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Unit 1

Spatial Concepts

beside

Activating Prior Knowledge

Show students Language Arts Card 3. Ask students to look at it closely and describe what they see. Ask students what, if anything, they have in common with the picture. Ask students to raise their hand if they have a dog. Make a graph about who in class has a dog. Have two columns on your graph, one for students who have dogs and one for those students who don't have dogs. Ask students to write their names in the column that best describes them. After all of the students have signed the graph, discuss the information that was gained from making the graph. Discuss with students the word *beside* and what it means. Ask each student to state who is sitting beside him or her. You should model this first. For example, "I am sitting beside Karen." Make this a shared-language experience by writing some of the students' statements on the board.

Language Development

Share the card with students again. Ask them to look closely at the "b" word at the top of the card. Tell students that the word is *beside* and it begins with the letter "b." Practice making the /b/ sound. Tell students to listen very carefully as you say the word out loud. Ask them what sound they hear at the end of the word. After they respond, ask them to practice making the /d/ sound. Read the word *beside* together as a class. Direct their attention to the sentence at the bottom of the page. Ask students to see if they recognize any of the words in the sentence. Discuss the words that students recognize. Read the sentence to students while pointing to the words. Ask students to read the sentence with you several times. Ask students to clap their hands when they read the word *beside*.

Building Knowledge and Comprehension

Ask students to look closely at the card. Ask students to read the card with you. Read the word *beside* at the top of the card and read the sentence at the bottom of the card, pointing to the words as you read. Ask student volunteers to choose two objects. Place them side by side. Say to the class, "The _____ is beside the _____." Write this sentence on the board or on chart paper. Allow several volunteers to choose different objects and repeat the process, saying and writing the sentence each time. After you feel students are comfortable with the word *beside*, have them each choose two objects and draw them side by side. They should then fill in the sentence frame that you have written on the board or on chart paper.

Time to Differentiate!

For English language learners, preteach the word *beside*. Use total physical response to encourage each student to physically get beside another student, desk, chair, etc. Say the word and have students repeat it. Write the word on the board and have students repeat it.

For below-level students, preteach the sounds /b/ and /d/. Say each sound and have students repeat it. Name several words that begin with the /b/ sound, such as *ball*, *big*, and *bend*. Then name words that end with the /d/ sound, such as *add*, *hide*, and *shade*.

beside



My dog is **beside** me.

Unit 1

Spatial Concepts

Focus Lesson

Objective

Pre-K Standard 5.13: Students use visual and verbal cues, including pictures, to comprehend new words and stories.

K–2 Standard 7.4: Students relate new information to prior knowledge and experience.

Skills

- recognizing words
- clarifying meaning
- combining words to form complete thoughts
- using both text and pictures to resolve ambiguities
- personalizing information found in text
- asking questions
- supporting answers
- providing relevant experiences to show understanding

Materials

- Language Arts Card 3
- white drawing paper
- crayons and colored pencils

Word Study

- beside

Comprehension and Skills

Part 1: Lesson Length: approx. 20 minutes

1. On Language Arts Card 3, point to the word *beside* and sound it out with the class. Now focus on the picture on Language Arts Card 3 and ask students to describe it. Ask questions that use *beside*. For example, ask, “Who is beside the dog? Who is beside the girl?”
2. Point to the sentence below the picture and read it aloud, pointing to each word as you go. Ask students, “Whom do you like to have beside you?” Allow sufficient time for all students to identify a person or object, such as blanket, teddy bear, etc.
3. Ask the class, “How do you think the girl feels to have her dog beside her? When you have someone or something you love beside you, do you feel like this girl?”

Focus Lesson *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 20 minutes

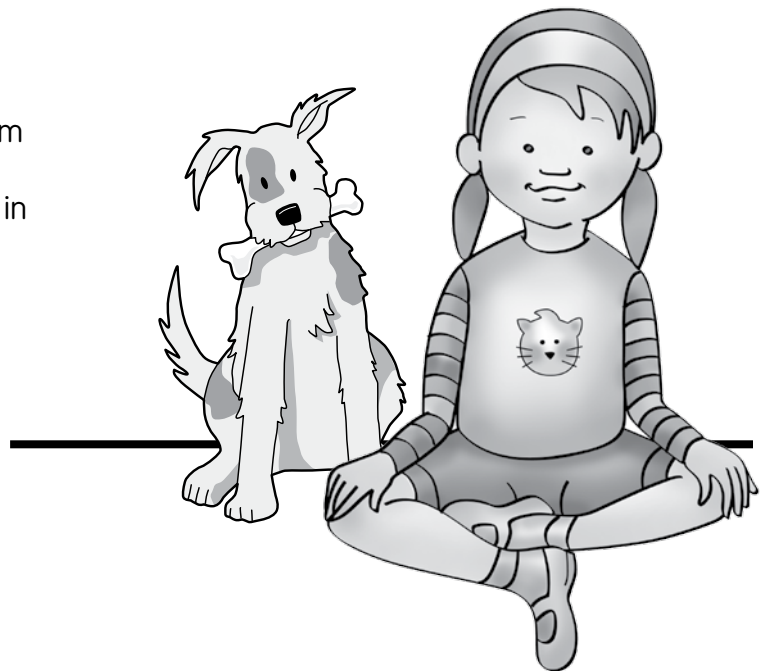
1. Distribute drawing paper and coloring materials.
2. Tell students to write the word *beside* on their papers, and then draw a picture illustrating the word *beside*. You may wish to write the word using a highlighter marker and have students trace over it.
3. All pictures can be compiled into a class book titled *Beside* and stored in the class library.

Time to Differentiate!

For above-level students, have them create a skit to teach other students about the concept of *beside*. Ask them to also include nonexamples of *beside* in their skits (e.g., *under*, *over*, and *far from*).

Assessment

Ask students to state what or who is beside him or her in various instances (e.g., in the class circle, during reading time, at tables or desks, in line for outdoor play).



Name _____

Follow the directions.

Draw a doghouse **beside** the tree.

Draw a dog **beside** the doghouse.

Draw a bone **beside** the dog.

