It's time to start on the road to reading!
Also available:

*Little Treasures PreK Comprehensive Literacy Program starts children on the road to literacy!*
Timing is everything

Week 1

Animals in the Park: An ABC Book
by Bob Barner

Week 2

Jazz Baby
by Carole Boston Weatherford
illustrated by Laura Freeman

Week 3

Hands Can
by Cheryl Willie Nordren
photographed by John-Francis Bourke
Manageable Organization

*Treasures* is built on a three-week cycle.
- Theme development around core literature
- New skills/strategies introduced in the first two weeks
- Review of skills/strategies in the third week

**Kindergarten Pacing**

**Week 1: Teach**
- Weekly Skills
  - Tt/t
  - Story Structure

**Week 2: Teach**
- Weekly Skills
  - li/i
  - go
- Recognize Text Structure

**Week 3: Review**
- Weekly Skills
  - Tt/t & li/i
  - see, go
- Story and Text Structure
From Whole-Group to Small-Group Instruction

**Differentiated Instruction**

**Focus on Skills**
- children need additional instruction, practice, or extension based on your observations for the following priority skills
- **Phonemic Awareness**
- **Phonetics**
- **High-Frequency Words**
- **Comprehension**

**Focus on Leveled Readers**
- **Leveled Reader Database**
- www.macmillanmh.com
- Search by:
  - **Lexile Score**
  - **Genre**
  - **Type of Text**
  - **Benchmark Level**

**Additional Leveled Readers**
- **Rebus-O**
- **Rebus-O Plus**
- **Rebus Plus**
- **Rebus**

**Manipulatives**
- **Sound-Spelling Workboards**
- **Sound-Spelling Cards**
- **Photo Cards**
- **High-Frequency Word Cards**

**Small Group**

**Suggested Small Group Lesson Plan**

**DAY 1**
- Pretest/Retest
- Tier 2 Instruction

**DAY 2**
- Oral Language, 574
- High-Frequency Words, 574
- Pre-decodable Reader, 574

**DAY 3**
- High-Frequency Words, 581
- Pre-decodable Reader, 581

**DAY 4**
- Phonics, 581
- Phonics, 581

**DAY 5**
- Phonics, 581
- Leveled Reader Lesson 1, 581

**Access to Core Content, 581**
- **Grapheme, 581**

**Build English Language Proficiency**
- **See in other levels,**
Treasures offers age-appropriate instruction as a foundation for growth.

Daily instruction is followed with Quick Checks that direct teachers to small-group instruction for additional support.

**Phonemic Awareness**

**Objective**
- Identify and isolate the same initial sound /t/, /i/, and /p/ in words
- Provide additional practice, page 739.

**Materials**
- Photo Cards: ink, inch, insect, pea, pear, pen, pie, pig, pizza, talk, tooth, tie, tiger, top

**Guided Practice/Practice**
Display and name Photo Cards from this and the previous units. Display one card at a time as children identify the same sound at the beginning of the word. Ask children to talk about things they have seen to make up oral sentences using the words they hear. Finally, have children write the word they hear in their word books. Any familiar words they have seen on adventures can be reinforced. Partners: When partners make-up sentences with high-frequency words, partners learn with children who are more proficient. Write their sentences, read them together, and point to the high-frequency words.

**Quick Check**
Can children identify the same initial sound /t/, /i/, and /p/ in words?

**Day 1**
**Whole Group**
**Objective**
- Identify and isolate the same initial sound /t/, /i/, and /p/ in words
- Provide additional practice, page 739.

**Materials**
- Photo Cards: ink, inch, insect, pea, pear, pen, pie, pig, pizza, talk, tooth, tie, tiger, top

**Guided Practice/Practice**
Display and name Photo Cards. Children identify the same sound in the words. Guide practice with the first set of cards.

**Quick Check**
Can children identify the same initial sound /t/, /i/, and /p/ in words?

**Day 1**
**Small Group**
**Objective**
- Identify and isolate the same initial sound /t/, /i/, and /p/ in words
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**Quick Check**
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**Technology supports teaching!**
A wide array of professional development and implementation support is available.
Every day includes

Oral Language

Multiple opportunities are offered for speaking, listening, and reading aloud.

Sing, Talk, Rhyme Chart

Oh, the little red caboose,
little red caboose,
Riding behind the train!

The Bus for Us

Modeled Retelling
A girl and a boy are standing at a bus stop, and a yellow car is approaching.

Guided Retelling
Why does Tess think the yellow car is the bus? What is the yellow car?

Retelling Cards

Lesson on back of each card

The Ugly Duckling

Based on a Tale by Hans Christian Andersen

What ducky duckling had? How do they know how they different have grown up?

Mother Duck sat on her eggs. Suddenly something moved. The eggs were beginning to hatch. One by one, the ducklings puffed out their flaps. One by one, the duckling looked at their mother for the first time. Mother Duck looked at them, too. Most of the ducklings were grey, yellow and brown. But one duckling looked different. That duckling was bigger than the others. He looked more grey, and his eyes were big.

“I have never seen a duckling like you, say that,” Mother Duck said. “You are certainly different, but I love you just the same.”

Oral Vocabulary Cards provide additional Read Alouds for use in a balanced literacy classroom.

“Teachers must actively develop students’ oral language to ensure their overall comprehension of language and support their literacy activities”

- Cloud, Genessee, and Hamayan, 2000
Phonemic Awareness/Phonics

*Treasures* provides the tools for instruction, multiple practices, and repeated application necessary for success.

