Selecting and Utilizing Books to Create Interactive Literacy Classrooms

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TESOL 2007
Seattle, WA

Curriculum Map for ESOL LA/A1, Transitional High Schools

• Orientation (September)
• School (October)
• Colors and Clothing (November)
• Family (December)
• Weather, Months, and Seasons (January)
• Food and Cooking (February)
• Occupations and Career Goals (March)
• Parts of the Body/Health (April/May)
• Homes around the World (June)
• Transportation (summer school)
• Holidays (seasonal mini-units)
 	
Also included:
• Supplemental Activities for *Voyager Foundations*
• Supplemental Activities for *Very Easy True Stories*
• Reading Activities
	Study Skills:
	• Organize a notebook
	• Bring materials
	• Alphabetize
	• Develop basic dictionary skills
	  o Use a standard and picture dictionary
	  o Add entries in personal dictionaries
	• Use graphic organizers to collect information for simple research projects
	
	Vocabulary:
	• Know and use basic vocabulary from thematic units
	• Know and use a number of high frequency words
	
	Speaking:
	• Use basic vocabulary with intelligible pronunciation in words, phrases, and simple sentences
	• Communicate basic information to others (greetings, requests, self-introduction, personal information)
	• Repeat basic words and phrases
	• Ask for clarification
	
	Writing:
	• Write capital and lower-case letters of the Roman alphabet from memory
	• Copy from the board or a model
	• Begin to respond independently with pictures, phrases, and simple sentences
	• Use correct paragraph form in guided paragraph (indent, consecutive sentences, margins)
	• Begin to use sequence words
	
	Mechanics:
	• Use spaces between words
	• Position letters properly on lined paper (correct side, between margins, between lines)
	• Capitalize first word in sentence, names, titles
	• Use periods after simple sentences
	• Use commas in dates, address, series of words
	• Use question marks
	• Spell basic sight words
		Textbooks:
		• *Easy True Stories*
		• *English, Yes! (Literacy)*
		• *More Picture Stories*
		• *Oxford Picture Dictionary*
		• *Picture Stories*
		• *Stories to Tell Our Children*
		• *Very Easy True Stories*
		• *Voyager Foundations*
		
		Teacher Resource Materials:
		• *Basic Vocabulary Builder*
		• *Phonemic Awareness: Songs and Rhymes*
		• *Practical Vocabulary Builder*
		• *25 Emergent Reader Mini-Books*
		• *25 Emergent Reader Mini-Books: Favorite Themes*
		
		Trade Books:
		See attached book list.

	Reading:
	• Recognize sound-letter relationship
	• Use initial sounds to identify words
	• Recognize a number of high frequency words
	• Use prior experience and pictures to understand text
	• Match spoken word to written word
	• Answer simple questions about reading
	• Draw pictures about text
	• Begin to retell text
	• Make connections between text and self
	• Locate the author, title, copyright date, table of contents, and index of a book
	• Choose books that are appropriate
	
	Grammar:
	• Sentence types: *statement, question, negative*
	• Pronouns: *subject, possessive, object*
	• Prepositions: *above, at, below, between, for, from, next to, with*
	• Adjectives (including *this, that, these, those*)
	• Nouns:
	  o singular/plural
	  o count/non-count
	  o common/proper
	• Verbs:
	  o *to be, to have, to do (e.g., Yes, I do)*
	  o *simple present, past tense(recognition of), future*
	  o *imperatives*
	  o *contractions*
	  o *negatives: isn't, aren't, doesn't, don't*
	
	Other Grammatical Terms/Structures:
	  o There Is/There are
	  o time expressions: *today, now, yesterday, tomorrow*
	  o frequency words: *always, usually, sometimes, never*	

