

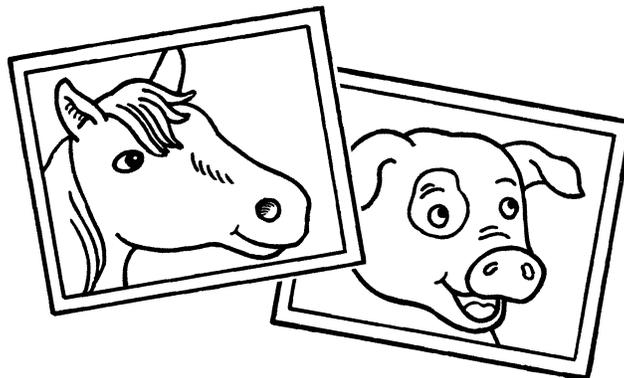
MY FIRST BOOK OF PUZZLE FUN TEACHER'S MANUAL

The *My First Book of Puzzle Fun* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *My First Book of Puzzle Fun* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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MY FIRST BOOK OF PUZZLE FUN

TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

| | |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Reading Literature or Informational Text</p> | <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> |
| <p>Foundational Skills</p> | <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> |
| <p>Writing</p> | <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |
| <p>Speaking and Listening</p> | <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| <p>Language</p> | <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

MY FIRST BOOK OF PUZZLE FUN

Summary

The book uses pictures and text to introduce a variety of language arts, science, social studies, and math concepts to children.

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| Learning Activities | Introduce the Book <ul style="list-style-type: none">• Read the title as you point to the words on the cover of the book. Before opening the book, ask children to predict what they think the book will be about. Have them tell what helped them reach that conclusion. Then page through the book to help children understand the content of the book. (RL.K.5, SL.K.1)• Read the Note at the beginning of the book to children. Stop after the first paragraph and have children tell about the things in the book. Ask them to tell about puzzles or games they like. (SL.K.1, SL.K.1.a, SL.K.4) |
| | Present a Reading Routine <ul style="list-style-type: none">• Follow these routines to work through the pages in the book. Display page 4 of the book and read the directions. Reread the directions with children as they track the print. Let children study the pictures and circle the one they choose. Review the answer and help children see which one is the correct bear. (RL.K.7, RF.K.1, RF.K.2)• Display page 5 as you read the directions. Have children track the print as you reread the directions together. Ask a volunteer to tell how to know which letters to print on the lines. Help children find the triangle and the letter c. Continue with the other letters to do each puzzle. Work through other pages in the book using a similar step-by-step procedure. (RL.K.1, RL.K.3, SL.K.2) |
| | Provide Activities for Reading <ul style="list-style-type: none">• Turn to page 6 and have children read the directions with you. Have them identify each person and decide which hat they should have on. Review the directions and have children complete the activity. (RL.K.1, RI.K.1)• Show page 7. Have children listen as you read the directions. Ask children to look at the three pictures in row 1, choose their answer for what happened first (1), and explain their choice. Continue to find the pictures for what happened next (2) and last (3). Ask children to retell the story. Continue with the other row to identify the correct sequence of events. (RL.K.1, RL.K.3, SL.K.2) |
| | Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Have children turn to page 7. Ask children to study the pictures and tell what happened to the snowman. Have them think of other events and share a story that tells what happened first, next, and last. (SL.K.1, SL.K.4, SL.K.6)• Language Skills: Show the picture on page 11. Ask children to work in groups to think of phrases or sentences to describe the bee and the beehive. If necessary, give the following example: The tiny, little bee lives in the big, round beehive. Continue the activity with other items. (RI.K.1, L.K.1, L.K.5, L.K.6) |

MY FIRST BOOK OF PUZZLE FUN

Vocabulary

Summary

Have children use the following activity to learn about context clues.

Vocabulary Activities

Context Clues

Explain to children that sentences and pictures often provide context clues to help readers identify the meanings of words. Provide an example by reading page 12. Point out the word *astronaut*. Ask them what an astronaut is. Encourage children to listen for clues in the sentence and picture for the meaning of the word. Continue with page 19 and circles, squares, and triangles. (RI.K.4, L.K.4)

Writing

Summary

Have children develop their writing skills by completing the following activities.

Writing Activities

Narrative Writing

Have children look at pages 14–15. Explain to children that a story tells what happens first, next, and last. Ask them to think of a story about the farm scene. Write: *The sun came up. The rooster crowed. It woke up the cat and frog.* Read the story aloud to children and have them identify what happens first, next, and last. Then have groups of children write or dictate other events to create a story about the farm, or they may choose to write about other pages such as 23 or 30–31. Have them draw pictures to illustrate their story events. (W.K.3, L.K.6)

Informative/Explanatory Writing

Show page 6 of the book. Have children identify the people in the pictures. Point to the firefighter. Ask children to tell about the firefighter and make a list of things a firefighter does such as wears a uniform, uses a hose, and puts out fires. Show pictures of firefighters from reference books if available. Have the group write a report about the firefighters and record it on chart paper. Have children make drawings to put on the chart. (W.K.2, W.K.8, SL.K.6)

Opinion Writing

Page through the book with children. Have children select a puzzle they like and draw a picture of it. Then help them write or dictate a sentence that tells why they chose that puzzle and what they like about it. Have volunteers share their pictures and sentences with the group. (W.K.1, SL.K.6)

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