**Kindergarten**

**The fast track to reading words**

**Decodable Readers**

**Photo Cards**

**Word Building Cards**

**Alphabet Sound/Spelling Cards**
(large and small)

**Sound-Spelling Workboard**

**Teaching Chart**

**Student Activity Book**

**Unit 6 • NEIGHBORHOOD**

**Treasures**

**Sing, Talk, and Rhyme!**

**Macmillan/McGraw-Hill**
Comprehension

Focusing on listening, Treasures offers rich reading experiences with direct instruction in strategies and skills.
Early learners benefit from a variety of theme-related writing experiences.

**Writing**

- **Shared Writing**
  - **Shared Writing: A List**
    - **BRAINSTORM**
      Remind children that in *Friends All Around*, they read about some of the things that friends have functioning together around the world. What are some of the games and activities that friends did together?
    - **WRITE**
      - Create a list as shown below. Read the heading aloud as you track the price. Have children repeat.
      - Model by rereading pages 3–2. Some friends dance in a parade and... Roll.
      - Repeat with other games and activities.
    - **SHARE**
      - Share the list with others.

- **Interactive Writing**
  - **Interactive Writing: Sentences**
    - **REVIEW**
      - Display and read aloud the lists that children created for the Shared Writing activity.
    - **WRITE**
      - Tell children that today you are going to write sentences about what the children like to do.
      - Collect all the sentences on the board.
      - **SHARE**
        - Share the sentences with others.

- **Independent Writing**
  - **Independent Writing: A Sentence**
    - **REVIEW**
      - Have children answer the following:
      - Does my sentence tell what my friends and I like to do together?
      - Does my sentence make sense?
      - Did I draw a picture to show what I like to do?
      - Did I write all of the letters in the words I know?
    - Circulate and help children as they review and revise their sentence. Guide children to check their drafts for details and to add additional details. Have children share their sentences with partners. Guide children to revise their sentences based on partner and teacher feedback.
      - Distribute copies of the Writer's Checklist. Guide children to evaluate their work.
      - **WRITE**
        - Ask children to draw a picture of a friend. Guide them to label their drawings.
      - **SHARE**
        - Have children present their work to the class.

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**Transitions That Teach**

While children wait in line, have them talk about ways to include others when they play with friends.
Assessment

*Treasures* offers an array of effective assessment tools to ensure progress for all students.

- Place students appropriately
- Measure student understanding
- Monitor progress
- Diagnose needs and prescribe solutions
- Report and track growth

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### Monitoring Progress

- **Administer the Test**
  - Unit 3 Test

- **Tested Skills and Strategies**
  - **Comprehension Strategies and Skills**
    - Strategies: Recognize text/story structure
    - Skills: Make predictions, classify and categorize, character and plot
  - High-Frequency Words
    - see, go
  - **Phonemic Awareness**
    - Phoneme isolation (/t/)
  - Phoneme blending (/t/, /i/)
  - **Phonics**
    - /t/, /i/
  - **Concept Words**
    - Shape words

- **Use Multiple Assessments for Instructional Planning**
  - To create instructional profiles for your children, look for patterns in the results from any of the following assessments:
  - **Running Records**
    - Use the instructional reading level determined by the Running Record calculations for regrouping decisions.
  - **Benchmark Assessments**
    - Administer tests three times a year as an additional measure of both children’s progress and the effectiveness of the instructional program.

### Analyze the Data

- **Diagnose**
  - **Assessments**
    - **UNIT TEST**
      - **IF...**
        - 0–15 Correct
      - **THEN...**
        - Reteach skills using the Intervention Teacher’s Editions.

- **For users of DIBELS**
  - Use the results from the DIBELS Progress Monitoring tests to confirm instructional decisions.
    - **DIBELS Link**

- **For users of TPRI**
  - Use the scores from the TPRI as a progress monitoring tool to confirm instructional decisions.
    - **TPRI Link**

### Response to Intervention

- **To place children in Tier 2 or Tier 3 Intervention use the Diagnostic Assessment.**
  - **Tier 2**
    - Phonemic Awareness
    - Phonics
    - Vocabulary
    - Fluency
  - **Tier 3**
    - Additional support for Tier 2 needs

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End-of-Unit Assessment

*Macmillan/McGraw-Hill*
Theme Assessment in the Activity Books
On track for success at First Grade
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<th><strong>LITERATURE</strong></th>
<th><strong>ASSESSMENT</strong></th>
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<td>Fluency Assessment</td>
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<td>Approaching Level</td>
<td>Assessment Handbook</td>
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<td>On Level</td>
<td>Unit and Benchmark Assessment</td>
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<td>Interactive Read Aloud Anthology with Plays</td>
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<td>Read Aloud Trade Books (11 titles)</td>
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<td><strong>TEACHER’S MATERIALS</strong></td>
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<td>Teacher’s Editions (10)</td>
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<td>Sing, Talk, Rhyme! Chart</td>
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<td>Managing Small Groups: A How-To Guide</td>
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<td>Sound Pronunciation Audio CD</td>
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<td>Listening Library: Core Selections Audio CD</td>
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<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
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<td>Treasures for Teachers Professional Development DVD (7: Writing, English Learner, Fluency, Phonics/Phonemic Awareness, Classroom Management/Differentiated Instruction, Vocabulary/Comprehension, Assessment)</td>
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- Develops ability to listen with understanding and to speak with clarity
- Instills decoding skills for word recognition
- Lays the foundation for reading comprehension
- Fosters early writing skills