List of Resources for ESOL LA/A1
Transitional High Schools
2006-2007

Material	Author	Publisher/Website	Unit
Arms, Elbows, Hands, Fingers	Lola Schaefer	Heinemann	Body & Health
The Best Part of Me	Wendy Ewald	Megan Tingley	Body & Health
The Foot Book	Dr. Seuss	Random House	Body & Health
From Head to Toe	Eric Carle	Harper Trophy	Body & Health
Hair	Lola Schaefer	Heinemann	Body & Health
It's My Body ABC	Lola Schaefer	Heinemann	Body & Health
Keeping Healthy	Katy Pike	Newbridge	Body & Health
Legs, Knees, Feet, and Toes	Lola Schaefer	Heinemann	Body & Health
My Family Keeps Fit	David Tunkin	National Geographic	Body & Health
My Head	Lola Schaefer	Heinemann	Body & Health
My Neck and Shoulders	Lola Schaefer	Heinemann	Body & Health
Staying Healthy	Liam Collins	National Geographic	Body & Health
A Trip to the Doctor	Jan Pritchett	National Geographic	Body & Health
Caps for Sale (book, BB, CD)	Esphyr Slobodkina	Harper Collins	Colors/Clothes
Clothing	Margaret Hall	Heinemann	Colors/Clothes
Colors	Peter and Sheryl Sloan	Sundance (LRR)	Colors/Clothes
Colors	Donna Rice	Time for Kids	Colors/Clothes
The Dress I'll Wear to the Party	Shirley Neitzel	Greenwillow	Colors/Clothes
Hats Hats Hats	Ann Morris	Scholastic	Colors/Clothes
I Like Green	Pauline Cartwright	Rigby	Colors/Clothes
The Jacket I Wear in the Snow	Shirley Neitzel	Greenwillow	Colors/Clothes
Joseph Had a Little Overcoat (book/CD)	Simms Taback	www.liveoakmedia.com	Colors/Clothes
Peter's Pockets	Eve Rice	Greenwillow	Colors/Clothes
The Red Balloon	Albert LaMorisse	Random House	Colors/Clothes
The Red Balloon (video)	Albert LaMorisse	www.amazon.com	Colors/Clothes
What Is Red?	Pauline Cartwright	Rigby	Colors/Clothes
Are You My Mother?	P.D. Eastman	Random House	Family
Families	Rose Lorenzo	National Geographic	Family
Families	Jennifer Nowak	Rosen	Family
Family Work and Fun	Peter and Sheryl Sloan	Sundance (LRR)	Family
Just Like My Grandpa	Lada Kratky	Hampton Brown	Family
Loving	Ann Morris	Scholastic	Family
My Big Family	Donna Rice	Teacher Created Materials	Family
My Family Tree	Marvin Buckley	National Geographic	Family
Peter's Chair	Ezra Jack Keats	Scholastic	Family

Material	Author	Publisher/Website	Unit
At the Supermarket	Peter and Sheryl Sloan	Sundance (LRR)	Food
Baking a Cake	Lee Scott	National Geographic	Food
Bread Around the World	Cynthia Rothman	Newbridge	Food
Bread Bread Bread	Ann Morris	Scholastic	Food
Brown Foods	Patricia Whitehouse	Heinemann	Food
Colors We Eat, Resource Notes		Heinemann	Food
Cooking Dinner	Sharon Street	National Geographic	Food
Everybody Eats Bread	Diana Noonan	Rigby	Food
Food ABC	Patricia Whitehouse	Heinemann	Food
Fruit Salad	Andrea Butler	Rigby	Food
Green Eggs and Ham (book, CD/cassette)	Dr. Seuss	Random House	Food
Green Foods	Patricia Whitehouse	Heinemann	Food
Hot and Cold	David Tunkin	National Geographic	Food
The Little Red Hen (book, CD)	Paul Galdone	Clarion	Food
Orange Foods	Patricia Whitehouse	Heinemann	Food
Pancakes for Breakfast	Tomie DePaola	Scholastic	Food
Red Foods	Patricia Whitehouse	Heinemann	Food
Rice	B. Birchall	Rigby	Food
Shopping	Peter and Sheryl Sloan	Sundance (LRR)	Food
Sorting Foods	Patricia Whitehouse	Heinemann	Food
Sorting Foods Big Book	Patricia Whitehouse	Heinemann	Food
Stone Soup	Ann McGovern	Scholastic	Food
Tortillas	Margarita Gonzalez	Scholastic	Food
The Tortilla Factory	Gary Paulsen	Harcourt Children's books	Food
The Very Hungry Caterpillar (book, BB, DVD)	Eric Carle	Penguin, Walt Disney (DVD)	Food
Watermelon	Rosa H. Rosa	Hampton Brown	Food
What's For Lunch	Lada Kratky	Hampton Brown	Food
White Foods	Patricia Whitehouse	Heinemann	Food
Yellow Foods	Patricia Whitehouse	Heinemann	Food
Martin Luther King Jr., Day	David Marx	Children's Press	Holidays
Valentine's Day	David Marx	Children's Press	Holidays
Young Abraham Lincoln	Andrew Woods	Scholastic	Holidays
Young George Washington	Andrew Woods	Scholastic	Holidays
Five Little Pumpkins	Dan Yaccarino	Scholastic	Halloween
From Seed to Pumpkin	Jan Kottke	Children's Press	Halloween
Halloween (video)	Gail Gibbons	www.liveoakmedia.com	Halloween
Halloween Is . . .	Gail Gibbons	Holiday House	Halloween
Pumpkin Pumpkin	Jeanne Titherington	Harper Collins	Halloween
The Pumpkin Patch	Elizabeth King	Penguin Group	Halloween
Apartment	Lola Schaefer	Heinemann	Homes
A Good Place to Live	Marvin Buckley	National Geographic	Homes
Homes	Salvador Sarmiento	Hampton Brown	Homes

