


Sit Together And Read

Blackout by John Rocco

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Target	Environmental Print															Metalinguistic Concept of Reading														
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 Don't forget to talk about the highlighted topic 2-3 times as you read this book! 

PREDICTING

Context: In the book, there is a sign on the door that says, "Exit."

Teacher: Here's a sign that looks like one we have inside our building! It shows people that they can leave the building. Can any-one guess what the sign says?

Children: Exit?

Teacher: You're exactly right! The sign has the word **exit** written on it.

REASONING

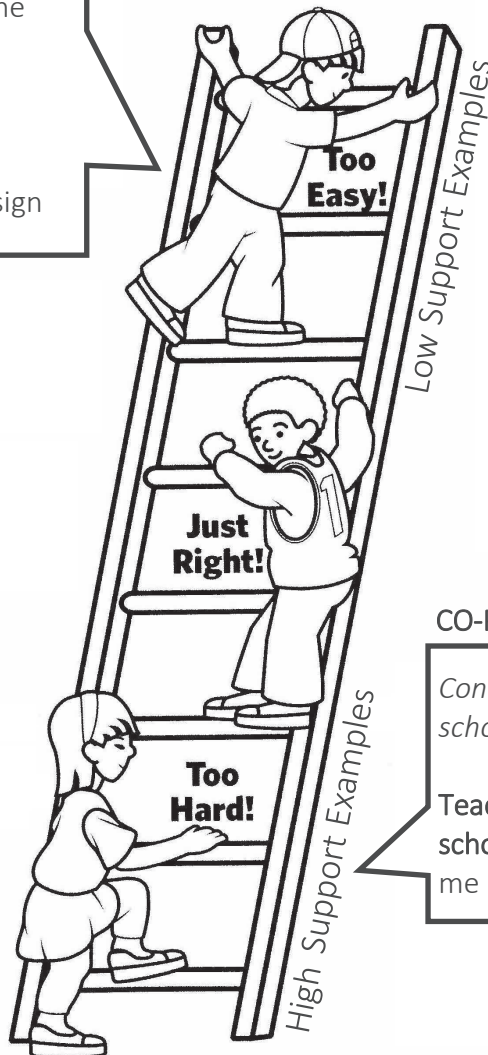
Context: On a page near the end of the book, a girl made a sign that says, "Welcome."

Teacher: (After reading the words on the left page, point to the sign.) Look this girl made a sign for Rufus. It says **Welcome**. Why do you think she made a sign for him?

ELICITING THE ANSWER

Context: In the book, there are pieces of papers with individual alphabet letters written on them that are scattered across the floor.

Teacher: We see letters and words at the top of this page. Who can show me where else we see letters on the page?



CO-PARTICIPATING

Context: In the book, there is a sign on the school that says, "Elementary School."



Teacher: This word is **school** and this word is **school**. Ashton, come on up here and help me point to the two words that say **school**.

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PREDICTING

Context: The teacher can use this example when looking at the cover of Blackout.

Teacher: This book is titled *Blackout*. What do you think this story is about?

Child: Night?

Teacher: Good idea. And what did the title tell us about what the pig will do in the story?

REASONING

Context: This example relates to the first page that has text on it where Rufus is looking at the pages of his favorite book by himself.

Teacher: Rufus is looking at the pictures in his book. Why can't he understand everything about the story by only looking at the pictures in that book?

ELICITING THE ANSWER

Context: The teacher can use this example when looking at the cover of Blackout.

Teacher: We're going to read *Rufus Goes to School*. While we read, we are going to find out what happens to Rufus on his first day of school. Why are we going to read this book?

CO-PARTICIPATING

Context: This example relates to the first page that has text on it where Rufus is looking at the pages of his favorite book by himself.

Teacher: We're reading a book right now, just like how Rufus is reading his favorite book. Does anyone know why we read stories? Let's come up with some ideas together about what we might learn about Rufus and his first day of school.

