*
- Thumbs up if you have heard the word.*  
*Keep your thumb up if you can tell us what the word means.*  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

## PRACTICE

*Paired/Collaborative Activity*

- Partners ask and answer the question. Then switch.

### Model:

*What does it mean to "rain cats and dogs"?*

*It means \_\_\_\_\_.*

## RAP with the Power Word Book

- REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
- ANALYZE** the word. Use the **ANALYZE Chart**. Identify **long vowel sounds** in **rain, leaves, shine** and **coat**. Review the rule. Identify the **short vowel sound** in **wind** and **sun**.





7. **PRODUCE** the word. Students draw a picture and share it with a partner.

8. **Continue with the other questions in the PowerPoint.**

*What if the Earth had no sunshine?  
If the Earth had no sunshine, \_\_\_\_\_.  
What happens when the wind blows on a weather vane?  
The weather vane turns \_\_\_\_\_.  
What are two meanings of leaves?  
Two meanings of leaves are \_\_\_\_\_ and \_\_\_\_\_.  
What is a coat of arms?  
A coat of arms is \_\_\_\_\_.*

**APPLY**

9. Review the Power Words at the top of page 38.
10. Have students use each word in a sentence.
11. Have students write a sentence for each word.

**Lesson 3.18**

**CREATE Student Book, Page 39**

**POWER WORDS**

\*shine, \*mine, \*pine, \*rhyme, \*sound, \*blow, \*go, \*spin, win, in

**High-Frequency Words**

say, this, way, there, when

**Follow the Steps for the RAP**

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word.*  
*Keep your thumb up if you can tell us what the word means.*  
Show the pictures on the PowerPoint.  
Discuss the words' meanings.

**PRACTICE**

*Paired/Collaborative Activity*

4. Partners ask and answer the question. Then switch.

**Model:**

*Does the moon or the sun shine at night?  
The \_\_\_\_\_ shines at night.*

**RAP with the Power Word Book**

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify **long** and **short vowel sounds**. Identify the **sh** in **shine** and the **consonant blend bl** in **blow**.
7. **PRODUCE** the word. Students draw a picture and share it with a partner.
8. **Continue with the other PowerPoint questions.**  
*What are two meanings of mine?  
Two meanings of mine are \_\_\_\_ and \_\_\_\_.  
How do you decorate a pine tree?  
I decorate a pine tree by \_\_\_\_\_.  
Can you tell me a rhyme?  
Do you like the sound of music?  
I like the sound of music.  
What does it mean to blow up?  
It means to \_\_\_\_\_.*

**APPLY**

9. Complete **CREATE** page 39.  
Review the Power Words at the top of the page. Read the poem to the students. Have students echo read the poem. Use a close read. Have students say the words you leave out.
10. Have students identify the rhyming words in the poem.
11. Have students make a chain of rhyming words for *shine, blow, spin*.



### Lesson 3.19

#### CREATE Student Book, Page 40

#### POWER WORDS

\*jumping, kicking, \*swings, \*swinging,  
\*moving, \*hoop, \*over, teacher

#### High-Frequency Words

what, is, he, she, doing, your

#### Follow the Steps for the RAP

1. Build background information.
2. Everyone asks: *What is this word?*
3. *Thumbs up if you have heard the word.  
Keep your thumb up if you can tell us  
what the word means.  
Show the pictures in the PowerPoint.  
Discuss the words' meanings.*

#### PRACTICE

*Paired/Collaborative Activity*

4. Partners ask and answer the question.

##### Model:

*What would you do with magic beans?  
I would \_\_\_\_\_.*

#### RAP with the Power Word Book

5. **REHEARSE** the word. Spell and say the word. Have students write the word in their Power Word Books.
6. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **syllables**, **ing** in **jumping**, **kicking**, **swimming** and **moving**; **er** in **over** and **teacher** and the **vowel sounds**.
7. **PRODUCE** the word. Students draw a picture and share it with a partner.
8. **Continue with the other PowerPoint questions.**  
*What are two meanings of swinging?  
Two meanings of swinging are \_\_\_\_\_  
and \_\_\_\_\_.*