Material	Author	Publisher/Website	Unit
Homes (Around the World Series)	Margaret Hall	Heinemann	Homes
Homes ABC	Lola Schaefer	Heinemann	Homes
House	Lola Schaefer	Heinemann	Homes
Houseboat	Lola Schaefer	Heinemann	Homes
In the City	Salvador Sarmiento	Hampton Brown	Homes
Mobile Home	Lola Schaefer	Heinemann	Homes
My Life in a Town	Eliza Kernan	Rosen	Homes
My Life in the Mountains	Eliza Robbins	Rosen	Homes
My Life on an Island	Cindy James	Rosen	Homes
Our Farm	Diane Stango	Rosen	Homes
Our New House	Andrew Ling	National Geographic	Homes
People in My Town	Delphine Kalinowski	Rosen	Homes
Postcards to Paul	Talia Reed	National Geographic	Homes
This Is My Street	Felix James	National Geographic	Homes
A Day in the Life of a Builder	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Doctor	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Firefighter	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Police Off.	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Teacher	Linda Hayward	Doring Kindersley	Occupations
Construction Worker	Heather Miller	Heinemann R & L	Occupations
Doctor	Heather Miller	Heinemann R & L	Occupations
Firefighter	Heather Miller	Heinemann R & L	Occupations
Jobs: Making and Helping	Harley Chan	National Geographic	Occupations
Nurse	Heather Miller	Heinemann R & L	Occupations
People Who Keep You Safe	Cathy French	Benchmark	Occupations
People Who Work At the Supermarket	Felix James	National Geographic	Occupations
Police Officer	Heather Miller	Heinemann R & L	Occupations
Teacher	Heather Miller	Heinemann R & L	Occupations
What I'd Like to Be	Peter and Sheryl Sloan	Sundance (LRR)	Occupations
What People Do	Peter and Sheryl Sloan	Sundance (LRR)	Occupations
What's My Job	Jacob Fink	National Geographic	Occupations
Class Calendar	Marvin Buckley	National Geographic	Orientation
David Goes to School	David Shannon	Scholastic	Orientation
Going to the Library	Melinda Radabaugh	Heinemann	Orientation
Isabel's Day	Katie Sharp	Rigby	Orientation
School	Emily Arnold McCully	Harper Collins	Orientation
My New School	Nina Rosen	Linmore	School
My School Day	Lee Scott	National Geographic	School
School Then and Now	Robin Nelson	Lerner	School
School Today and Long Ago	Mario Lucca	National Geographic	School
Schools	Margaret Hall	Heinemann	School

