



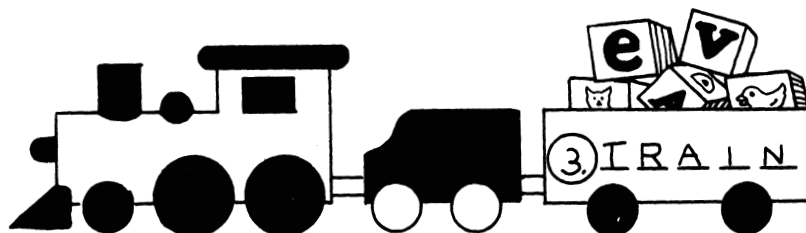
## FUN WITH LETTERS TEACHER'S MANUAL

The *Fun with Letters Coloring Activity Book* 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 pages 2–4, the *Fun with Letters Coloring Activity Book* 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 5 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 6 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.



# FUN WITH LETTERS TEACHER'S MANUAL LESSONS

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## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.1.3, RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4, RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing</b></p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.6, W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

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<p><b>Writing, continued</b></p>	<p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.1, SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

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## Common Core State Standards

### Language

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.4, L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 (grade 2) reading and content*, choosing flexibly from an array of strategies.

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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## Summary

The book uses pictures and text to help children learn that letters join to make words.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"> <li>Display the book and point to and read the title. Read the Introduction on page 3 aloud to children. Ask: <i>What do you think this book will be about?</i> (RI.1.1, RI.1.2, RF.1.4.a, RI.2.1, RI.2.2, RF.2.4.a)</li> <li>Have children sing the alphabet song and then print all of the uppercase and lowercase letters of the alphabet. (SL.1.1, L.1.1.a, SL.2.1, L.2.2)</li> </ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"> <li>Read the directions on page 4. Help children understand the directions for each activity. Have them retell the directions in their own words and do the activity. Continue this procedure with the other pages. (RI.1.2, RI.1.10, RF.1.4.b, RI.2.2, RI.2.10, RF.2.4.b)</li> <li>Have children complete the activities on pages 8 and 9. Help them differentiate between information that is provided in the text and information that is provided in the pictures. Make sure they understand the directions and complete the activity correctly. (RI.1.2, RI.1.3, RI.1.6, RI.1.10, RI.2.2, RI.2.3, RI.2.10)</li> </ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"> <li>Read aloud the text on page 20. Explain to children that they will use letters and pictures in order to read the invitation. Write or display the invitation on the board. Solve the clues together. First, have children say the name of the pictured object. Then have volunteers label the object by writing the word above it. Build on previous clues until all of the objects are labeled correctly. Have children read the invitation aloud as a class. (RI.1.3, RI.1.6, RI.1.7, SL.1.1.b, SL.1.2, SL.1.4, RI.2.3, RI.2.6, RI.2.7, SL.2.1.b, SL.2.2, SL.2.4)</li> <li>Show the maze and read the directions on page 17 aloud. Put your finger on START and ask: <i>Which object should I go to next? Which one begins with the letter M?</i> Then move your finger to the object that the children said. Continue this routine at every “fork” in the maze. Correct any directions that will lead to objects that do not begin with the letter <i>M</i>. Use this procedure for pages 16 and 30–31. (RI.1.1, RI.1.3, RI.1.7, RI.1.10, RF.1.3, RI.2.1, RI.2.3, RI.2.7, RI.2.10, RF.2.3)</li> </ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"> <li><b>Speaking/Listening:</b> After children complete the activity on page 18, have volunteers take turns reading each word in the list. Make sure they pronounce each word correctly. Then have children think of another word that begins with the letter <i>B</i>. Tell them to draw a picture of it and write the word below the picture. (SL.1.1, SL.1.5, SL.2.1, SL.2.2, SL.2.5)</li> <li><b>Language Skills:</b> Reread page 35. Help children use the context of the picture to understand what <i>surprised</i> means. Have children complete the activity and then study the picture to understand the concept of being surprised. Ask them to write a sentence about a time they were surprised. Use the following sentence frame: <i>I was surprised when I saw _____</i>. (RI.1.4, RF.1.4.c, L.1.4, L.1.6, RI.2.4, RF.2.4.c, L.2.4, L.2.6)</li> </ul>

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Vocabulary	
<b>Summary</b> Have children use the following strategy to identify the shades of meaning among different verbs that describe the same action.	
<b>Vocabulary Activities</b>	<b>Real-Life Connections</b> Show children the picture on page 38. Explain that the words <i>here</i> and <i>there</i> both describe location, but the words are opposites. To help them identify how these words are used, use this example: <i>My pencil is here, but my paper is there.</i> Point to the objects as you say the words <i>here</i> and <i>there</i> . Then have children create their own sentences to compare objects in the classroom using the words <i>here</i> and <i>there</i> . Suggest they draw pictures to accompany their sentences. (L.1.5, L.1.5.c, L.1.6, L.2.5, L.2.5.a, L.2.6)
Writing	
<b>Summary</b> Have children develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<b>Narrative Writing</b> Explain that a story tells what happens first, next, and last. Have children look at the picture on page 19. Ask: <i>What is happening in the picture? What are the bears doing?</i> Have children write a story based on what is happening in the picture. Remind them to introduce the bears as characters and tell about the events at the picnic. Ask volunteers to read their stories aloud. Then have the class identify what happened first, next, and last. (W.1.3, W.1.8, W.2.3, W.2.8)
	<b>Informative/Explanatory Writing</b> Have one group of children create a research report about a hippopotamus (page 12) and another group create a research report about a rhinoceros (page 28). If necessary, the information can be recorded on chart paper if children need help in constructing the information. Remind the groups to introduce their topic, provide facts and details, and end with a closing sentence. Each group should also include a drawing of the animal. Children can present their reports to the class. (W.1.2, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.5, W.2.2, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.5)
	<b>Opinion Writing</b> Page through the book with children. Have them select an animal or object they like and draw a picture of their choice. Then have children write about why they chose that animal or object and what they like about it. If children are having difficulty, they can use these sentence frames: <i>I like the _____. I like it because _____. Have volunteers share their pictures and stories with the group. (W.1.1, SL.1.4, W.2.1, SL.2.4)</i>

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