

# Grumpy Groundhog

Pre-K  
Literacy  
Units



# Pre-K Literacy Units

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Store: <http://www.teacherspayteachers.com/Store/Tara-West>

# Overview of a Week

Unit: 3 Week 1		Pre-K Literacy Units			Unit: 3 Week 1		
		If You Give a ...					
		Lesson One	Lesson Three	Lesson Four	Lesson Five		
<p><b>Unit Big Idea:</b> Students will listen and explore winter.</p> <p><b>Unit 3 Standard Objective:</b> I can retell stories with many details about characters, events and storylines.</p> <p><b>Week Theme:</b> Retell</p> <p><b>Main Close Read Text:</b> If You Give a Mouse a Cookie by Laura Numeroff</p> <p><b>Literacy Skill Focus Standard:</b> Comprehends and Responds to Books (RL.K.2)</p> <p><b>Essential Questions:</b> Who is the main character in the text? What is the setting?</p> <p><b>Week "I can statements":</b> * I can identify the characters within the book.</p> <p>"I can state the setting.</p> <p><b>Story Elements:</b> Characters, Setting</p> <p><b>Phonological Awareness:</b> Rhyming</p> <p><b>Vocabulary:</b> excited, mustache, sign (v.)</p>	<p><b>Oral Language:</b> Recognize words around the house. Use the included real life "Around the House" vocabulary cards 1-6. Display the card and ask students to repeat the word. Hold up the card and ask students to match the card to "real life". Example: Have a student take the card to the door or desk.</p> <p><b>Phonological Awareness:</b> Listen and chant the poem chorally. Introduce the poem and read/chart it chorally 2-3 times. Have students add expression and hand gestures.</p> <p><b>Print Awareness:</b> Understand book handling. Hold up the book, <i>If You Give a Mouse a Cookie</i> upside down, backwards and open. Ask students to determine how best to hold the book. Ask students to demonstrate proper holding.</p> <p><b>Reader's Workshop (Close Read):</b> Students will listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge.</p> <p>Display the book cover and read the title. Ask students to think about what the text will be about. Tell the students that this book is a predictable book which means they will get to guess what happens next.</p> <p>State the week's essential question for the students to ponder.</p> <p>Read the text "cold" with minimal stopping while reading.</p> <p><b>Independent Hands-On Application: "Capture THIS and THAT"</b></p> <p><b>Whole-Body:</b> Students will practice jumping forward and back. State and false statements about the book. If the statement is true, students will jump forward. If the statement is false, students will jump back. Example: mouse wanted an apple.</p> <p><b>The Arts:</b> Students will practice the song <i>Who Took the Cookie?</i> Movement and dance song. View the song <a href="#">here</a>.</p>	<p><b>Oral Language:</b> Discriminate and recognize vocabulary pictures in realistic and fiction formats. Use the included "Around the House" vocabulary cards 7-30. Have students sort the cards on a pocket chart. You can sort by similarity and additional sorts. (Sort cards included for additional sorting.)</p> <p><b>Phonological Awareness:</b> Recognize rhyming words. Read the poem again. Have students state the rhyming words. Pass out the student version of the poem. Students will paste it in their notebooks.</p> <p><b>Print Awareness:</b> Understand concepts of print. Hold up the book, <i>If You Give a Mouse a Cookie</i>. Turn to a page and ask for a student to point out a picture, a sentence, a word and a letter. Point to a picture and ask students to state the meaning of that picture.</p> <p><b>Reader's Workshop (Close Read):</b> Students will answer simple recall questions to understand the text.</p> <ol style="list-style-type: none"> <li>1. Turn to page first page in the text (Mouse leaving his house). "Who is this? What is mouse in the story? Yes, mouse is a character in the story." (Show students the mouse character poster.)</li> <li>2. Turn to page 1. (The boy handing a mouse a cookie). "Look, the little boy gives the mouse a cookie. What will happen now?"</li> <li>3. Turn to page 6. "Look at mouse. Why is he holding his stomach?"</li> <li>4. Turn to final page. "What will happen now that Mouse wants a cookie and milk?"</li> </ol> <p><b>Independent Hands-On Application: "Search and Find"</b></p> <p><b>Whole-Body:</b> Students will balance a "cookie" on their heads. Choose between using bean bags or the included cookie cards. Students will balance their cookie on their head. Make the task trickier by having students walk with the cookie.</p> <p><b>The Arts:</b> Students will complete the torn paper cookie craft. Option-water color mouse and cookie.</p>	<p><b>Oral Language:</b> Expand vocabulary by using additional context words. Use the "Around the House" vocabulary cards. Ask students questions like, "How do we get through the door?" (open) "What do in a kitchen?" (eat) What do we do at a desk?" (color) As a group act out these motions: eat, color, open, etc.</p> <p><b>Phonological Awareness:</b> Recognize rhyming words. Read the poem. Use the included rhyming cards to generate additional rhyming pairs. Have students match the pairs on a pocket chart.</p> <p><b>Print Awareness:</b> Understand concepts of directionality. Turn to pages 17-18. Ask students to find the crayon that they are able to read the best (orange crayon). Discuss directionality on objects as well as books. Call up students to show how to hold up the crayon to best read them.</p> <p><b>Reader's Workshop (Close Read):</b> Students will retell the story. (Choose from the following.)</p> <ol style="list-style-type: none"> <li>1. Use the included retell cards. Have students retell the story from the beginning to the end on a pocket chart</li> <li>2. Gather the following and place them in a basket: tape, pillow, pen, straw, napkin, scissors, book, milk, broom, paper. Have the students retrieve items from the basket and line them up on the carpet to show the beginning to the ending of the story.</li> <li>3. Create retell necklaces. Students will color the pictures and cut.</li> <li>4. Interact with the retell stick and pieces.</li> </ol> <p><b>Independent Hands-On Application: "Retell It"</b></p> <p><b>Whole-Body:</b> Students will practice making transitions as tiptoeing mice. Show students how to tiptoe and practice tiptoeing. Then, encourage the students to be tiptoeing silent mice as they transition. They are hiding from a cat.</p> <p><b>The Arts:</b> Students will color and create their mask for tomorrow's play.</p>	<p><b>Oral Language:</b> Follow one and two step directions using vocabulary. Use the "Around the House" vocabulary cards. Call out commands for a student to retrieve one or two items (pictures). Example: "Johnny, go get me the desk card and the bathroom card." Option- have students give the commands.</p> <p><b>Phonological Awareness:</b> Recognize rhyming words. Read the poem. Have students complete the rhyming emergent reader.</p> <p><b>Print Awareness:</b> Understand words around me. Save a milk carton from home or school along with a cookie package or printed label. Have students search for the words on the labels. Add the labels to the "We Can Read" environmental print board.</p> <p><b>Reader's Workshop (Close Read):</b> Students will show comprehension of the story and learning.</p> <ol style="list-style-type: none"> <li>1. Who was our story about? Where did the story take place?</li> <li>2. Retell the story using the retell bag and matching cards.</li> <li>3. Review the vocabulary words from the week (sign, excited and mustache). Have students show the action for each word.</li> <li>4. Interact with the retell stick and pieces.</li> <li>5. Create retell hats. Use the included mouse templates and retell pieces.</li> </ol> <p><b>Assessment:</b> Weekly assessment (optional)</p> <p><b>Whole-Body:</b> Students will practice peer to peer interaction. Pass out the cookie and mouse cards. Students will move about to find a match (cookie and mouse). Complete this 4-5 times. Students will transition safely each time.</p> <p><b>The Arts:</b> Students will act out the story using their masks and props.</p>			

**A closer look at the lesson plans:** The lesson plans for the ENTIRE week are found on a two page spread. This will greatly ease an overabundant use of paper. You will be able to place the lesson plans in a three-ring binder and lay it open flat to view your entire week. Also, the lesson plans can be read "word-by-word." You will not need to retype up your lesson plans.

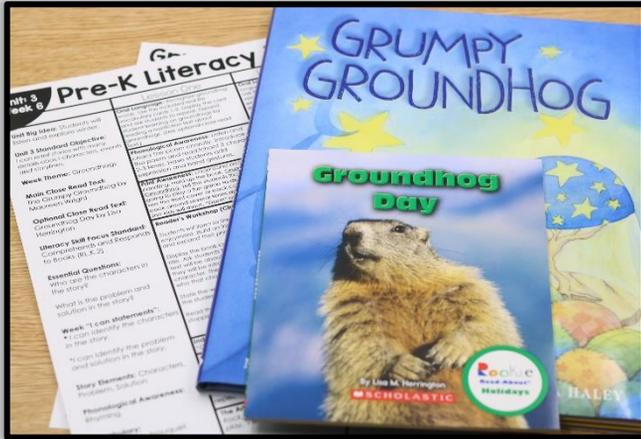
Along the left hand side will be your "guide" for the week. You'll find all your big ideas, standards, focuses, and texts there.

# Overview of a Week

Below is a quick overview of how each week will be set up. You will notice that you might see more than you can squeeze into one day. That is okay and what is best about Pre-K Literacy. Literacy is made with the teacher in mind; pick and choose from the material for what your students need.



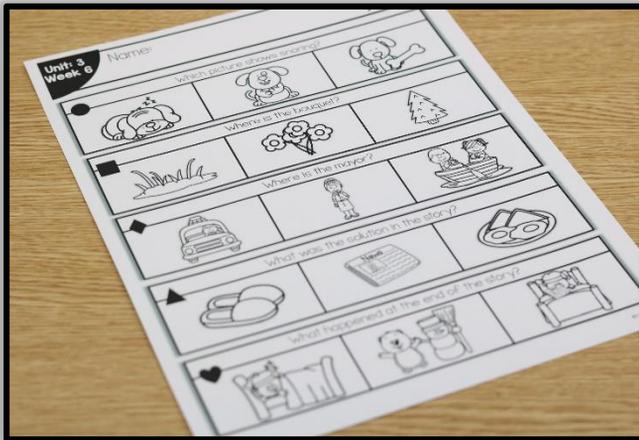
**A closer look at the additional resources:** Each week you will receive all necessary materials to teach the content. You will have three sets of vocabulary cards to choose from. Each week there will be the weekly poem, poem retelling pieces, and word strips to build the poem. Any blackline masters for independent practice will be included as well. Each week there will also be an optional skill check and a craft for students.



5 days of scripted lesson plans each week



Daily Practice sheets (Optional)



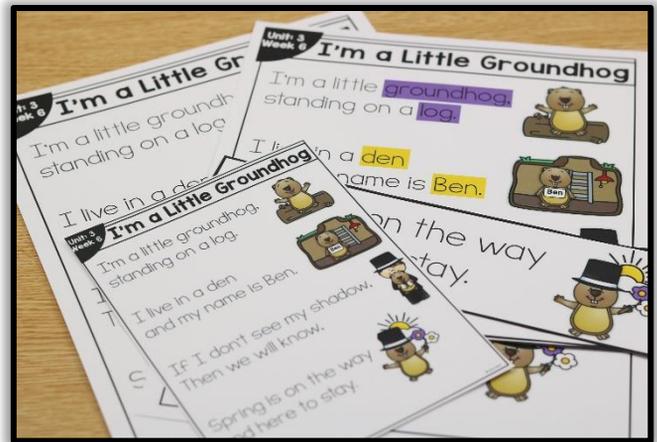
Weekly Vocab & Comp. Assessment (Optional)



Weekly vocabulary cards (3 sizes)



Weekly Story Element Posters



Weekly Poem (4 versions)



5 Retell Masks & Retell Necklaces



"Real Life" vocabulary cards



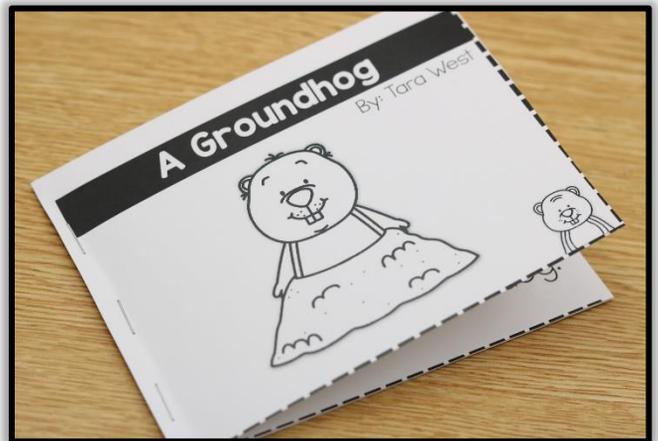
Fine Motor Practice



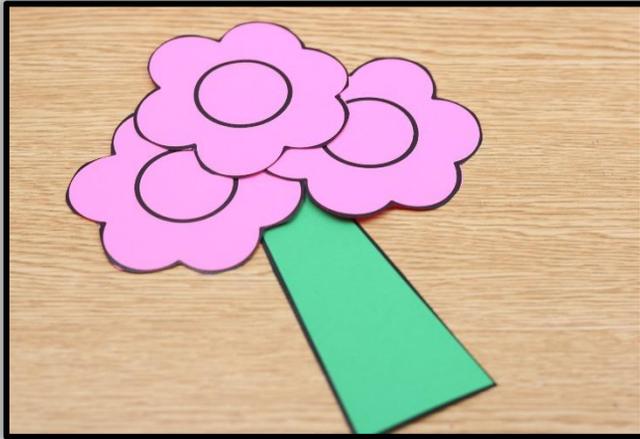
Rhyming poem cards



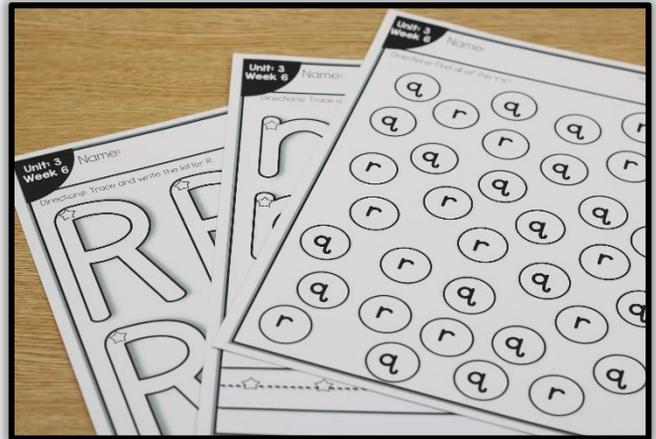
Retell cards- multiple sizes



Poem emergent reader



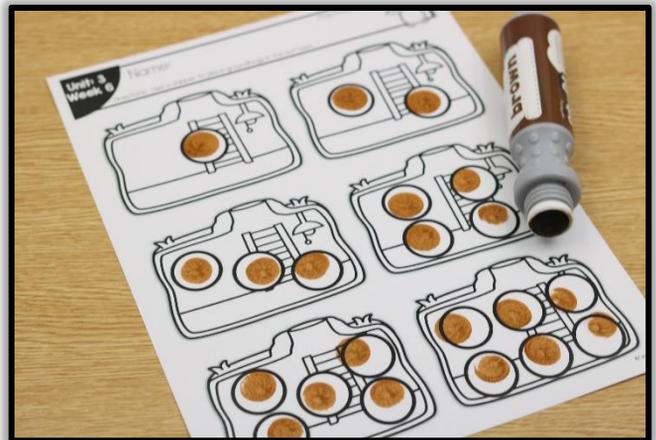
Vocabulary craft



Letter practice pages



Environmental posters



Dabber practice

# Pre-K Literacy Units

	Lesson One	Lesson Two
<p><b>Unit Big Idea:</b> Students will listen and explore winter.</p>	<p><b>Oral Language:</b> <i>Recognize groundhog words. Use the included real life vocabulary cards 1-3. Display the card and ask students to repeat. Expand student learning on groundhogs by reading a nonfiction text about groundhogs. (See optional close read text.)</i></p>	<p><b>Oral Language:</b> <i>Use descriptive language to expand the vocabulary. Use the included real life "groundhogs" vocabulary cards 1-3 to review the words. Expand the learning of the word shadow by following <a href="#">this</a> experiment.</i></p>
<p><b>Unit 3 Standard Objective:</b> <i>I can retell stories with many details about characters, events and storylines.</i></p>	<p><b>Phonological Awareness:</b> <i>Listen and chant the poem chorally. Introduce the poem and read/chant it chorally 2-3 times. Have students add expression and hand gestures.</i></p>	<p><b>Phonological Awareness:</b> <i>Recognize rhyming words. Read the poem again. Have students search for the rhyming words in the poem. Read the highlighted version.</i></p>
<p><b>Week Theme:</b> Groundhogs</p>	<p><b>Print Awareness:</b> <i>Understand book handling. Hold up the book, <u>Grumpy Groundhog</u>. Tell the students that you are going to play a fun game to decide if they see the front cover or back cover. Turn the book around several times and then stop. The kids will shout, "Front!" or "Back!"</i></p>	<p><b>Print Awareness:</b> <i>Understand features of the text. Hold up the book. Ask students to assist you in finding the title and author/illustrator on the cover. Call up multiple students to tap on the title of the text. Move on to finding the title on the spine.</i></p>
<p><b>Main Close Read Text:</b> The Grumpy Groundhog by Maureen Wright</p>	<p><b>Reader's Workshop (Close Read):</b>  <i>Students will listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge.</i></p>	<p><b>Reader's Workshop (Close Read):</b>  <i>Students will gain an understanding of the vocabulary used in the text. Reread the text, stopping to discuss each of the words below. Have students practice the action to remember the word.</i></p>
<p><b>Optional Close Read Text:</b> Groundhog Day by Lisa Herrington</p>	<p>Display the book cover and read the title. Ask students to think about what the text will be about. Tell the students that they will be introduced to a silly character. They will want to remember who that character is.</p>	<p><b>mayor:</b> an official that leads a town (Use your hand as a microphone to pretend you are giving a speech.)</p>
<p><b>Literacy Skill Focus Standard:</b> Comprehends and Responds to Books (RL.K.2)</p>	<p>State the week's essential question for the students to ponder.</p>	<p><b>snore:</b> to breathe noisily when sleeping (Make a snoring sound.)</p>
<p><b>Essential Questions:</b> Who are the characters in the story?</p>	<p>Read the text "cold" with minimal stopping while reading.</p>	<p><b>bouquet:</b> a group of freshly picked flowers (Make a fist with one hand as that is the bottom of the bouquet, use your other hand to make a motion that you're touching the big flowers.)</p>
<p>What is the problem and solution in the story?</p>	<p><b>Independent Hands-On Application:</b> "Capture THIS and THAT"</p>	<p><b>Independent Hands-On Application:</b> "Listen and Draw"</p>
<p><b>Week "I can statements":</b> <i>* I can identify the characters in the story.</i></p>	<p><b>Whole-Body:</b> <i>Students will practice gross motor skills. Have students act out being a groundhog jumping from the burrow. Have students kneel down to the floor and help you count, "3, 2, 1, ta-da!" You can repeat several times.</i></p>	<p><b>Whole-Body:</b> <i>Students will practice fine motor skills. Choose between fine motor tweezing, fine motor cutting practice, fine motor tracing, or fine motor dabbing practice.</i></p>
<p><i>* I can identify the problem and solution in the story.</i></p>	<p><b>The Arts:</b> <i>Students will move to the Rock, Paper, Scissors shadow finger play. View the song <a href="#">here</a>.</i></p>	<p><b>The Arts:</b> <i>Students will sing the I'm a Little Groundhog song. View the song <a href="#">here</a>.</i></p>
<p><b>Story Elements:</b> Characters, Problem, Solution</p>		
<p><b>Phonological Awareness:</b> Rhyming</p>		
<p><b>Vocabulary:</b> mayor, snore, bouquet</p>		