Material	Author	Publisher/Website	Unit
Flying Machines	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Machines That Travel	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Motorcycles	Heather Miller	Heinemann	Transportation
My Truck	Rebecca Sabatini	National Geographic	Transportation
On the Go	Ann Morris	Mulberry	Transportation
The Plane Ride	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Ships and Boats	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Things on Wheels	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Trains	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
The Transportation Museum	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Using Wheels	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What a Car Has	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What Can Go Fast?	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What Has an Engine	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Wheels at Work	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
25 Emergent Reader Mini-Books	Maria Fleming	Scholastic	various
25 ER Mini-Books Fav. Themes	Maria Fleming	Scholastic	various
Basic Vocabulary Builder (blue)	Dorothy G. Liebowitz	Natl Textbook Company	various
Big Book of Books	Dinah Zike	Dinah-Might Adventures, LP	various
Getting the Most out of the Morning Message	Carleen Payne	Scholastic	various
Get Ready to Write	Karen Blanchard	Longman	various
Oxford Picture Dictionary (red)	Norma Shapiro	Oxford University Press	various
PerfectPoemsw/StrategiesforBuildingFluency	N/A	Scholastic	various
Phon. Awareness: Songs and Rhymes	Wiley Blevins	Scholastic	various
Practical Vocabulary Builder (red)	Dorothy G. Liebowitz	Natl Textbook Company	various
Stories to Tell Our Children	Gail Weinstein-Shr	Heinle & Heinle	various
Words Their Way	D. Bear, S. Templeton	Pearson	various
Fall	Patricia Whitehouse	Heinemann	Weather/Seasons
Rain	Peter and Sheryl Sloan	Sundance (LRR)	Weather/Seasons
Seasons of the Year	Delphine Kalinowski	Rosen	Weather/Seasons
Snow	Kristin Ward	Rosen	Weather/Seasons
Snow (book, CD)	Uri Shulevitz	Farrar, Straus, Giroux	Weather/Seasons
Snow (video)	Uri Shulevitz	www.liveoakmedia.com	Weather/Seasons
Spring	Patricia Whitehouse	Heinemann	Weather/Seasons
Spring, Summer, Fall, Winter	David Tunkin	National Geographic	Weather/Seasons
The Snowy Day (book, BB, CD, DVD)	Ezra Jack Keats	Scholastic	Weather/Seasons
Summer	Patricia Whitehouse	Heinemann	Weather/Seasons
Summer Is Here	Mary Garcia	National Geographic	Weather/Seasons
The Snowman (book, video)	Raymond Briggs	Random House	Weather/Seasons
Weather in the City	George Wong	National Geographic	Weather/Seasons
Winter	Patricia Whitehouse	Heinemann	Weather/Seasons

Sequence of Activities
Joseph Had a Little Overcoat

This activity was used as a culminating activity at the end of a unit on clothing and colors.

1. I used a Clothing Bingo game developed for the *Colors and Clothing* unit to review vocabulary from the book such as coat, jacket, and tie.

2. Next, I did a picture walk with the students.

3. Then, I read the book aloud and did a **Read, Write, and Draw** activity. (See page 10 of handout.)

4. After this first reading of the book, we went over target clothing vocabulary using the cards in the back of the PBS unit. (Go to http://pbskids.org/lions/cornerstones/pdf/josephactivities.pdf and scroll to the end.)

5. Now the students watched the video (available on United Streaming) and sequenced the clothing vocabulary cards while watching the video. After the video, we discussed the sequence together until all students had the correct sequence.

6. The next day, I read the story aloud again for the class. After that, I put students in groups and gave them pictures of the story that I had printed out from the Hypertext version on-line (http://pbskids.org/lions/cornerstones/joseph/story/hypertext/). Students then worked to write 1-2 sentences on sentence strips for each picture they were given. The sentence strips were attached to the pictures.

7. Finally, I hung all the pictures and sentences on the white board. The class worked together to sequence the sentences and pictures into the correct order.

8. At the end of this process, we had our own version of the book to read together!

9. During center time the following day, students could read the book again while listening to the CD or read the Hypertext version of the story on-line.

Ideas for Centers/Small Groups:

1. **Computer:** Have students read Hypertext version of the story. (http://pbskids.org/lions/cornerstones/joseph/story/hypertext/)

2. **Vocabulary/Word Study:** Have students complete Joseph word search from PBS student activity packet.

3. **Reading/Listening:** Have students read and listen to the story in small groups at listening centers (tape/CD players with multiple headphones). I gave students a choice of *Joseph had a Little Overcoat*, *Caps for Sale*, *Hats, Hats, Hats* and *Shoes, Shoes, Shoes*.

4. **Reading:**
    a. Type students' version of the story into the PPT with the images to make a class book they can read together in pairs.
    b. Separate the text and images from the whole group activity. Have students work together to do one or more of the following:
        i. Sequence the text.
        ii. Sequence the images.
        iii. Match the text and images.

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Class_____
Date_____
Name_____

Sample Activity: Read/Listen and Draw

Directions:

- Read or listen to the story.
- Draw a picture.
- Write about the story.

