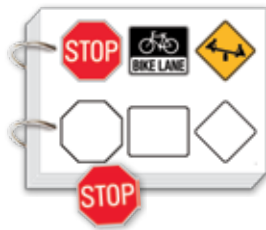


# The Lesson Cycle



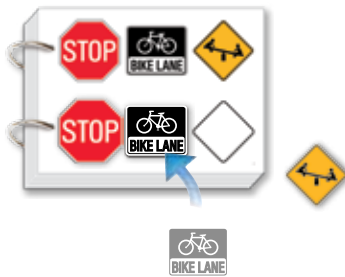
## STEP 1: Introduce a Book

Lesson One for each unit features a picture walk of the new book. Following the picture walk, teachers read the book aloud twice. Response activities **focus on key story elements**, such as main character, setting, and main idea.



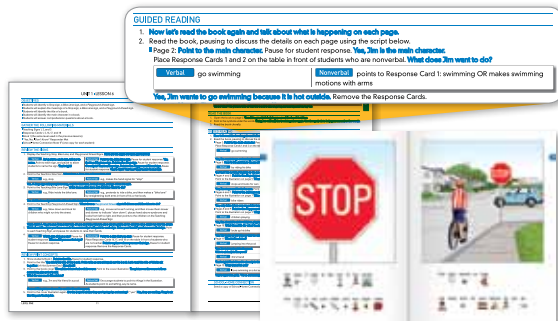
## STEP 2: Introduce Each Sign

Lessons Two, Three, and Four focus on introducing one of the three signs from the unit's book. Students learn to **identify the sign** by color and any pictures on the sign. Then they **learn the sign's meaning**. Kinesthetic actions for each sign's meaning and student role-plays are included in each scripted lesson.



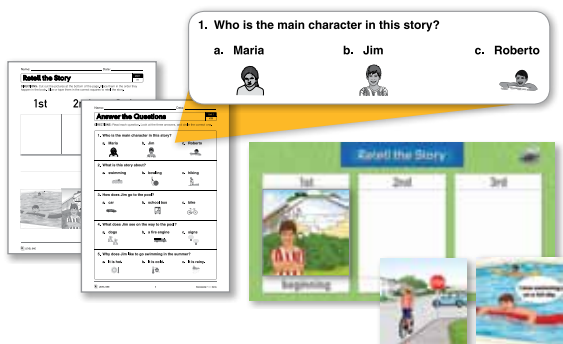
## STEP 3: Review the Unit's Three Signs

Lesson Five focuses on reviewing the three signs from the unit. **Hands-on activities** using the Student Sign Strip and Student Signs allow students to demonstrate sign comprehension.



## STEP 4: Guided Reading

Lesson Six focuses on the unit's book. **Language arts standards**, including print concepts, main character, and main idea, are all addressed in a page-by-page scripted guided reading lesson.



## STEP 5: Book Comprehension Activities

Lesson Seven includes retelling the story using the Retell Mat and three Sequence Cards. Students also complete their first two Activity Sheets, **retelling the story and answering comprehension questions** that feature SymbolStix®.





## STEP 6: Generalize the Signs with a Poster

Lesson Eight helps students **generalize the unit's signs** in a setting other than the unit's book. A full-color poster depicting a community scene incorporates the unit's three signs. Activity Sheets further help students generalize the meaning of the signs.



## STEP 7: Review Current and Previously Learned Signs

The first part of Lesson Nine **incorporates review** of the current unit's three signs as well as signs from previous units using posters and activity sheets.

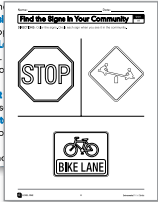
1. Which sign tells bike riders to ride inside the bike lane?



### COMMUNITY-BASED INSTRUCTION ACTIVITY

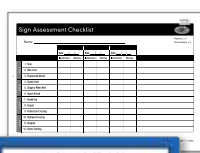
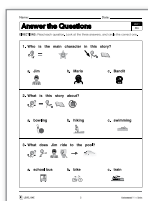
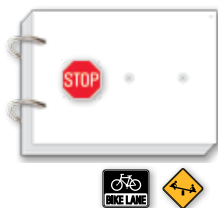
Note: Complete the Community-Based Instruction Activity if at all possible. If this is not possible, create a photo album showing the signs on Activity Sheet 7 from areas in your community.