# Grumpy Groundhog

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Unit: 3  
Week 6

Lesson Three	Lesson Four	Lesson Five
<p><b>Oral Language:</b> <i>Discriminate and recognize vocabulary pictures in realistic and fiction formats. Use the included "groundhog" vocabulary cards 4-15. Have students sort the cards on a pocket chart. You can sort by similarity and additional sorts.</i></p>	<p><b>Oral Language:</b> <i>Expand vocabulary by using additional context words. Use the "groundhog" vocabulary cards. Ask students questions like, "Which animals live in a burrow? What is a burrow? What animals hibernate? Where do they hibernate? What things make shadows?"</i></p>	<p><b>Oral Language:</b> <i>Follow one and two step directions using vocabulary. Use the hands-on experiment from lesson 2. Give directions on which items to shine the light on. For example, "Grab a book and a cube."</i></p>
<p><b>Phonological Awareness:</b> <i>Recognize rhyming words. Read the poem again. Have students state the rhyming words. Pass out the student version of the poem. Students will paste it in their notebooks.</i></p>	<p><b>Phonological Awareness:</b> <i>Recognize rhyming words. Students will sort the included rhyming cards to determine the ones that rhyme with groundhog.</i></p>	<p><b>Phonological Awareness:</b> <i>Read the poem. Have students complete the poem emergent reader.</i></p>
<p><b>Print Awareness:</b> <i>Understand concepts of print. Introduce the students to the written clues that are found throughout the text on the signs, etc.</i></p>	<p><b>Print Awareness:</b> <i>Understand concepts of directionality. Use the included sentence strips that say, "I won't come out!" Have students come up and tap the sentence, reading it with expression.</i></p>	<p><b>Print Awareness:</b> <i>Understand words around me. Have students assist you in adding the environmental print signs that are included in the class.</i></p>
<p><b>Reader's Workshop (Close Read):</b> <i>Students will answer simple recall questions to understand the text.</i></p> <ol style="list-style-type: none"><li>1. How does groundhog feel at the beginning of the story? How does he feel at the end of the story? What changed for groundhog?</li><li>2. What characters are in the story? Is there one main character?</li><li>3. What is the setting of the story? How do we know?</li><li>4. What was the problem?</li><li>5. What was the solution to the problem?</li></ol>	<p><b>Reader's Workshop (Close Read):</b> <i>Students will retell the story. Choose from the following:</i></p> <ol style="list-style-type: none"><li>1. Use the included retell cards. Have students retell the story from the beginning to the end on a pocket chart.</li><li>2. Create retell necklaces. Students will color the pictures and cut.</li><li>3. Interact with the retell stick and pieces.</li><li>4. Create retell hats. Use the included groundhog templates and retell pieces.</li><li>5. Retell the story using the retell bag and matching cards.</li></ol>	<p><b>Reader's Workshop (Close Read):</b> <i>Students will show comprehension of the story and learning.</i></p> <ol style="list-style-type: none"><li>1. Who was in the story? Where did the story take place? What was the problem? What was the solution?</li><li>2. Review the vocabulary words from the week. Have students show the action for each word.</li><li>3. Review the vocabulary in a "real-life" way. Ask students to apply the words in everyday life. Ask, "Who or what can snore? How does a bouquet smell? What does the mayor do?"</li></ol>
<p><b>Independent Hands-On Application:</b> "Search and Find"</p>	<p><b>Independent Hands-On Application:</b> "Retell It"</p>	<p><b>Assessment:</b> Weekly assessment (optional)</p>
<p><b>Whole-Body:</b> <i>Students will practice their balance skills. Have students balance on one leg like the groundhog did when he received his slippers.</i></p>	<p><b>Whole-Body:</b> <i>Students will practice making transitions like the groundhog did in the book. Reintroduce the students to using the whole body movement from the text: twirl.</i></p>	<p><b>Whole-Body:</b> <i>Students will practice peer-to-peer interaction. Partner students up with 1 student. Encourage the students to turn and face one another. The students will discuss a time they felt grumpy.</i></p>
<p><b>The Arts:</b> <i>Students will complete the groundhog craft. Use the included template. Option: Watercolor groundhog.</i></p>	<p><b>The Arts:</b> <i>Students will color and create their mask for tomorrow's play.</i></p>	<p><b>The Arts:</b> <i>Students will act out the story using their masks and props.</i></p>

# **Unit 3 - Week 6 Additional Resources**

# I'm a Little Groundhog

I'm a little groundhog,  
standing on a log.



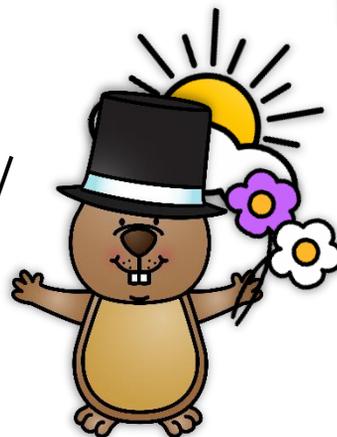
I live in a den  
and my name is Ben.



If I don't see my shadow,  
Then we will know,



Spring is on the way  
and here to stay.



# I'm a Little Groundhog

I'm a little groundhog,  
standing on a log.



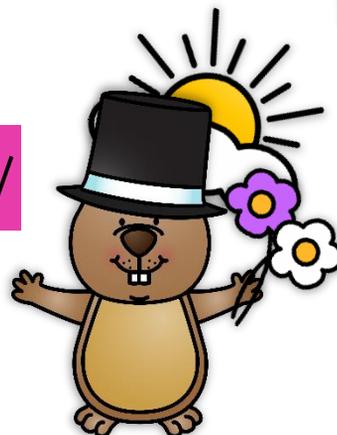
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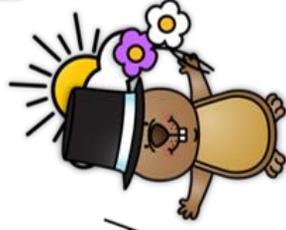
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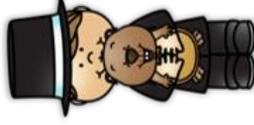
# I'm a Little Groundhog



I'm a little groundhog,  
standing on a log.



I live in a den  
and my name is Ben.



If I don't see my shadow,  
Then we will know,



Spring is on the way  
and here to stay.

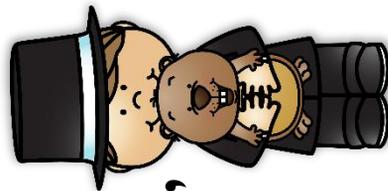
I'm a little groundhog,  
standing on a log.

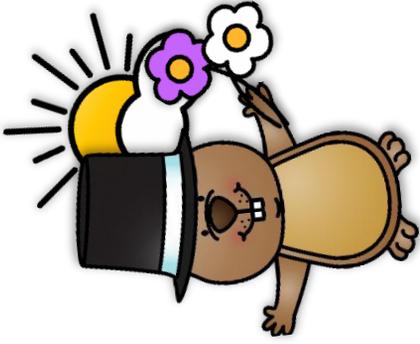


I live in a den  
and my name is Ben.

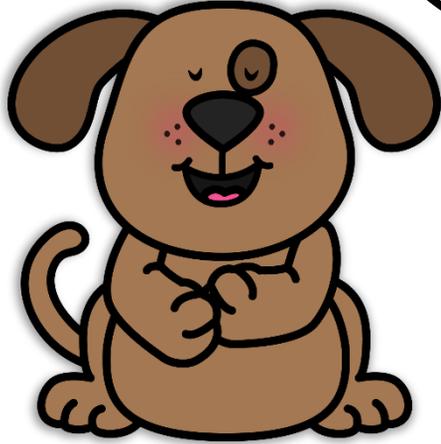


If I don't see my shadow,  
Then we will know,

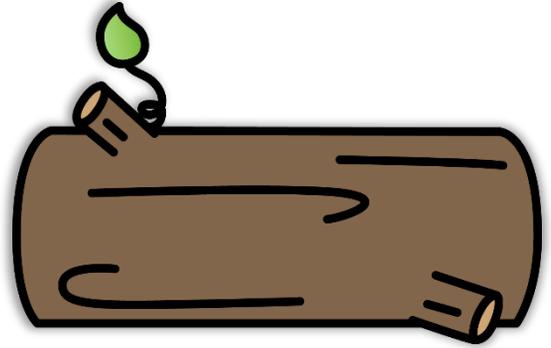




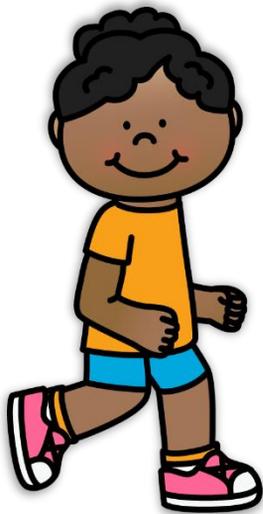
Spring is on the way  
and here to stay.



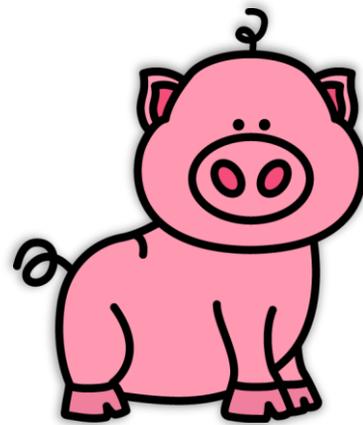
dog



log



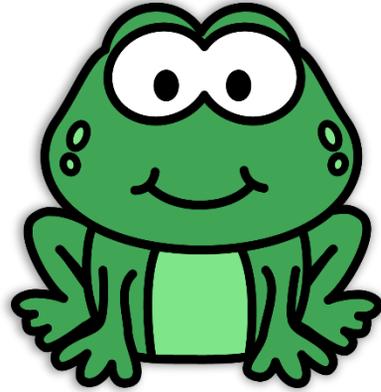
jog



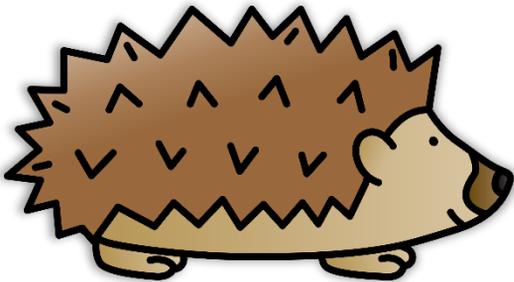
hog



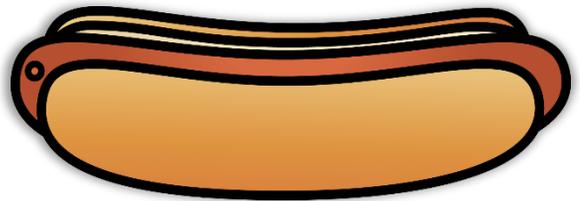
fog



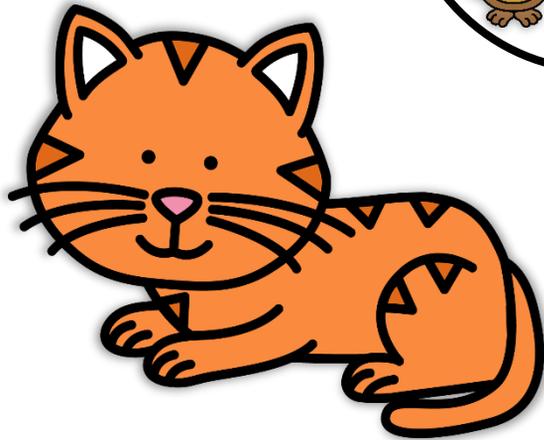
frog



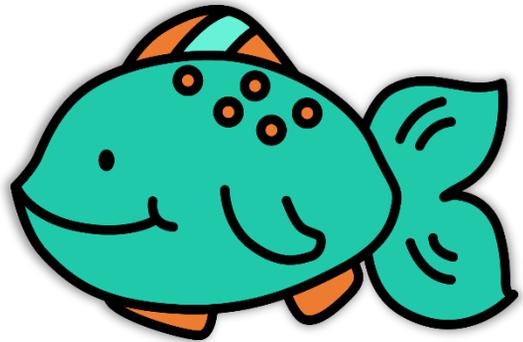
hedgehog



hotdog



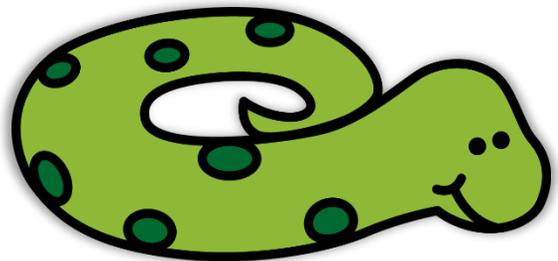
cat



fish



horse

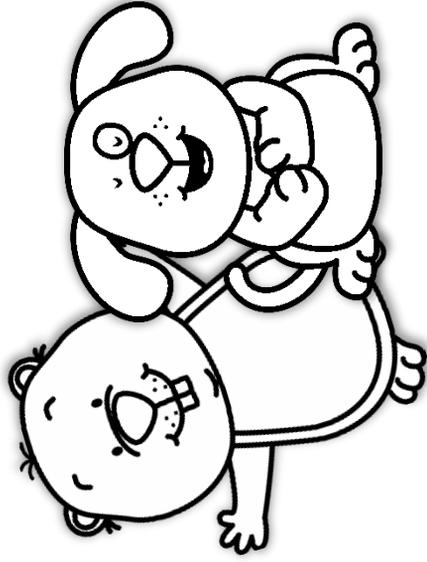
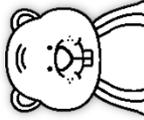
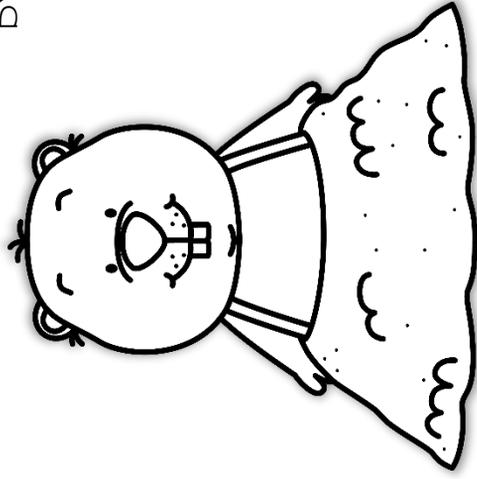


snake

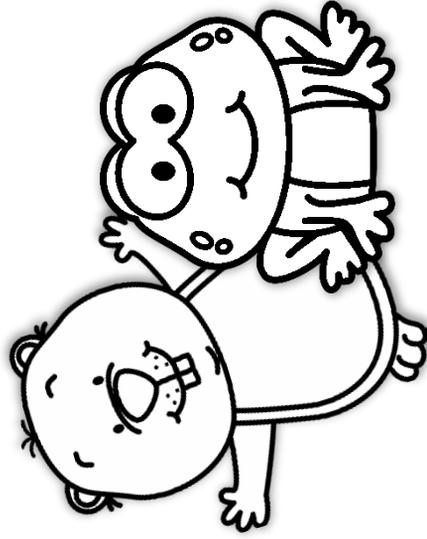


# A Groundhog

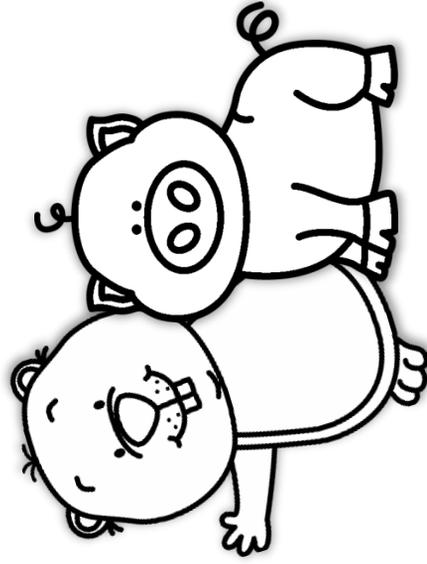
By: Tara West



A groundhog and a dog.