(A)

Sample Grading Rubric

Poster Grade

Student:_____
Date:_____

Your project has:

_____ 1. **Title**

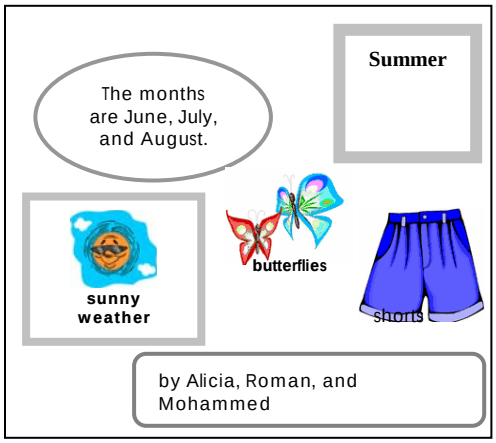
_____ 2. Something you **see**

_____ 3. Something you **wear**

_____ 4. The **months**

_____ 5. Example of **weather**

_____ **Total number**



Scale

A	5
B	4
C	3
D	2
F	1

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(B)

Sample Grading Rubric

Poster Grade

Student:_____
Date:_____

Your project has:

_____ 1. **Title**

_____ 2. Something you **wear**

_____ 3. Something you **see**

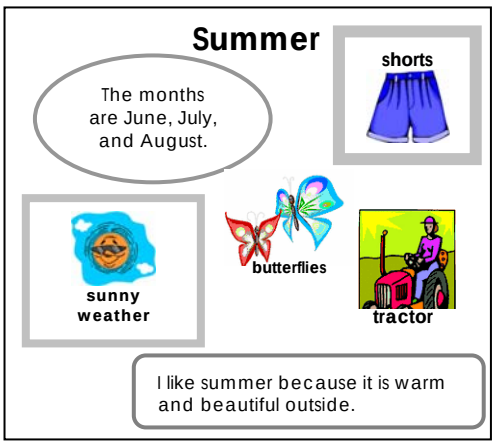
_____ 4. Something you **hear**

_____ 5. The **months**

_____ 6. Example of **weather**

_____ 7. If you **like or don't like** this season

_____ 8. **Why** you like or don't like this season



_____ **Total number**

Scale

A 7-8
B 5-6
C 3-4
D 2
F Less than 2

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(A)

Season Poem

A. Example:

Winter

Winter
Cold, icy, snowy season
December, January, February
I feel quiet.
I see white snow.
I hear silence.
I smell soup cooking.
I taste warm bread.
Next comes spring.

B. Now you try with a different season:

_____
(Season)

_____
(Season)

_____
(Describe the season)

_____
(3 months of the season)

I feel _____.

I see _____.

I hear _____.

I smell _____.

I taste _____.

Next comes _____.
(what season?)

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(B)

Season Poem

A. Example:

Winter in the North

Winter
Cold season of long darkness
The earth sleeps in peace.
December, January, February
Comes after autumn
Makes me feel quiet
I see beautiful, white snow.
I hear silence.
I smell delicious soup cooking.
I taste warm bread.
Next comes spring.

B. Now you try with a different season:

_____
(Title)

_____
(Season)

_____
(Describe the season)

_____
(What happens in this season?)

_____
(3 months of the season)

Comes after _____
(what season?)

Makes me feel _____

I see _____.

I hear _____.

I smell _____.

I taste _____.

Next comes _____
(what season?)

Sequence of Activities
Weather Research and Writing

1. Students read books from the weather unit such as thematic mini-books from Scholastic and *The Seasons*.
2. I modeled a poster with a drawing of things from one season, with help from the students.
3. Working in groups, students used information from the books, vocabulary activities on which we had worked, and prior knowledge to make a picture for another season.
4. As a class, we discussed each picture, and I made a list of vocabulary that came from students' discussion of the poster pictures (on 2' by 2' white boards).
5. As a class, we wrote sentences about one season, using the vocabulary list.
6. Working in groups, students wrote sentences about another season, using the vocabulary list.

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(A)

Writing Prompt for Seasons Foldable

1. **The Four Seasons**

There are _____ seasons in the United States. The four seasons are _____, _____, _____, and _____. My favorite season is _____.

2. **Winter**

The months of winter in the United States are _____, _____, and _____. The weather in winter is _____.

3. **Spring**

The months of spring in the United States are _____, _____, and _____. The weather in spring is _____.

4. **Summer**

The months of summer in the United States are _____, _____, and _____. The weather in summer is _____.

5. **Fall**

The months of fall in the United States are _____, _____, and _____. The weather in fall is _____.

-developed by Michelle Campiglia
Fairfax County Public Schools

(B)

Writing Prompt for Seasons Foldable

1. **The Four Seasons**

There are _____ seasons in the United States. The four seasons are _____, _____, _____, and _____. My favorite season is _____.

2. **Winter**

The months of winter in the United States are _____, _____, and _____. The weather in winter is _____ and _____. I like to _____ in winter.