*Where is she moving?*

*She is moving to \_\_\_\_\_.*

*How does she spin a hula hoop?*

*She spins a hula hoop by \_\_\_\_\_.*

*What are five things that are over your head?*

*Five things that are over my head are  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.*

*What do you like about your teacher?*

*I like \_\_\_\_\_.*

#### APPLY

9. Complete **CREATE** page 40.  
Review the Power Words at the top of the page.
10. Have students write the correct word in each sentence.
11. Have students write the question and answer.  
*Do you think jumping or kicking is better exercise?  
I think \_\_\_\_\_ is better exercise  
because \_\_\_\_\_.*

### Lesson 3.20

#### CREATE CD Animated Story *Animal Alphabet*

1. Introduce the CREATE CD Animated Story 3.20, *Animal Alphabet*, with the screen-shot photo.
2. Discuss how each animal goes to school.  
*Thumbs up if you think if you know  
this animal's name. (Point to different  
animals).*  
*Thumbs up if you can tell me the name  
of this animal.*  
*Thumbs up if you can tell me where this  
animal lives.*
3. Play the Animated Story 3.20 the first time. Have students listen.



### Animal Alphabet

#### Identifying Alphabet Letters

**A** is for **a**pe.

**B** is for **b**ird.

**C** is for **c**at.

**A, B, C**

Can these animals go to school with me?

**D** is for **d**uck.

**E** is for **e**agle.

**F** is for **f**ish.

**G** is for **g**oat.

**A, B, C, D, E, F, G**

Can these animals go to school with me?

**H** is for **h**orse.

**I** is for **i**guana.

**J** is for **j**ay.

**K** is for **k**angaroo.

**A, B, C, D, E, F, G, H, I, J, K**

Can these animals go to school and play?

**L** is for **l**ion.

**M** is for **m**ouse.

**N** is for **n**ewt.

**O** is for **o**ctopus.

**P** is for **p**ig.

**A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P**

Can these animals go to school with me?

**Q** is for **q**ueen bee.

**R** is for **r**at.

**S** is for **s**nake.

**T** is for **t**iger.

**A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T**

Can these animals go to school with me?

**U** is for **u**nicorn.

**V** is for **v**ulture.

**W** is for **w**olf.

**X** is for **x**ey.

**Y** is for **y**ak.

**Z** is for **z**ebra.

**A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S,**

**T, U, V, W, X, Y, Z**

Can these animals go to school with me?



4. Play the story again. This time have the students echo the questions. Say, *Echo and mirror*. Have students put their hands together like a mirror and chorally echo the question: *Can these animals go to school with me?*

5. Use the technique of echo and mirror. Play the story the third time and have students chorally echo all the lines.

*A is for ape.*

*B is for bird, etc. Use choral response.*

6. Use the screen shot that precedes the CREATE Animated Story 3.20 to have a conversation about the story.

7. Ask the following leveled questions.

#### Beginning

*Point to the bird with the lunch box.*

*Is this animal a horse or a camel?*

#### Early Intermediate

*What is the fish in the bowl doing?*

*What is the ape wearing?*

#### Intermediate

*Tell me why the goat is wearing tennis shoes.*

*Why is the horse carrying books on his back?*

#### Advanced or English Speakers

*Explain why the animals want to go to school.*

### PRACTICE

#### Paired/Collaborative Activity

8. Have students with their partners ask and answer the question.

*Can this animal go to school with you?*

Have students tell a partner why the animal can or cannot go to school.

### APPLY

#### 9. Writing Prompt: Informative Writing

**Prompt: If you could invent a magic robotic animal to help you learn at school, what would it look like? What would it do?**

Teach the Steps for Informative Writing on page 226. Give the students the graphic organizer on page 227.

#### Steps for Informative Writing

1. State the topic— a robotic animal that helps students learn at school.
2. State two details to describe the robotic animal.
3. Write a sentence that gives closure.