A groundhog and a frog.



A groundhog and a hog.



**snore**



**mayor**



**bouquet**



**snore**



**mayor**



**bouquet**



**snore**



**mayor**



**bouquet**



**bouquet**

**group of freshly picked flowers**

**mayor**

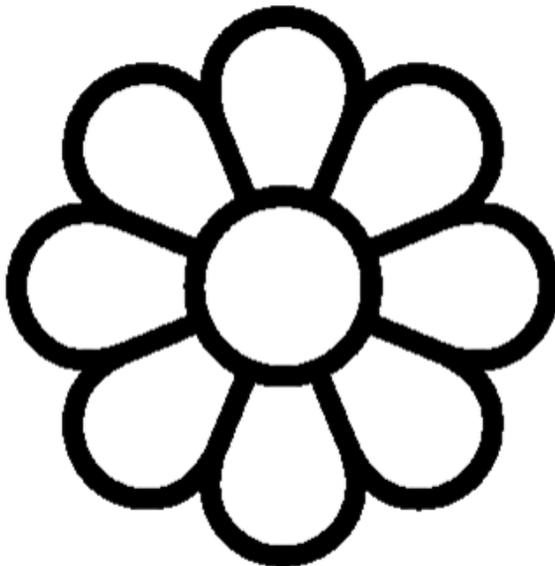
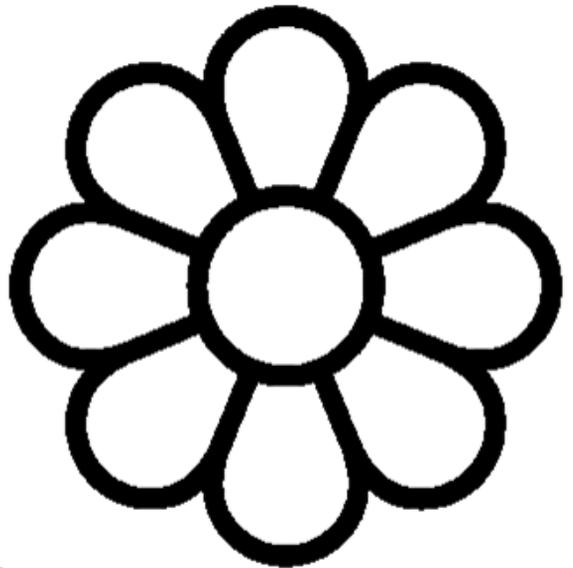
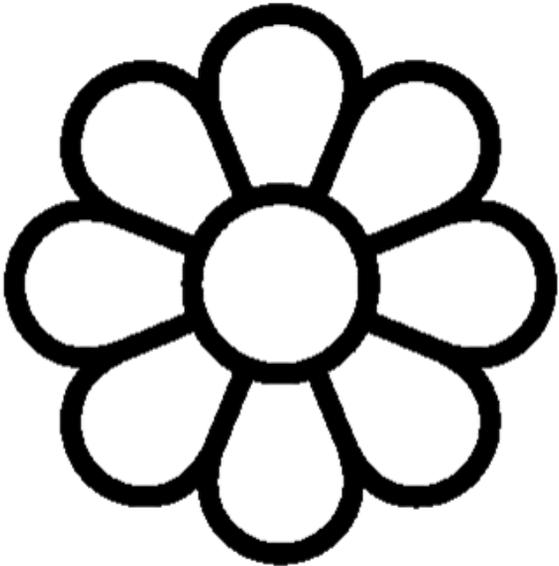
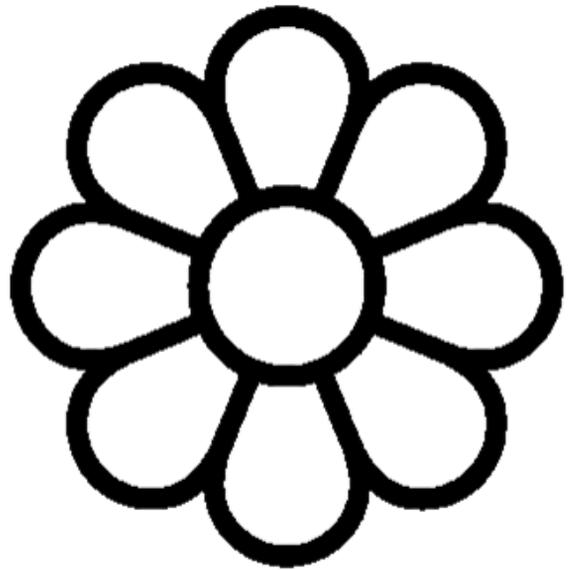
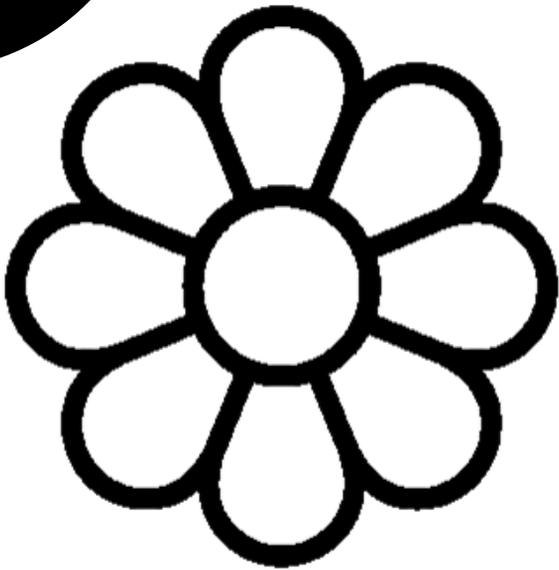


**an official that leads a town**

**snore**



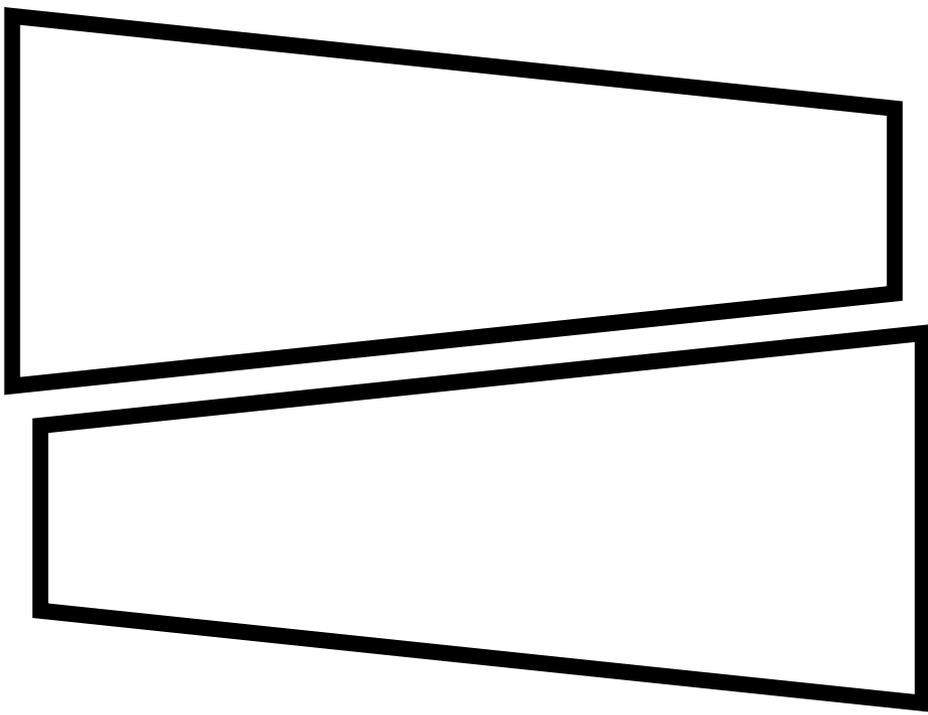
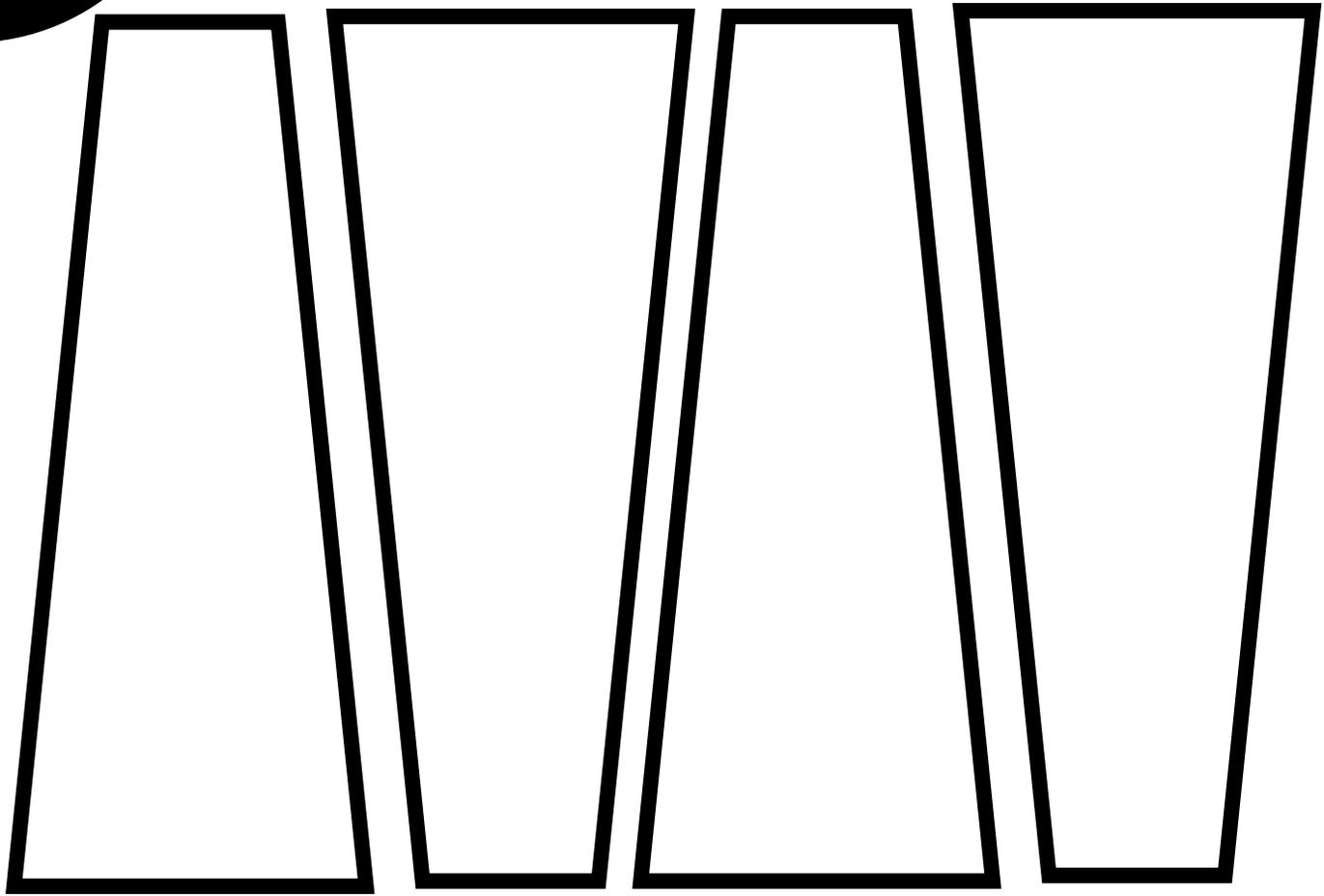
**to breathe heavily when sleeping**



Print the flowers on  
multiple colors.

# "Bouquet" Vocabulary Craft

Print the stem on green.