3. **Spring**

The months of spring in the United States are _____, _____, and _____. The weather in spring is _____ and _____. I like to _____ in spring.

4. **Summer**

The months of summer in the United States are _____, _____, and _____. The weather in summer is _____ and _____. I like to _____ in summer.

5. **Fall**

The months of fall in the United States are _____, _____, and _____. The weather in fall is _____. I like to _____ in fall.

Sequence of Activities
The Snowy Day

Day 1 (30 minutes of a 90-minute block)

1. **Brainstorming/Discussion –** Begin by eliciting students' feelings about snow. Then ask what types of activities people can do in the snow.

2**. Picture Walk –** Use large post-it notes to cover the text in a big book version of *The Snowy Day*. Ask students to use illustrations to make predictions about the title and the text.

3. **Reading #1** – Move the post-it notes from the big book so that students can see the actual text. Read the text to them, comparing their version to the author's version.

Day 2

1. **Review –** Using a felt board and Velcro-backed storytelling pieces (available at http://www.lakeshorelearning.com), model a story retell with the students. Ask questions such as "What happened next?"

2. **Reading #2 –** Distribute copies of books to the students. Read the story to them again, or have them listen to the audio version.

3. **Sequencing Practice** – Ask students to help you make a list of the fun activities that Peter did in the snow. Tell students that they will now put those events in order. Distribute sequence cards from http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf. Model how to cut the cards and arrange them in linear fashion. Have students work with a partner to sequence the cards. Circulate to check for comprehension, referring students back to the text if necessary. (Note: It is possible to stop the lesson at this point.)

Day 4

1. **Review –** Distribute Velcro-backed storytelling pieces to individual students. Using a felt board, place the first piece on the board and have students talk about that figure. Then have students come up and place their piece in the correct order. Ask questions such as "What happened next" to elicit sequence words.

2. **Preparation for Book Project** – Show a model book to the students, and tell them that they will be writing their own version of *The Snowy Day*. Distribute vocabulary list and review meaning of words.

3. **Sequencing with Wordless Cards** – Distribute wordless versions of sequence cards. Have students work alone or with a partner to number the cards and arrange them in linear fashion. Circulate and have students talk about the cards once they have ordered them.

4. **Rough Drafts** – Show students a model of the rough draft using a PowerPoint template with lines. Distribute templates to students, and have them glue or tape the cards on the pages of the book. Have them design a cover and then begin writing about the pictures using the vocabulary list for support. For pre-literate or low students, the following strategies can be used:

a. Very low students can copy the sentences from the Internet sequence cards with text.

b. Students who are verbally strong in L2 can dictate their story to the teacher. The teacher can serve as a scribe, writing the text on a white board. The student can then copy the text.

c. Pair students so that one student can retell the story in L1, and the second student can write the story in L2.

Day 5

1. **Review –** Students can review the text in small groups through listening or viewing centers.

2**. Completion of Rough Drafts/Correction by Teacher**

3**. Final Drafts –** Share a model of the final version of the book. Students staple seven large index cards together, color and tape the images from the sequence cards, and then re-copy their "perfect" version of the story. Note: Struggling writers who make "big" letters may need to use half-sheets of cardstock rather than index cards.

4**. Sharing –** Students read their stories to each other, the teacher, or a volunteer. Books can then be taken home for additional practice.

-developed by Michelle Campiglia
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Some Useful Links

Joseph had a Little Overcoat

- Joseph Had a Little Overcoat: PBS materials
  http://pbskids.org/lions/cornerstones/joseph/
- Joseph Had a Little Overcoat video is available in United Streaming:
  www.unitedstreaming.com

The Snowy Day

- *Snowy Day* Lesson Plan
  http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf
- *Snowy Day* teacher resources
  http://www.teachingheart.net/snowyday.html
- electronic images from the book
  http://www.lib.usm.edu/~degrum/keats/snowsmallom.html
- *Snowy Day* literature across the curriculum ideas
  http://library.uncc.edu/files/5/cimc/pdfs/units/snowyday.pdf

The Very Hungry Caterpillar

- free printable templates
  www.dltk-teach.com/books/**hungrycaterpillar**/index.htm

Wikki Stix

http://wikkistix.com/

Correction Tape

- available at most office supply stores
- http://www.officedepot.com/

Magnetic Tape

- available at most office supply stores
- http://www.officedepot.com/

Felt Boards and Velcro-Backed Storytelling Pieces

- available at Lakeshore Learning: http://www.lakeshorelearning.com