1. Display the Teaching Stop, Bike Lane, and Into the community and look for these three signs. Point to the Teaching Signs.
2. Give students time to complete the task.
3. Take the group to see the signs in the community.
4. Take the group to see a Stop sign. Point to the Stop sign on your paper. Press.
5. We have learned that people have to stop to stop. Have students back up at Pause for student response.
6. Display the Teaching Stop Sign, and read



## STEP 8: Community-Based Instruction Activity

The second part of Lesson Nine provides suggestions for a **community-based instruction activity** involving the unit's three signs. The class finds the three signs in the community and acts out each sign's meaning in the real world.



## STEP 9: Assess Sign Mastery and Book Comprehension

Teachers **assess both short- and long-term retention** of the signs and the key elements of the book during Lesson Ten of each unit. Teachers can monitor progress digitally with the Interactive Assessment or use the reproducible checklist in the Teacher's Guide.

# 160 Scripted Lessons

Every step in the lesson cycle is supported by a scripted lesson plan. Each of the 16 units includes ten lesson plans that incorporate all of the components of the program in a seamless learning system.

Book 1

## UNIT 1 • LESSON 1

### OBJECTIVES

- Students will draw conclusions about a book based on its cover illustration.
- Students will be introduced to the concept of a book title.
- Students will make predictions about a book based on its title.
- Students will be introduced to three signs: *Stop*, *Bike Lane*, and *Playground Ahead*.
- Students will identify the main character in a book.

### GATHER THE FOLLOWING MATERIALS

- Book 1 (either Level A or Level B)
- Response Cards 1, 2, 3, 4, 5, 6, and 7
- "Yes, No, I Don't Know" Responder (to be used with all "yes" or "no" questions)
- School-Home Connection Note 1A (one copy for each student)

### BOOK INTRODUCTION

- Show students Book 1. Tap your finger on the cover. **This is our new book.**
- Point to the cover illustration. **Look at this picture.**
- Place Response Cards 1 and 2 on the table in front of students who are nonverbal. **What are the boys doing?**

**Verbal** swimming

**Nonverbal** points to Response Card 1: swimming OR makes swimming motions with arms

**That's right! The boys are swimming.** Remove the Response Cards.

- Have you ever been swimming?** ("yes" or "no") Place Response Card 3 on the table in front of students who are nonverbal. **If "yes": What time of year do you swim outside?**

**Verbal** e.g., summer

**Nonverbal** points to a season on Response Card 3 (e.g., summer)

Remove the Response Card.

- Point to the title. **These words are the title of this book. The title tells us something about the book. This title is *A Hot Summer Day!*** *Note: If students ask about the symbols under the words, explain that you will talk about them later.*
- Point to the cover illustration. **Look at this picture again. Think about the title *A Hot Summer Day!*** Place Response Cards 1 and 2 on the table in front of students who are nonverbal. **What do you think this book is about?**

**Verbal** e.g., going swimming in the summer

**Nonverbal** points to Response Card 1: swimming OR makes swimming motions with arms

**That's a good guess. Let's open the book and find out more.** Remove the Response Cards.

### SIGNS TO KNOW

- Open the book to the "Signs to Know" page. **Look at these signs.**
- Point to each sign and say its name aloud: *Stop*, *Bike Lane*, *Playground Ahead*.
- You will learn about these signs when we read this book. When you see one of these signs in the book, raise your hand.**  
*Note: If a student cannot raise his or her hand because of a physical disability, suggest an alternative movement such as blinking the eyes, nodding the head, moving a thumb, or pressing a switch.*

### PICTURE WALK

Let's look at the pictures in this book. Turn the pages, and show students each illustration. Pause to point out and describe key elements on each page using the script below. Focus on the illustrations. Do not read the text or point out the symbols under the words.

- Page 2: Point to the boy on the page. **This is Jim. This book is about Jim, so we call Jim the main character. A main character is the "star" of a book. Who is the main character in this book?**

**Verbal** Jim

**Nonverbal** points to Jim in the illustration

**Yes, Jim is the main character.**

- Page 3: Place Response Cards 4 and 5 on the table in front of students who are nonverbal. **What is Jim riding?**

**Verbal** a bike

**Nonverbal** points to Response Card 5: bicycle

**Yes, Jim is riding a bike.** Remove the Response Cards. Remember to let me know if you see a sign after I turn the page.