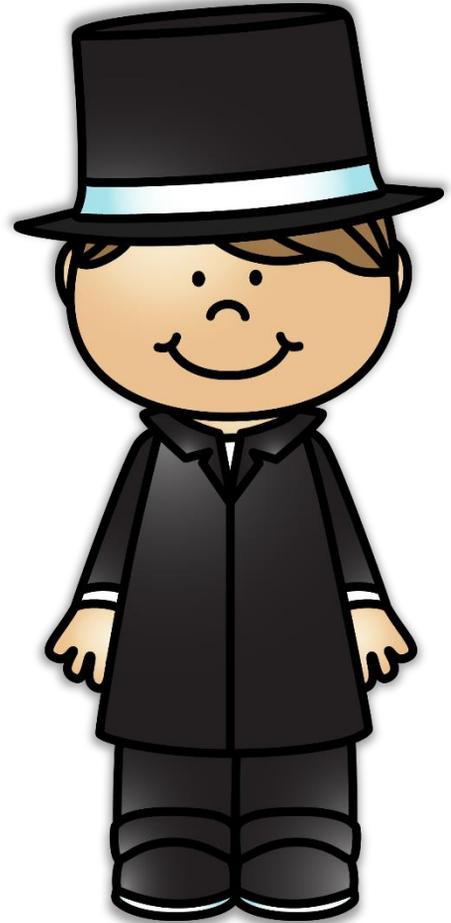
**I won't come out!**



**I won't come out!**



# Characters



# Solution



Card #1



burrow



Card #2



hibernate



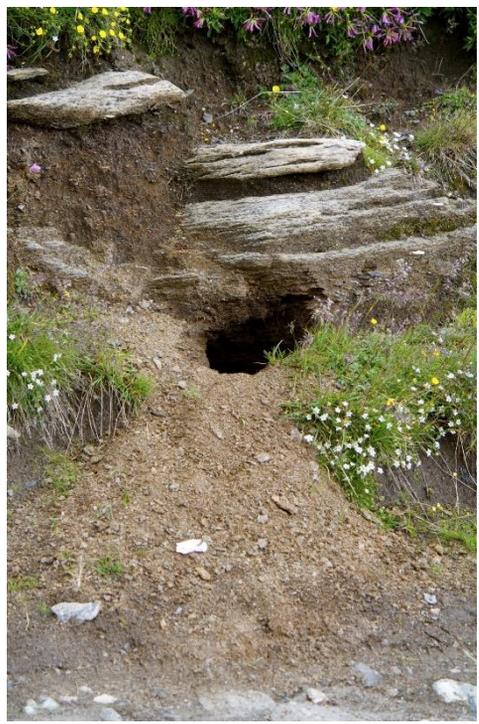
Card #3



shadow



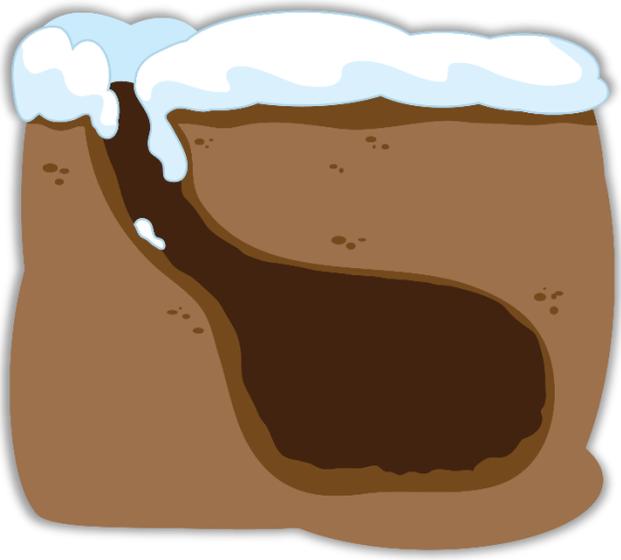
Card #4



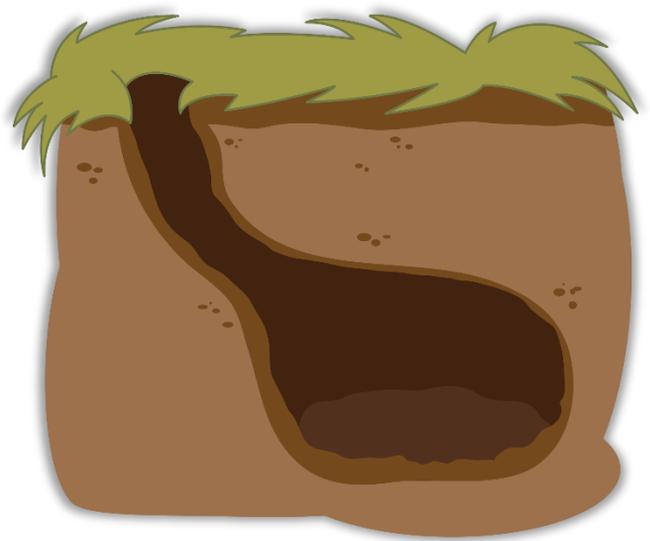
Card #5



Card #6



Card #7



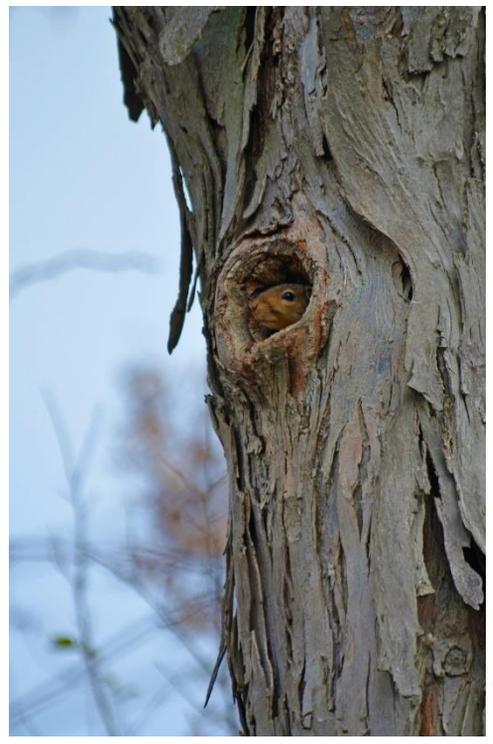
Card #8



Card #9



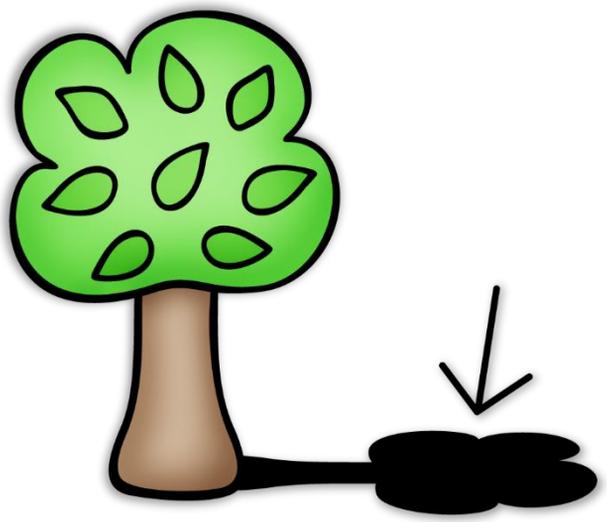
Card #10



Card #11



Card #12



Card #13



Card #14



Card #15



**burrow**



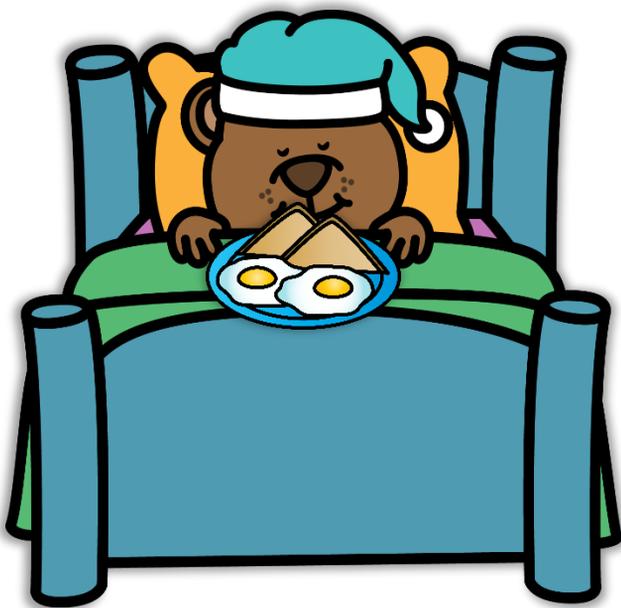
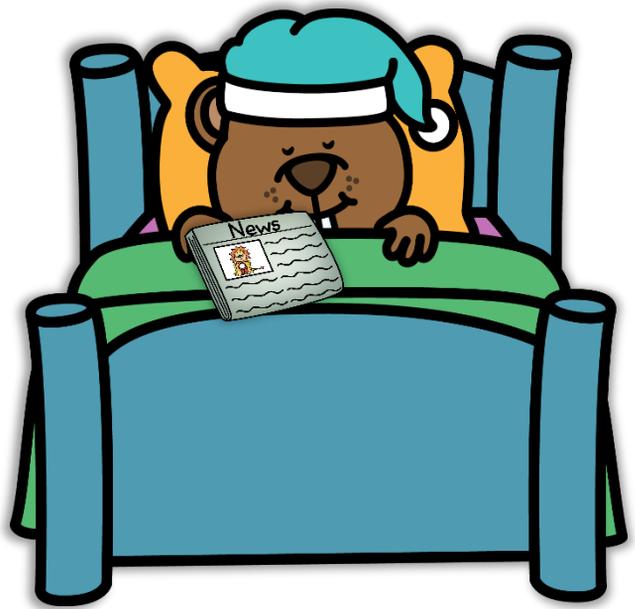
**hibernation**



**shadow**

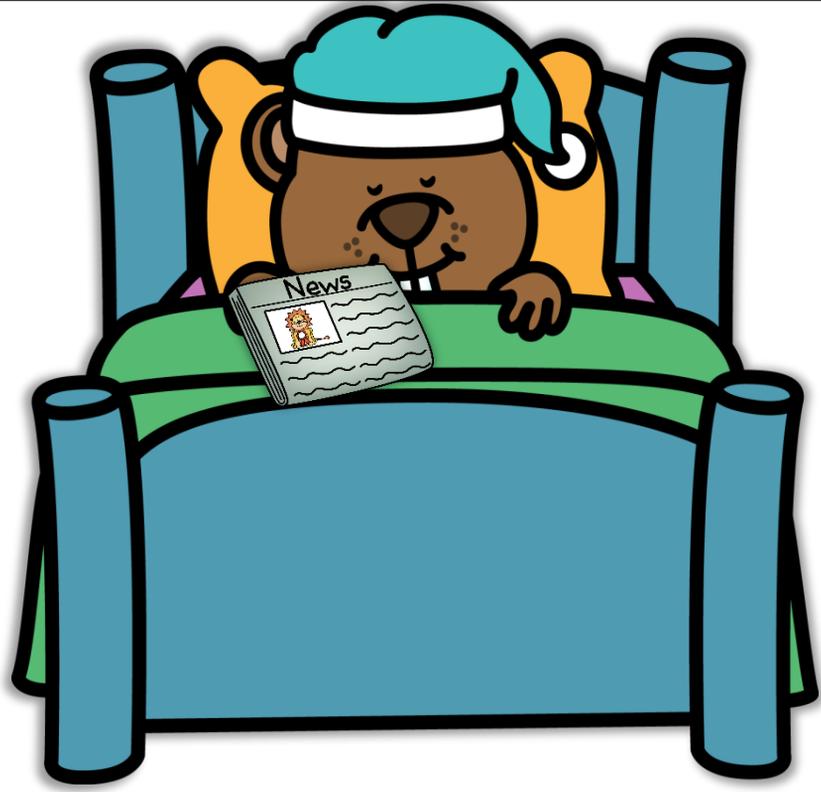


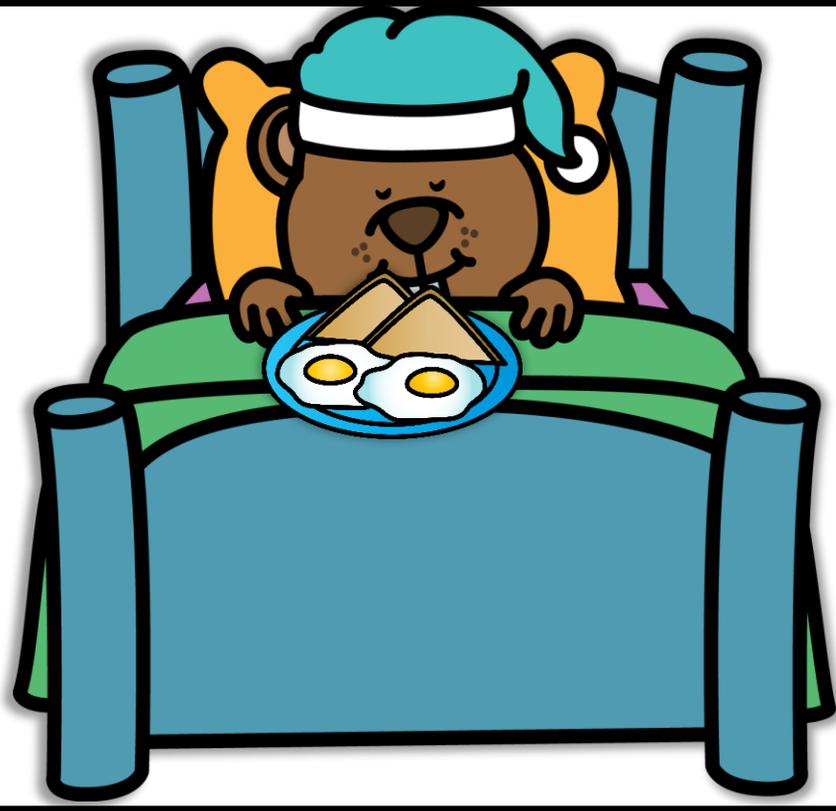
# Retell Pieces - Quarter Size



# Retell Pieces - Quarter Size

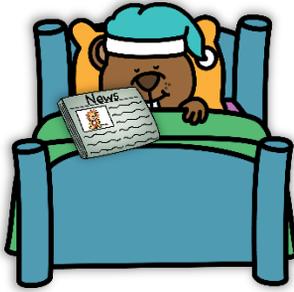








# Retell Necklaces, Paint Stick Pieces



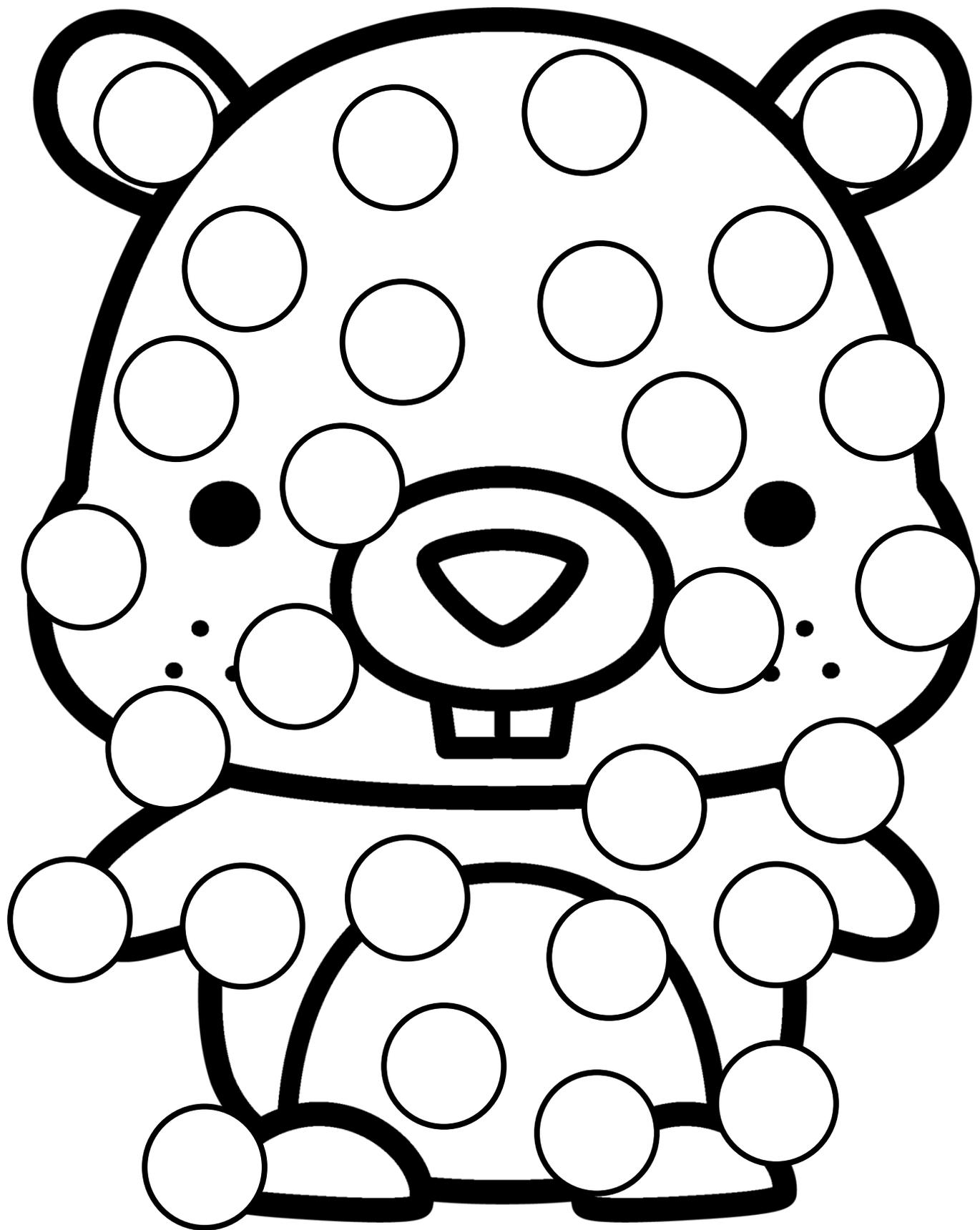
# Retell Bag Piece



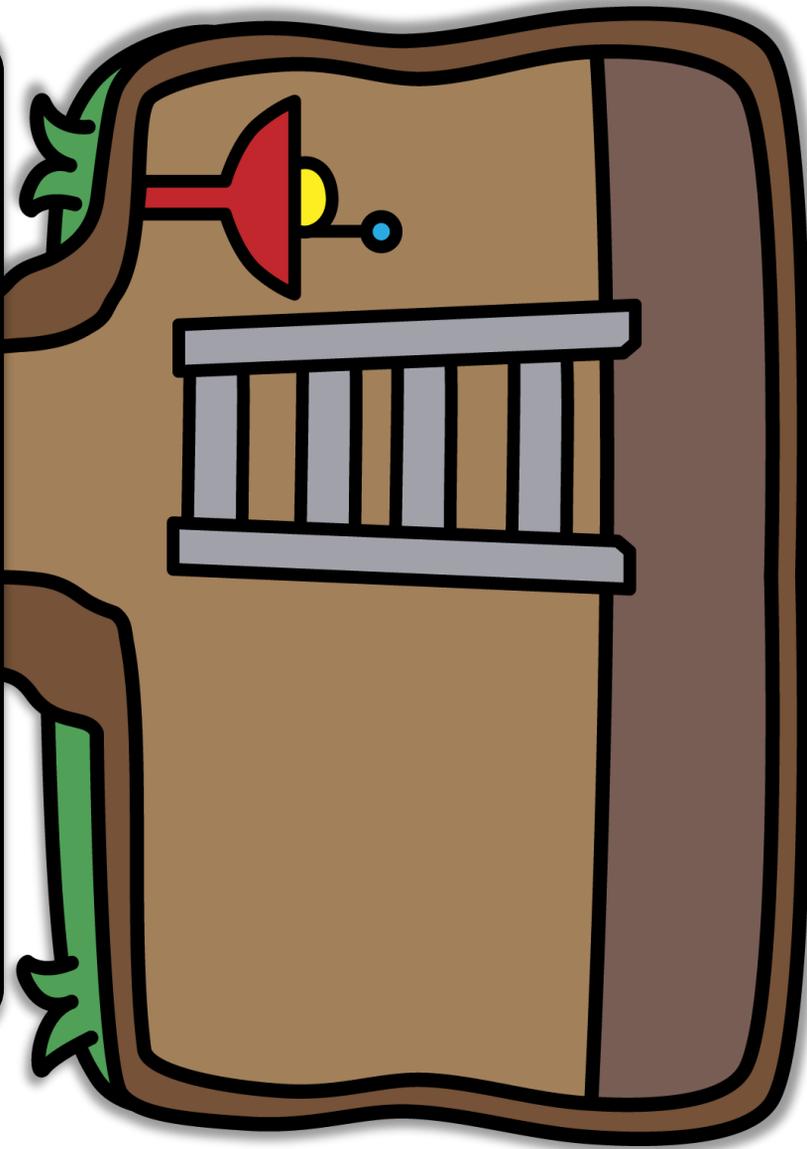
# Groundhog Fine Motor Mat



# Groundhog Fine Motor Mat

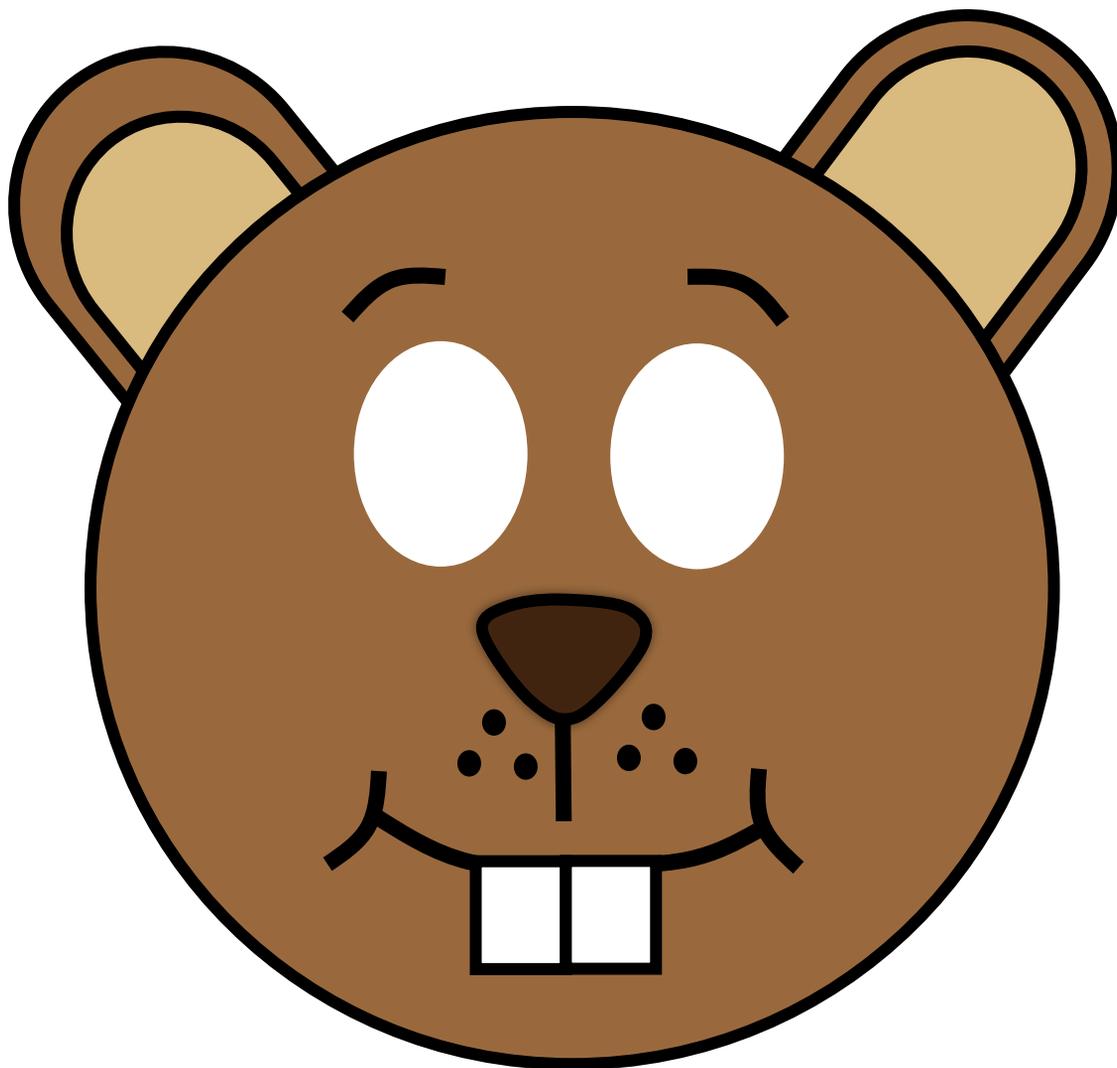


# Groundhog's House



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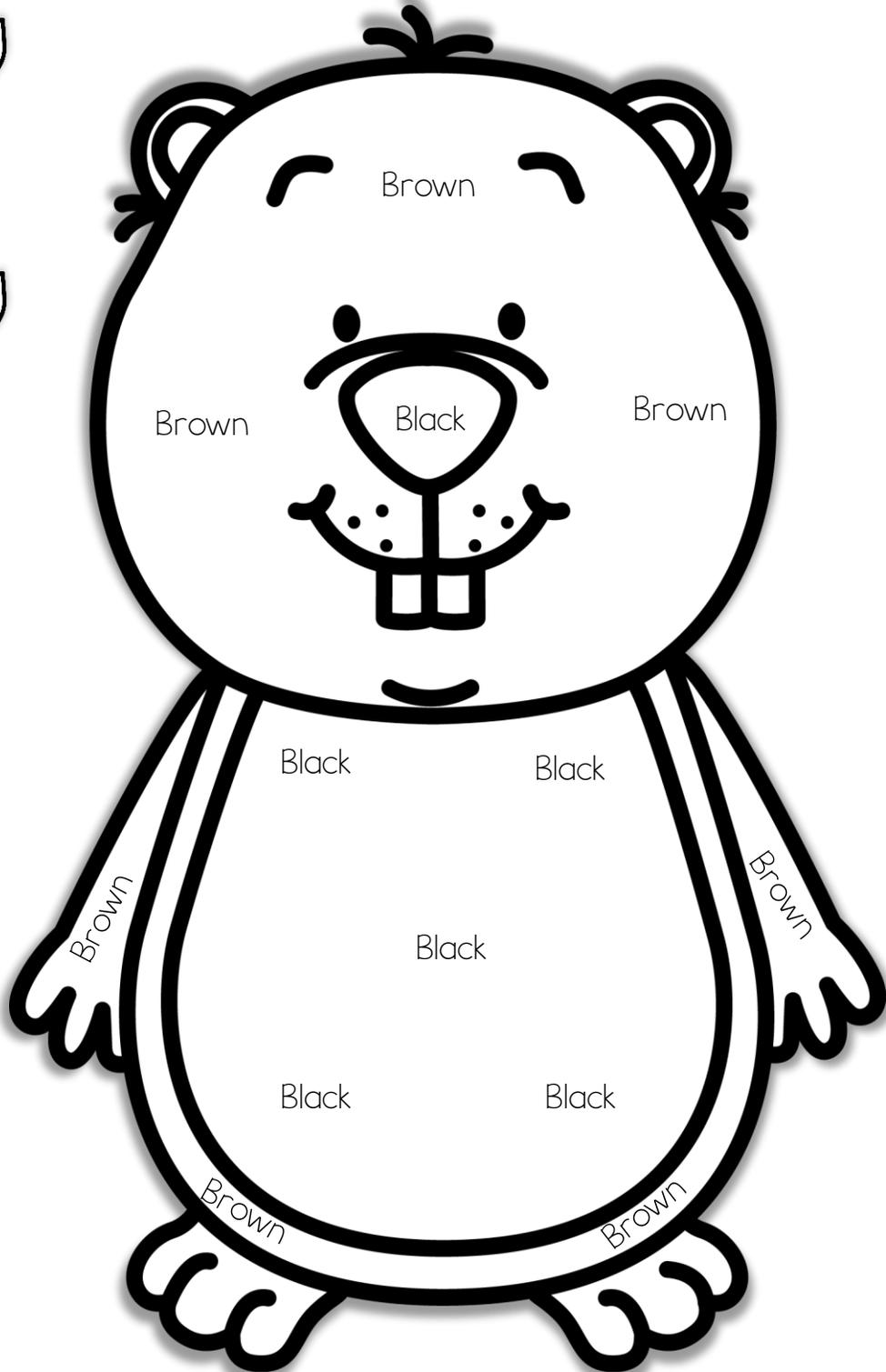
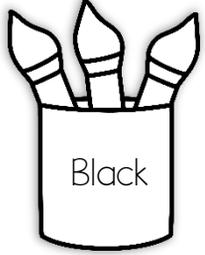
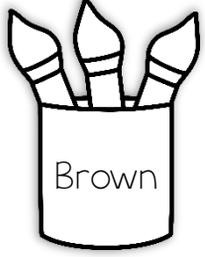
# Retell Mask





# Retell Hat Pieces



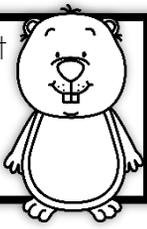


I see the groundhog.

**Unit: 3**  
**Week 6**

Name: \_\_\_\_\_

Capture This and That



Directions: Illustrate the groundhog with his slippers.

©Tara West

**Unit: 3**  
**Week 6**

Name: \_\_\_\_\_

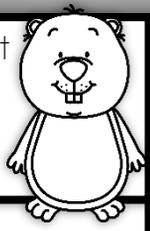
Capture This and That



Directions: Illustrate the groundhog with his slippers.

©Tara West

Name: \_\_\_\_\_

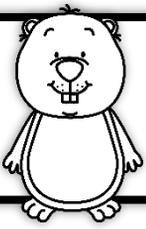


Directions: Illustrate the groundhog with his slippers.

**Unit: 3**  
**Week 6**

Name: \_\_\_\_\_

Listen and Draw



Directions: Illustrate a dog **snoring** and a **bouquet** of flowers.



©Tara West

**Unit: 3**  
**Week 6**

Name: \_\_\_\_\_

Listen and Draw



Directions: Illustrate a dog **snoring** and a **bouquet** of flowers.



©Tara West

Name: \_\_\_\_\_



Directions: Illustrate a dog snoring and a bouquet of flowers.

A large, empty rectangular box with a thick black border, intended for drawing a dog snoring.

A second large, empty rectangular box with a thick black border, intended for drawing a bouquet of flowers.

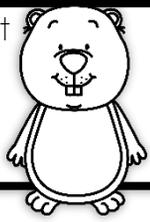


Directions: Illustrate the solution in the story.

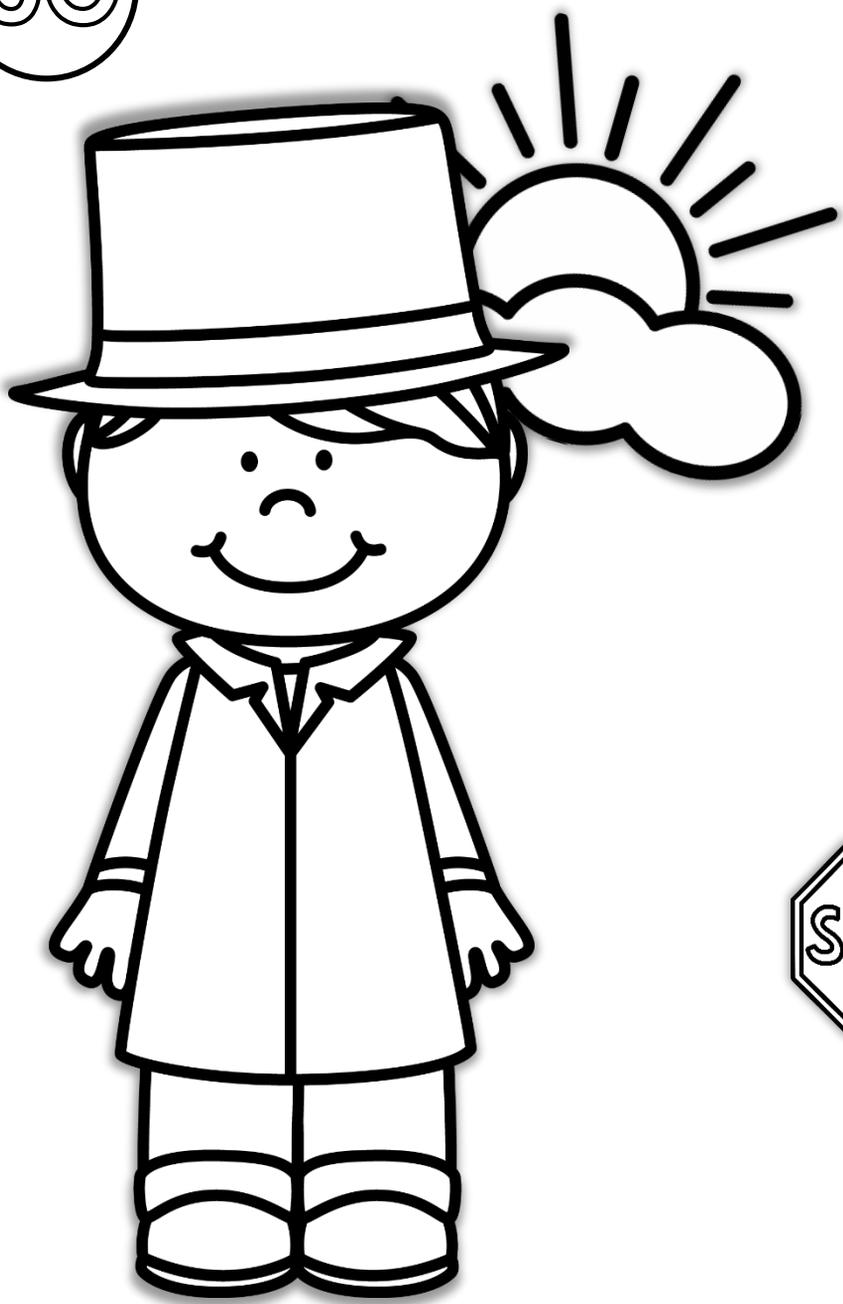


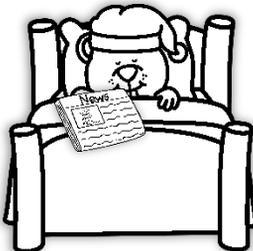
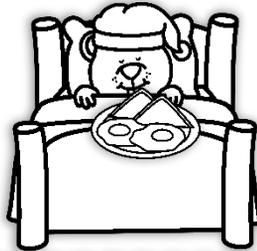
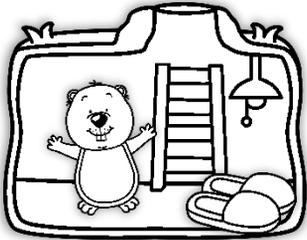
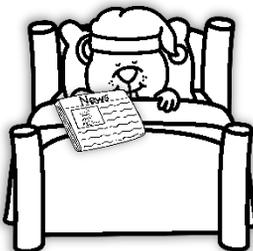
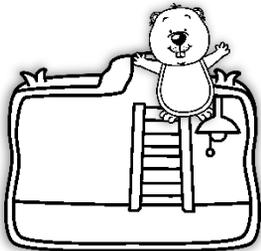
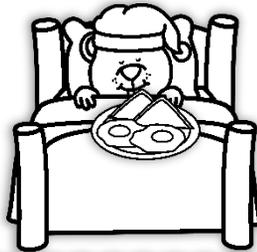
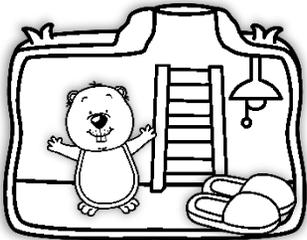
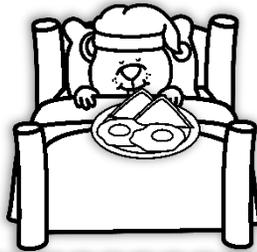
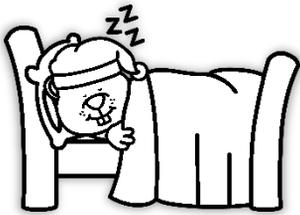
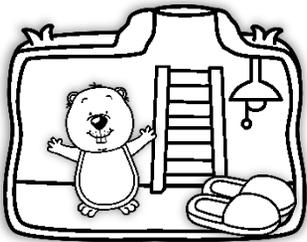
# Solution

A large, empty rectangular box with a thick black border, intended for the student to draw an illustration of the solution to the story.

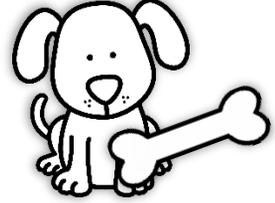


Directions: Cut and glue the missing pieces to retell the story.

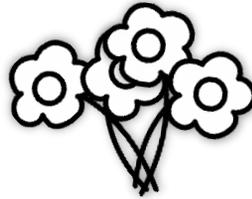
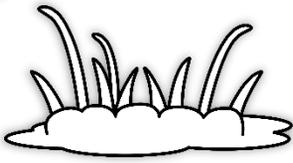


Which picture shows snoring?



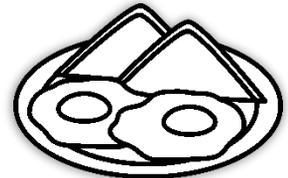
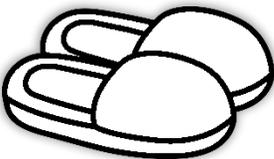
Where is the bouquet?



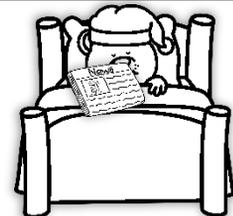
Where is the mayor?

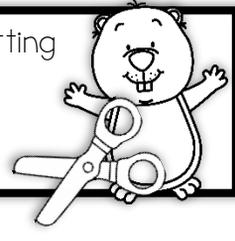


What was the solution in the story?

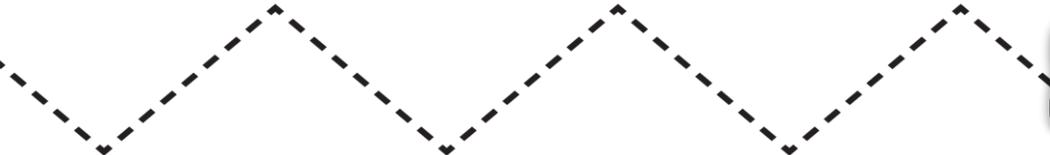
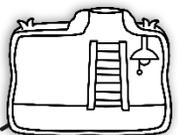
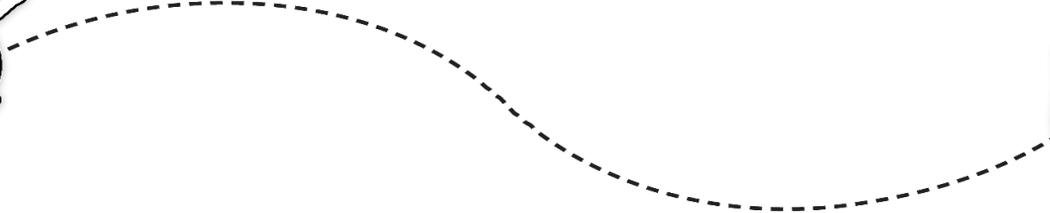
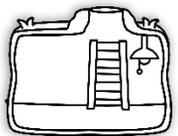
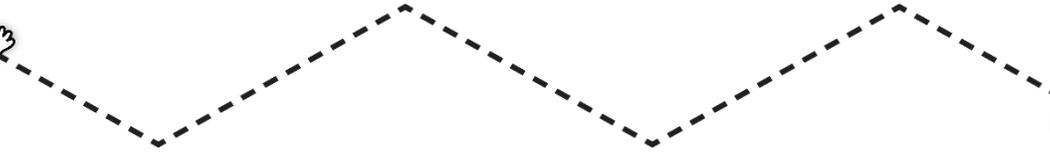
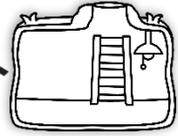


What happened at the end of the story?