- Page 4: Pause to let students acknowledge that they see the sign. **Oh, you see a sign on this page.** Point to the Stop sign. **Yes, this is a Stop sign. Have you ever seen a Stop sign before?** ("yes" or "no") Call on a student who said "yes." **Where have you seen a Stop sign?** Responses will vary.
- Page 5: Pause to let students acknowledge that they see the sign. **Yes, there is a Stop sign on this page too.** Point to the Stop sign. **Jim is stopping his bike because he sees the Stop sign.**
- Page 6: Pause to let students acknowledge that they see the sign. **You're right!** Point to the Bike Lane sign. **This is a Bike Lane sign. Have you ever seen a Bike Lane sign before?** ("yes" or "no") Call on a student who said "yes." **Where have you seen a Bike Lane sign?** Responses will vary.
- Page 7: Pause to let students acknowledge that they see the sign. **Yes, there is a Bike Lane sign on this page too.** Point to the Bike Lane sign. **Jim is riding his bike in the bike lane.**
- Page 8: Pause to let students acknowledge that they see the sign. **You've seen the third sign!** Point to the Playground Ahead sign. **This is a Playground Ahead sign. Have you ever seen a Playground Ahead sign before?** ("yes" or "no") Call on a student who said "yes." **Where have you seen a Playground Ahead sign?** Responses will vary.
- Page 9: Pause to let students acknowledge that they see the sign. **Yes, there is a Playground Ahead sign on this page too.** Point to the Playground Ahead sign. **Jim sees this sign just before he gets to the playground.**
- Page 10: Point to Jim's bike. **Jim has locked up his bike so that no one will steal it.**
- Page 11: **Do you see our main character, Jim?** ("yes" or "no") Call on a student who said "yes." **Point to Jim.** Pause for student response. **Yes, this is our main character, Jim. What is Jim doing?**

**Verbal** jumping into the pool | **Nonverbal** points to Jim jumping into the pool OR gets up and jumps

Yes, Jim is jumping into the pool.

- Page 12: Look at Jim and the other boy. **Do you think they like to swim?** ("yes" or "no") Call on a student who said "yes." **How can you tell?**

**Verbal** They are smiling. | **Nonverbal** points to the smile on each boy's face in the illustration OR smiles and points to own smile

That's right! When people smile, it shows that they are happy.

### READ THE BOOK

Now I will read the book to you. Think about how the words go with the picture on each page. Read the book, showing students the illustrations. Good listening! Now I will read the book again. This time, let me know when you see a sign. Read the book again, pausing to let students acknowledge that they see the signs.

### RESPONSE ACTIVITY

- Place Response Cards 1 and 2 on the table in front of students who are nonverbal. **What is this story about?**

**Verbal** swimming | **Nonverbal** points to Response Card 1: swimming OR makes swimming motions with arms

**You're right!** Remove the Response Cards.

- Place Response Cards 6 and 7 on the table in front of students who are nonverbal. **Who is the main character in this story?**

**Verbal** Jim | **Nonverbal** points to Response Card 6: Jim

**Good job!** Remove the Response Cards.

- What do you like best about this story?**

**Verbal** Responses will vary. | **Nonverbal** looks through book and points to favorite page

Thank you for sharing!

### REVIEW THE SIGNS TO KNOW

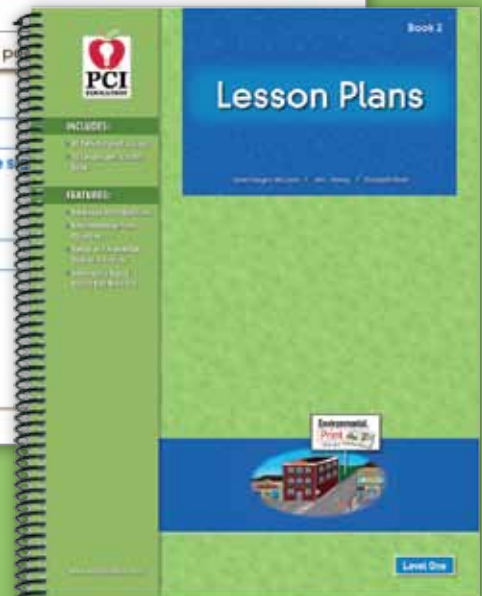
- Open the book to the "Signs to Know" page. **We will be learning more about these three signs.**
- Point to each sign and say its name aloud: **Stop, Bike Lane, Playground Ahead.**
- When you go home today, look for these three signs in your neighborhood.**

### SCHOOL-HOME CONNECTION

Send a copy of School-Home Connection Note 1A home with each student.

LEVEL ONE

3



- Intended for small-group instruction.
- Student objectives are listed for easy lesson planning.
- Materials are listed to gather ahead of time.
- For every question asked, both verbal and nonverbal responses are suggested.
- Text is color-coded so it is easy to follow.