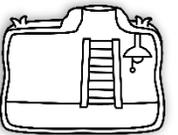
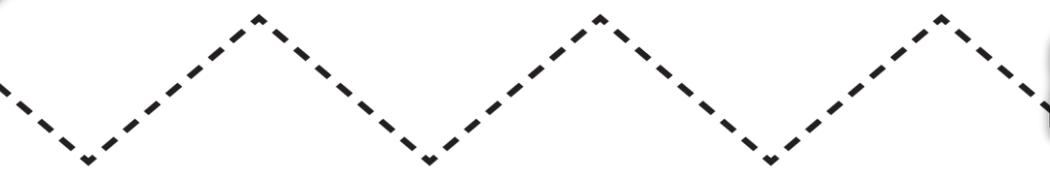
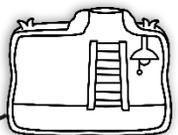
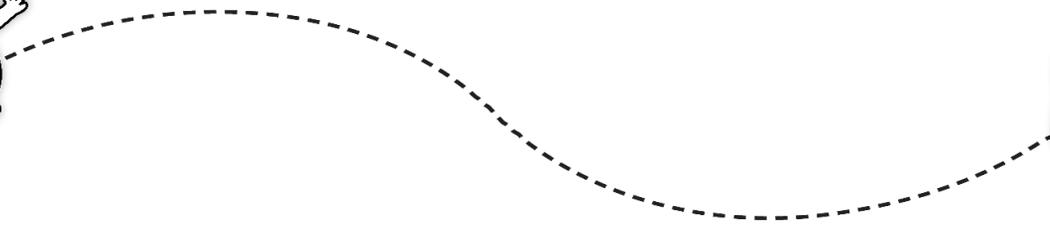
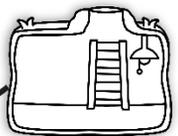
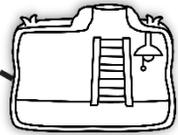
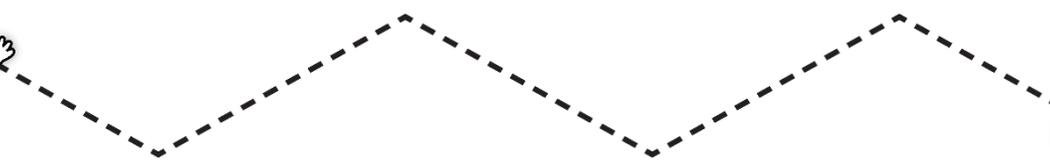
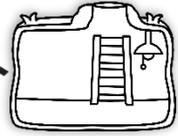
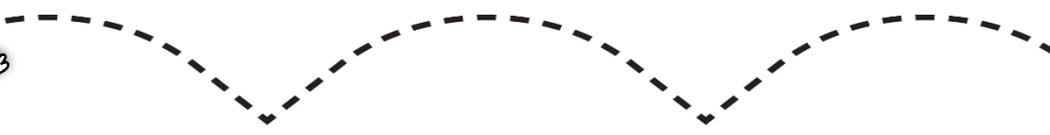
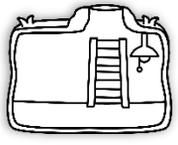


Directions: Cut along the line and stop at the burrow.





Directions: Color along the line and stop at the burrow.





Directions: Find all of the "r's."

A large rectangular area containing 40 circles, each containing a lowercase letter. The letters are arranged in a grid-like pattern. The letters are: Row 1: q, r, q, q, r; Row 2: q, r, r, q, r; Row 3: q, q, q, q, q; Row 4: r, r, q, q, r; Row 5: r, r, r, r, r; Row 6: q, r, q, q, q; Row 7: q, r, q, r, q; Row 8: q, r, r, q, q; Row 9: r, q, q, r, q.



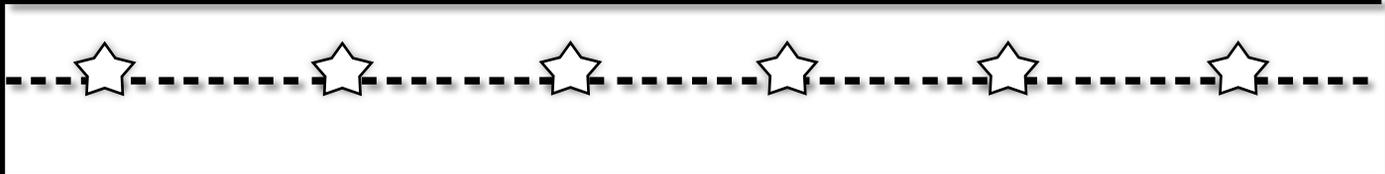
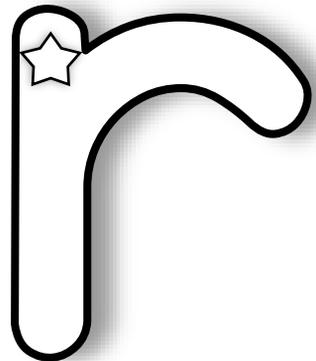
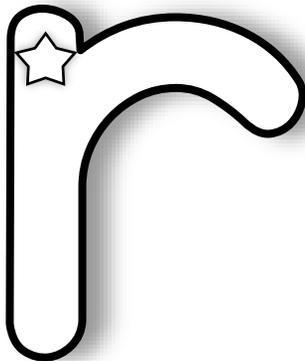
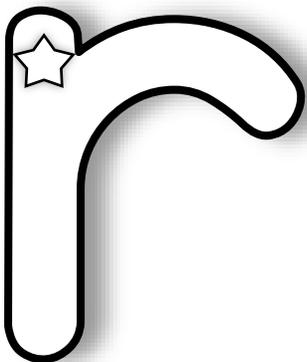
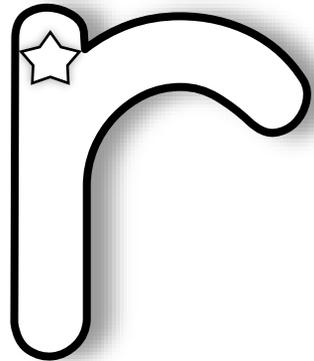
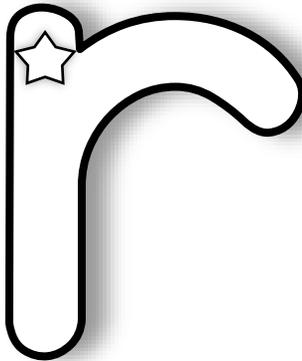
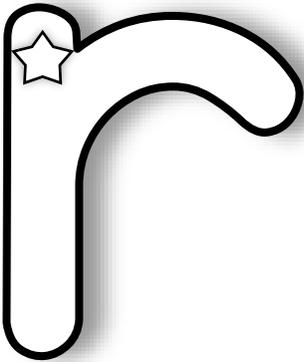
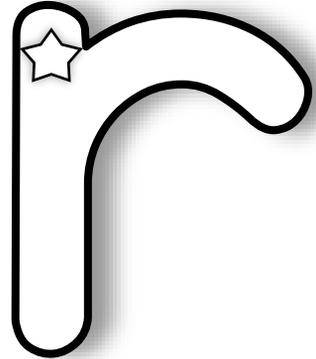
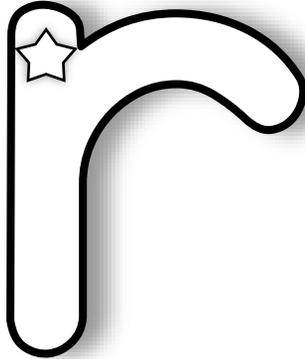
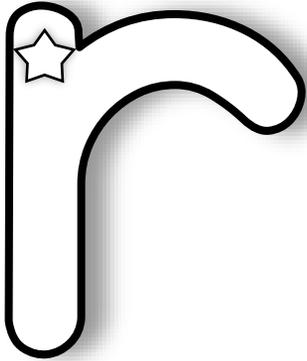
Directions: Find all of the "R's."

A large grid of 50 circles, each containing either the letter 'Q' or the letter 'R'. The letters are scattered throughout the grid for a search activity.

Q	Q	R	R	Q	R
R	Q	Q	R	Q	R
R	R	Q	Q	Q	R
Q	R	R	R	R	Q
Q	Q	Q	Q	Q	Q
Q	R	R	Q	Q	Q
R	Q	Q	Q	Q	Q
Q	R	R	R	R	R

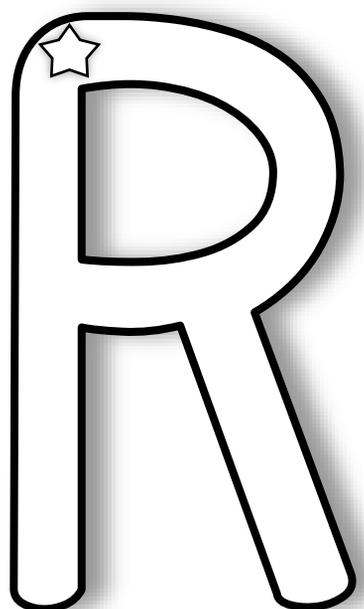
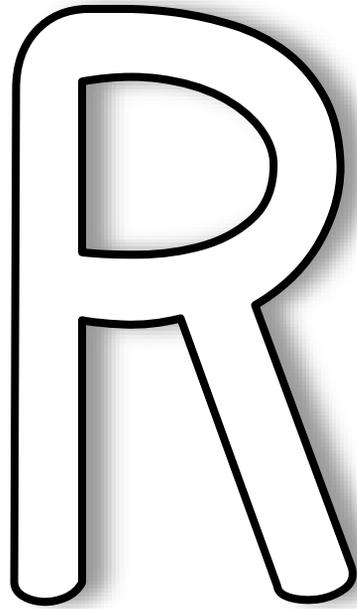
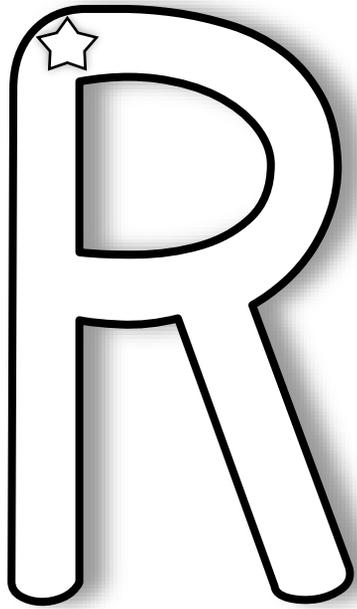
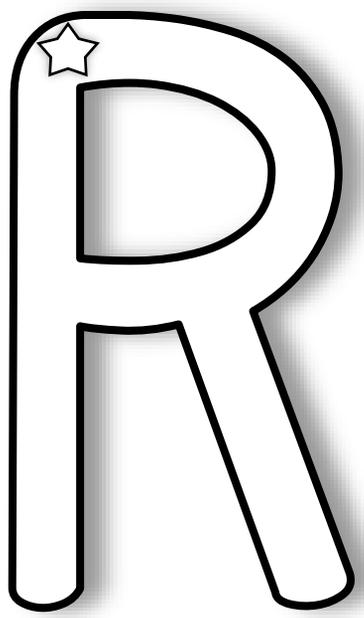
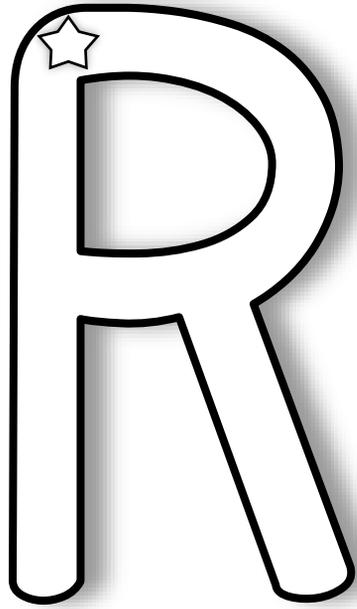
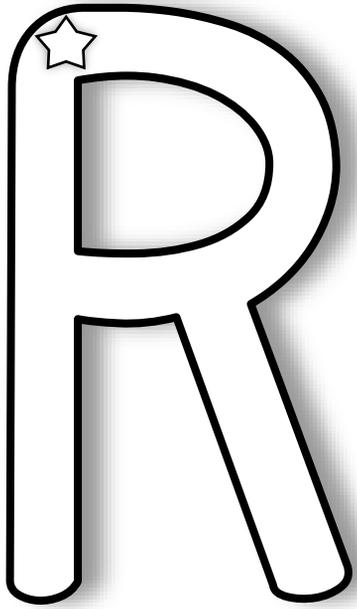


Directions: Trace and write the letter r.



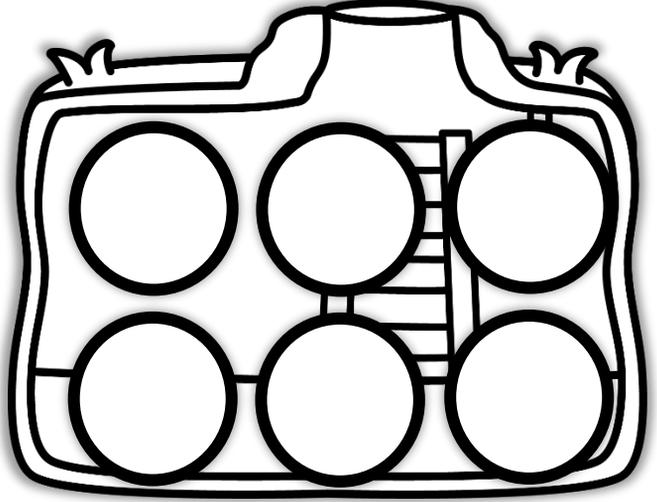
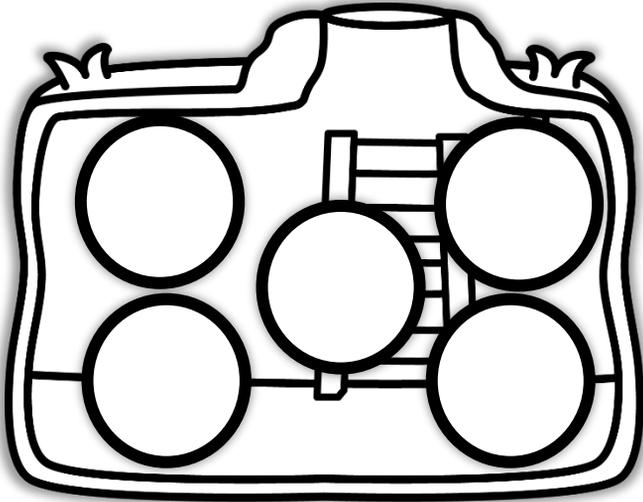
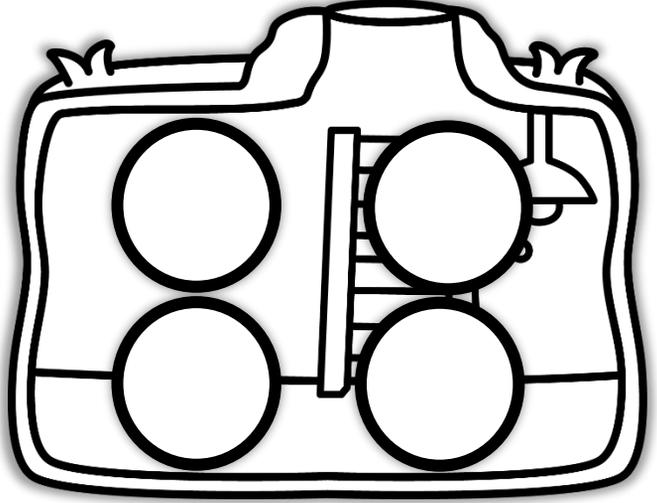
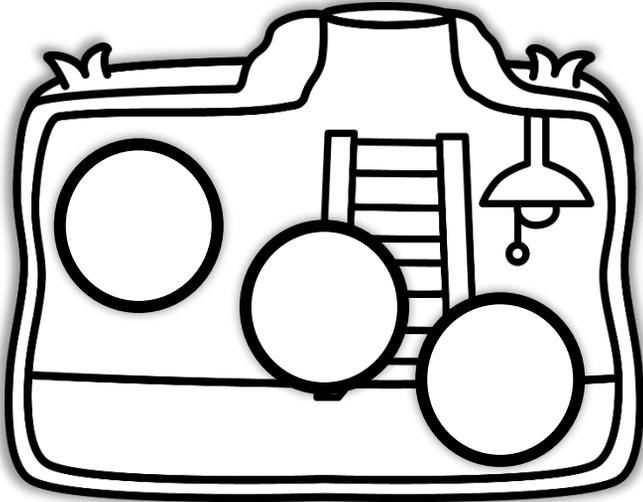
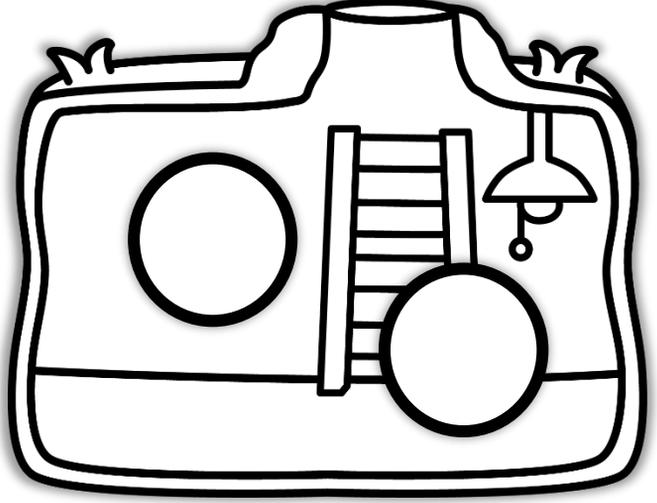
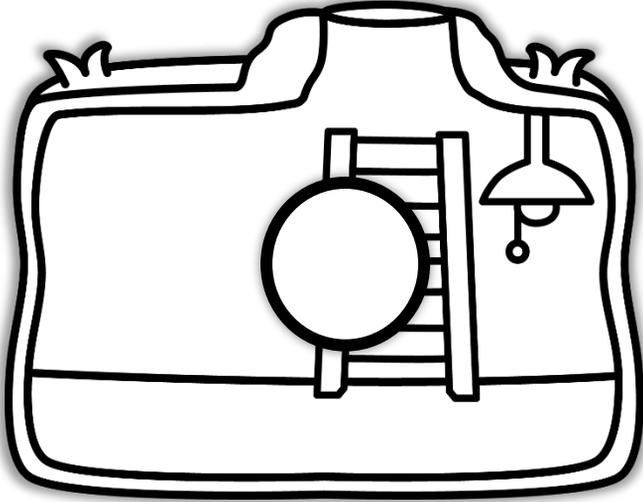


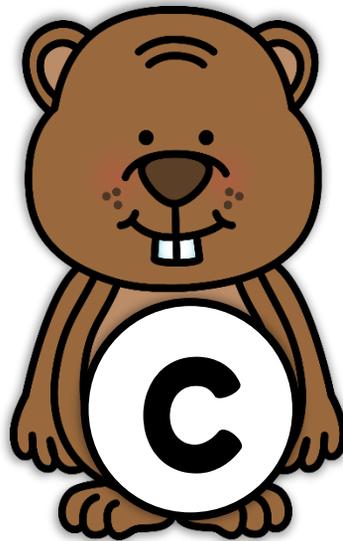
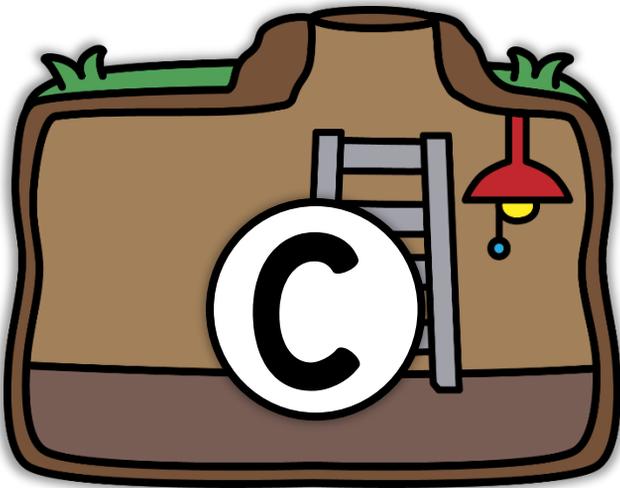
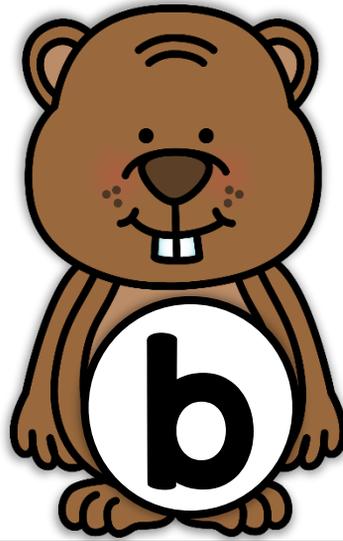
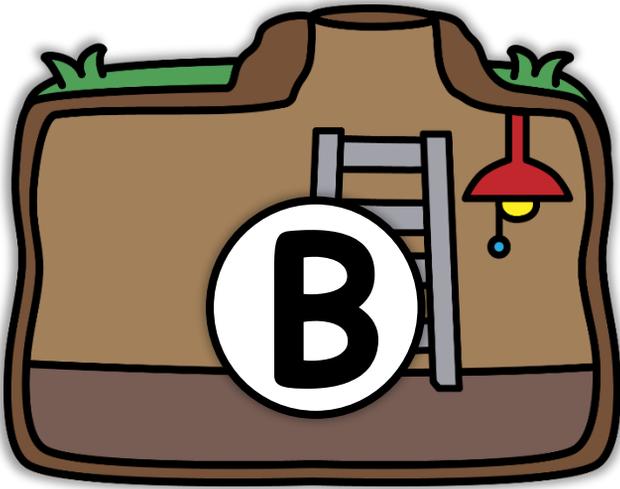
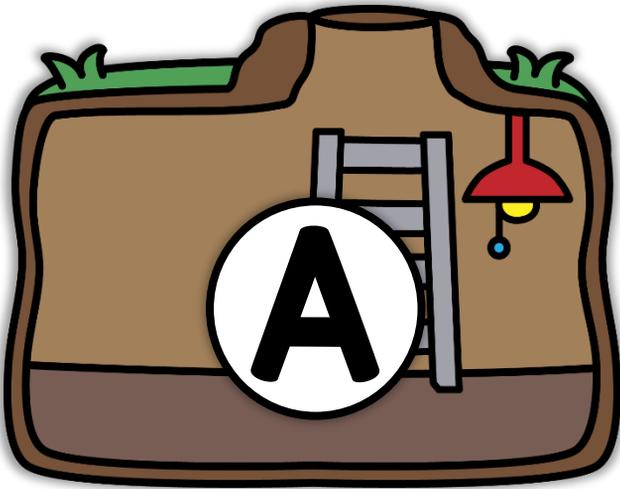
Directions: Trace and write the letter R.

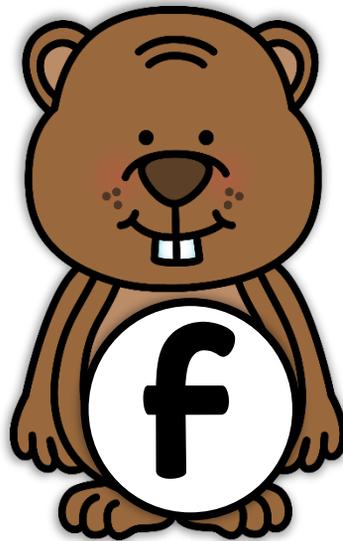
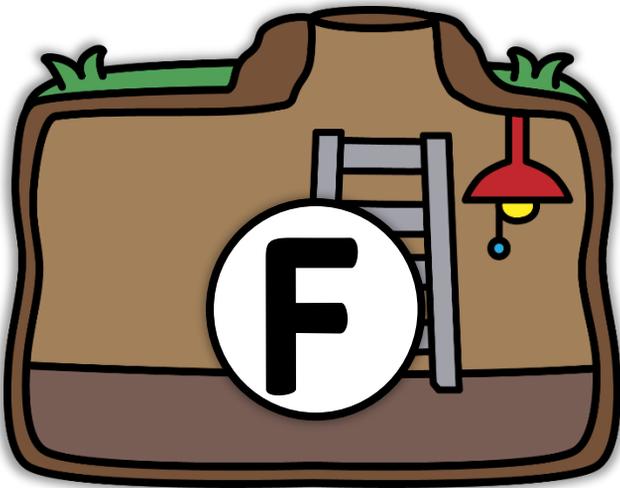
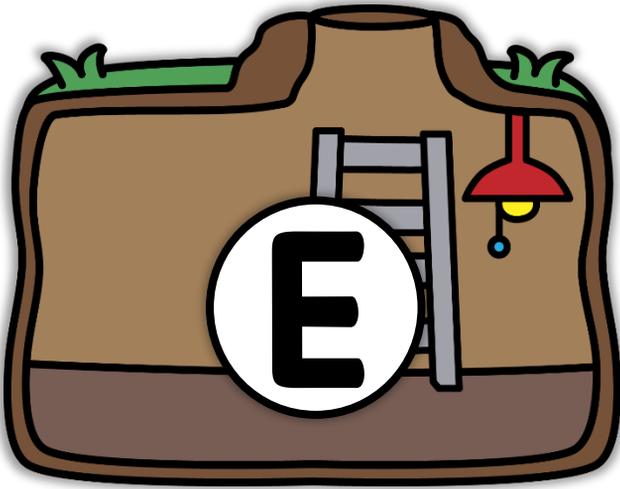
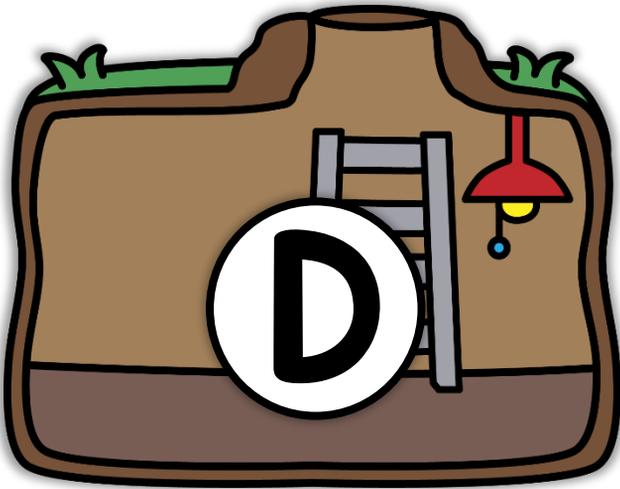


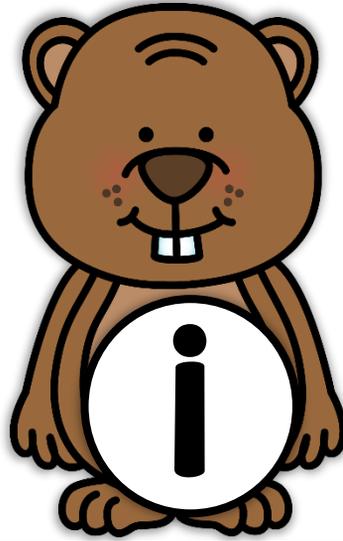
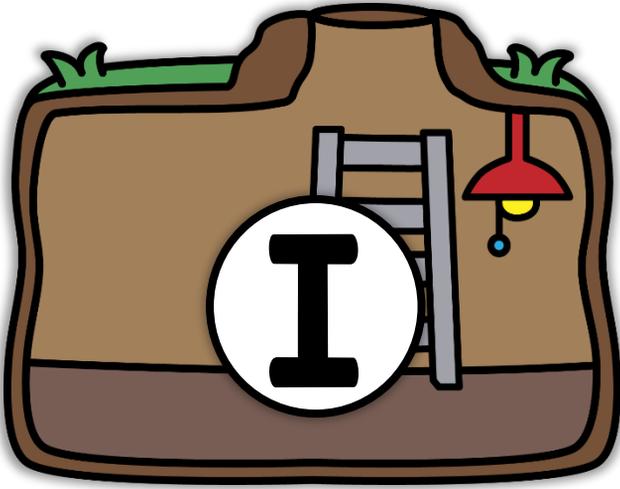
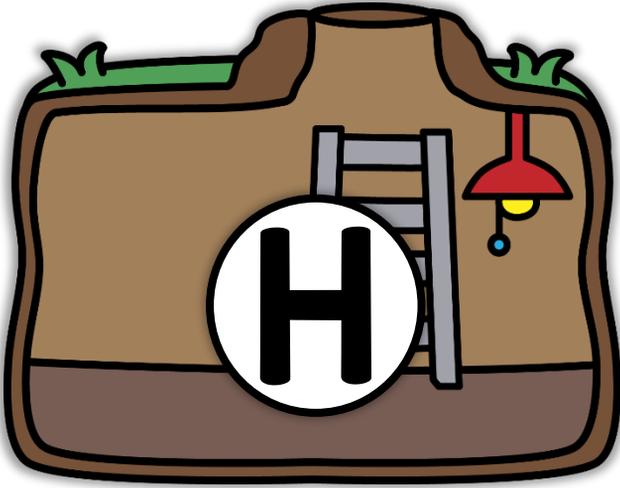
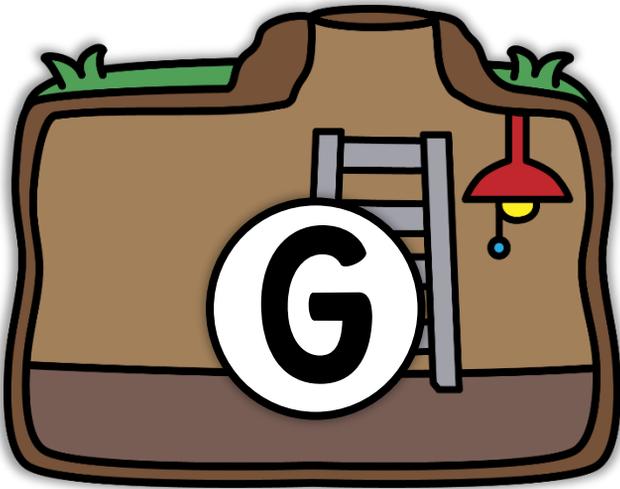


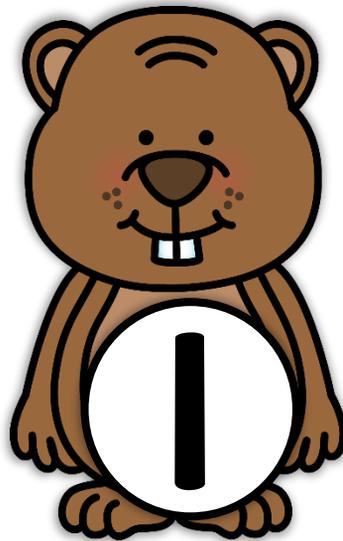
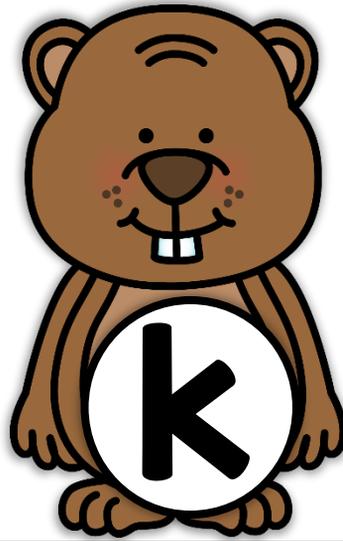
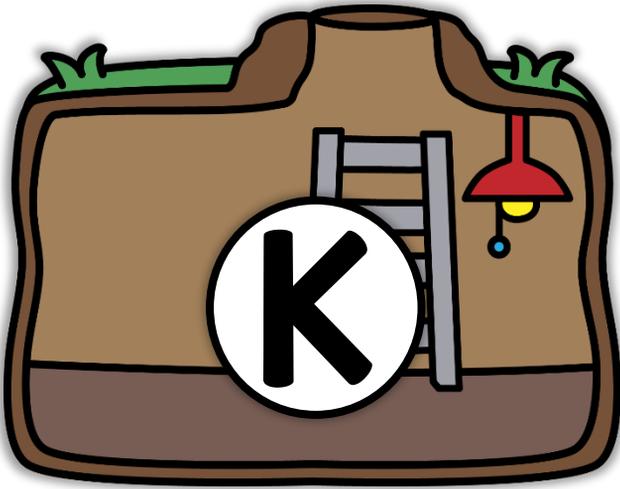
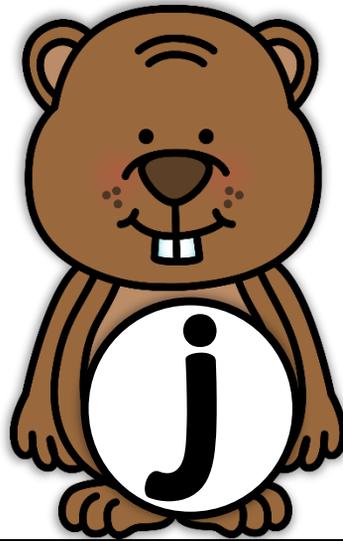
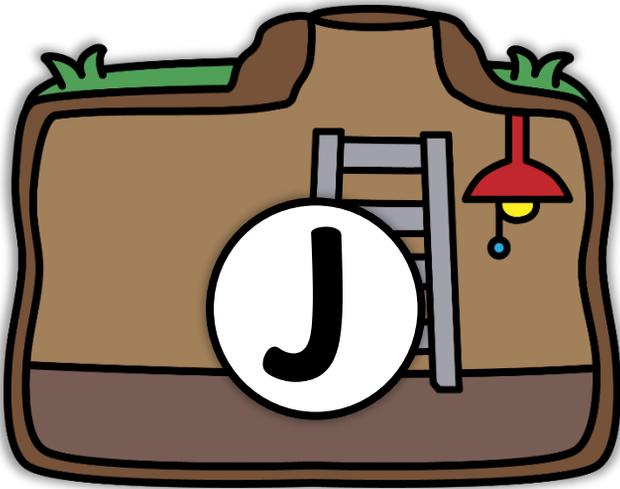
Directions: Use a dabber to place groundhogs in the burrows.

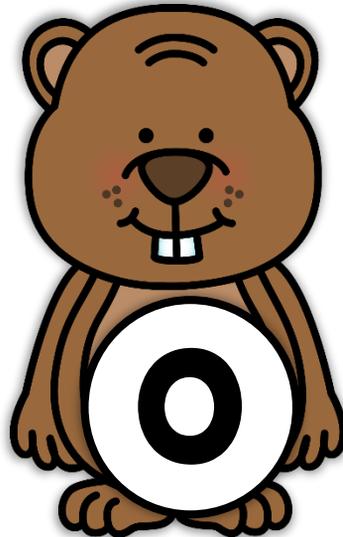
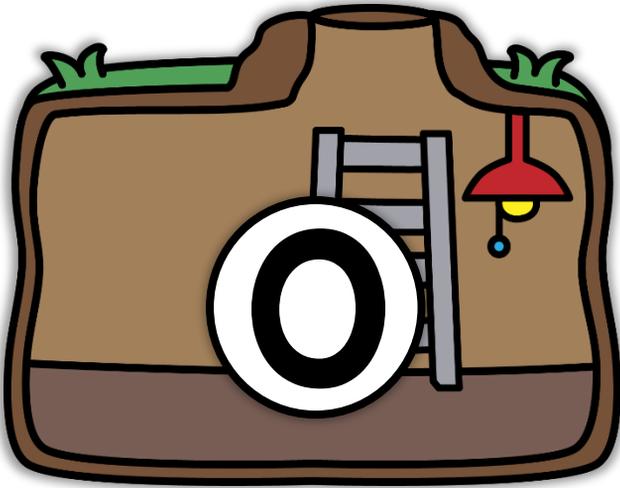
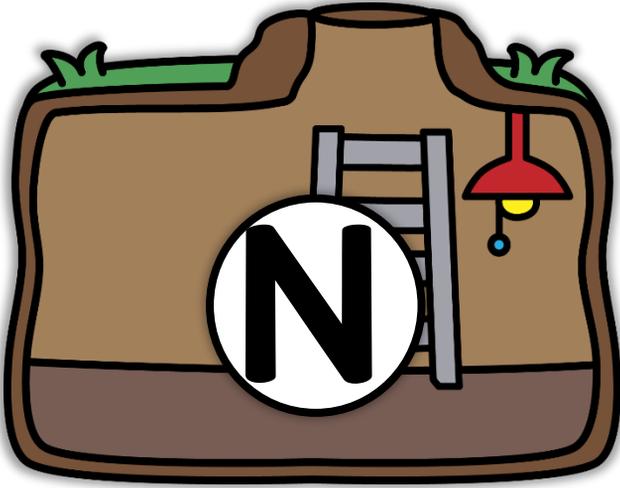
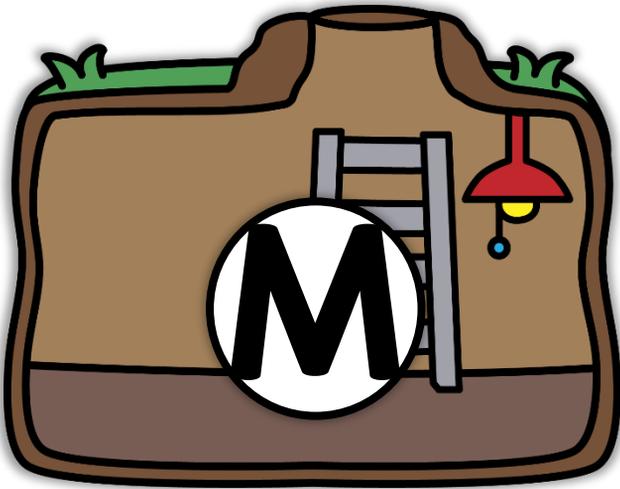


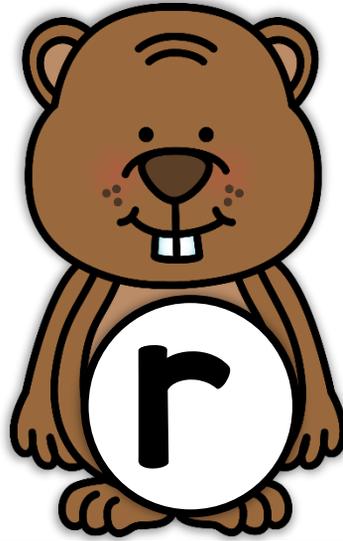
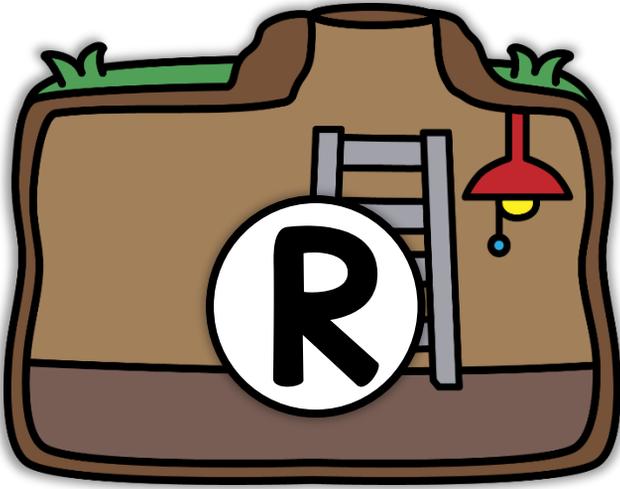
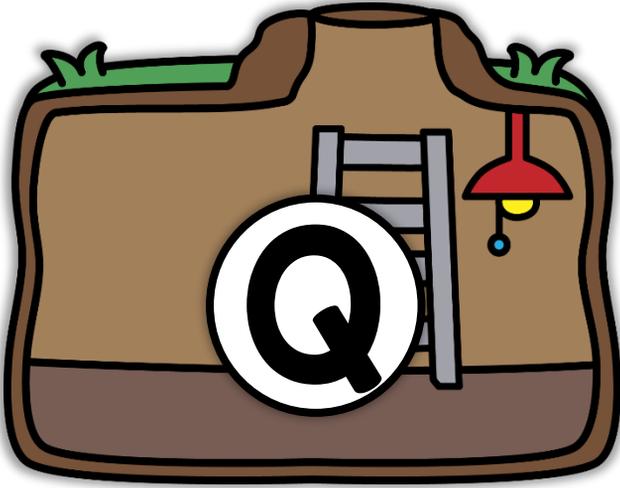
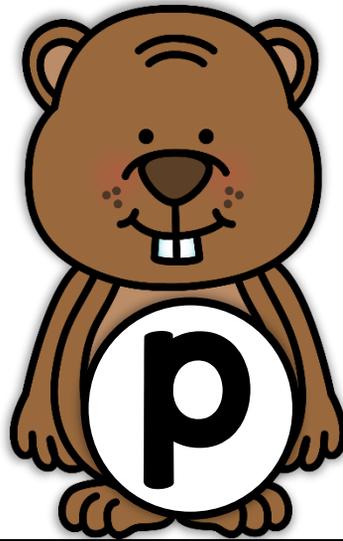
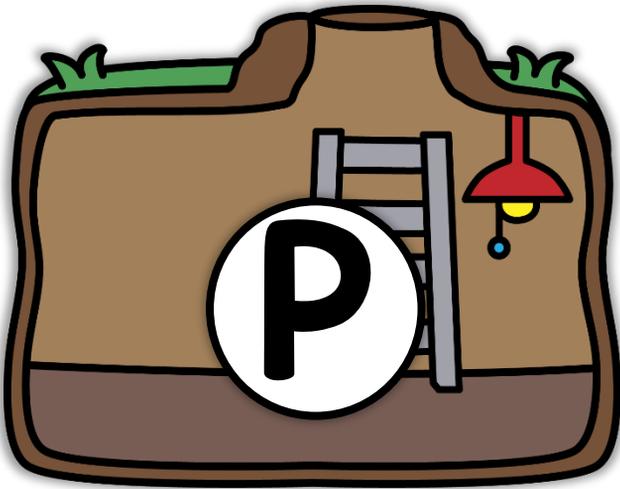


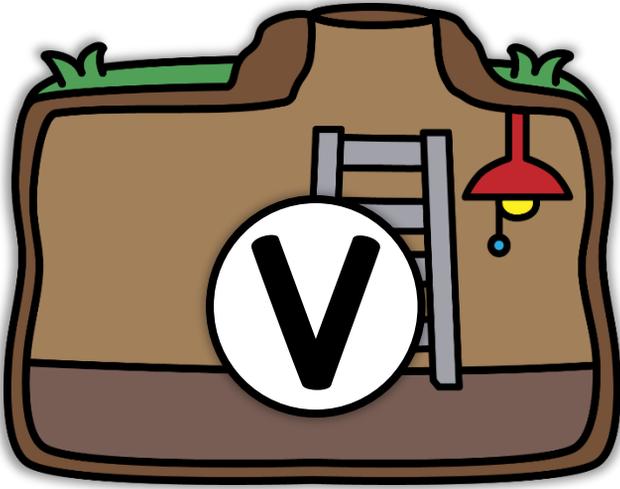
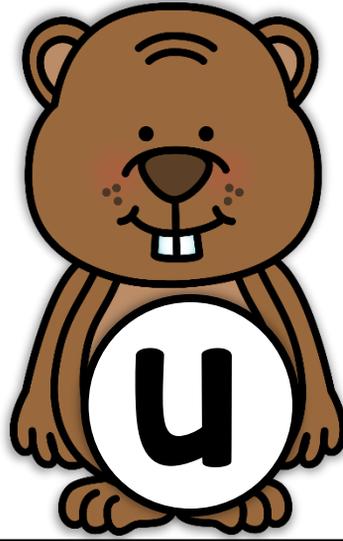
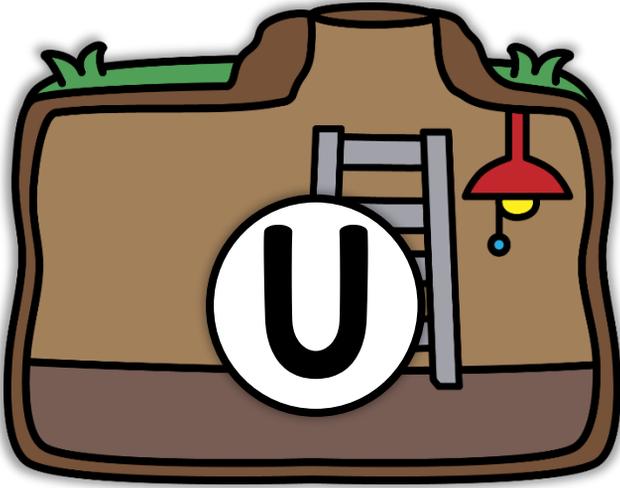
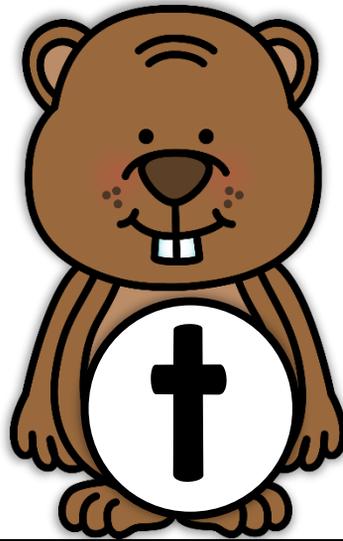
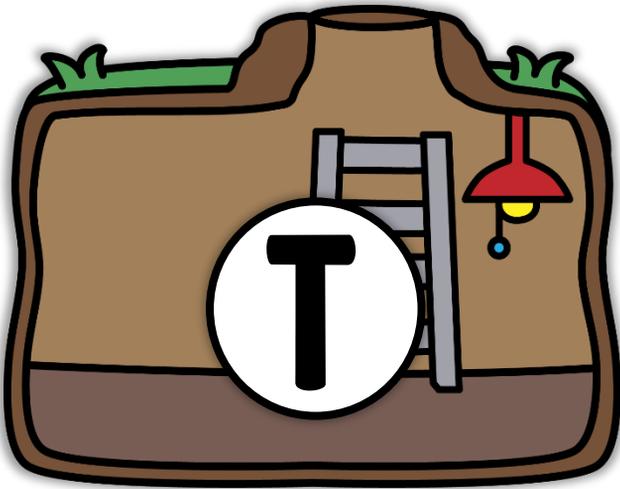


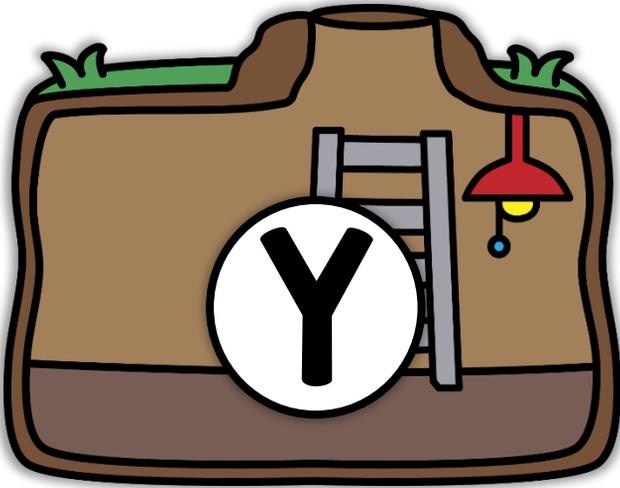
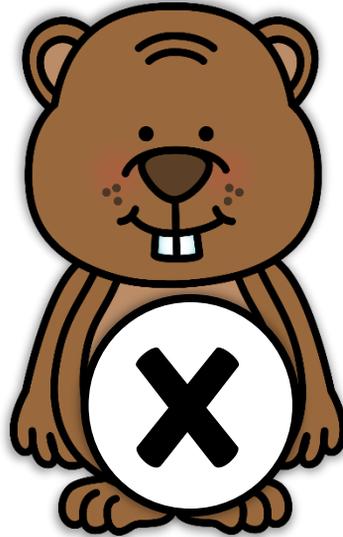
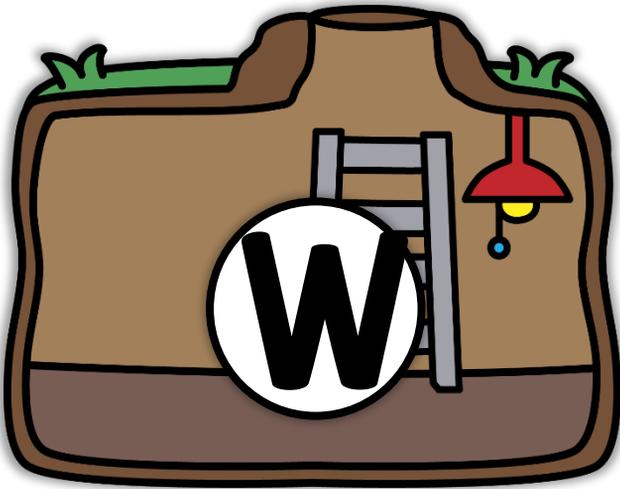


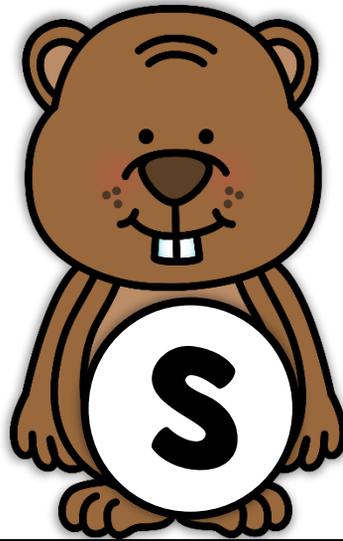
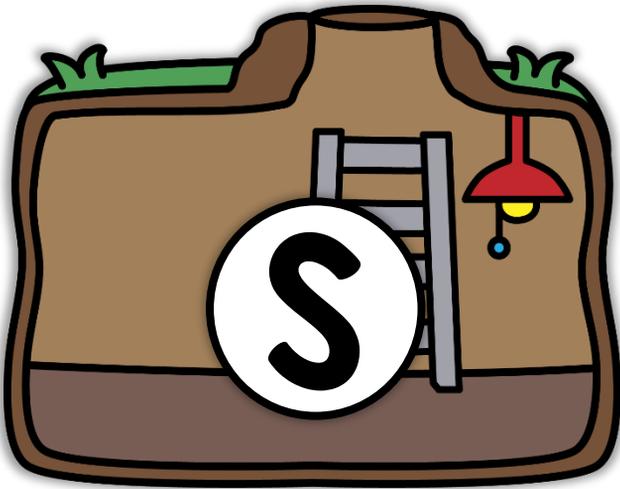


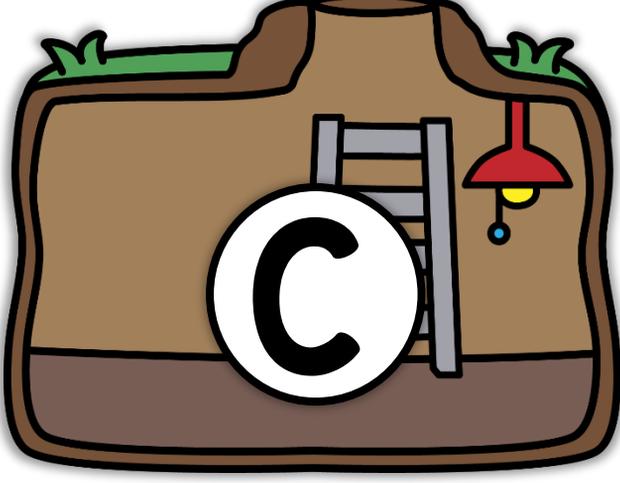
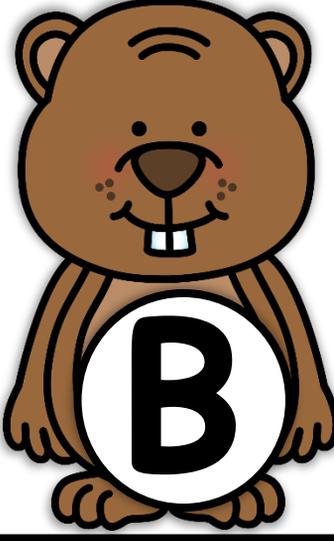
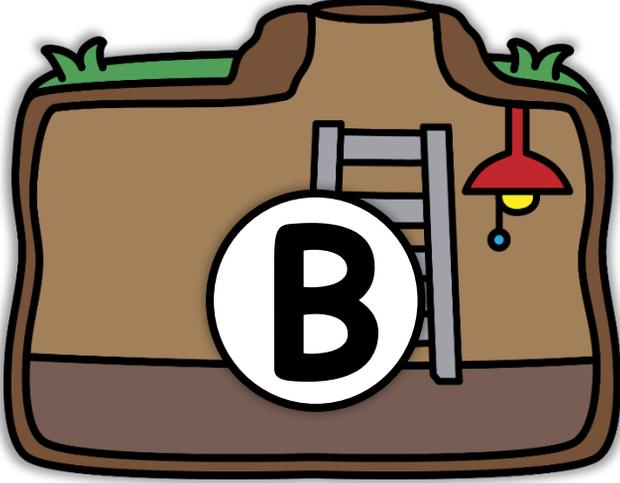
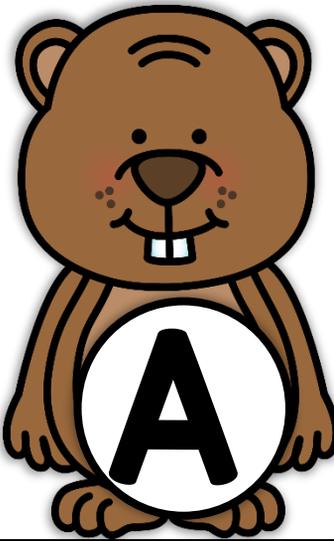
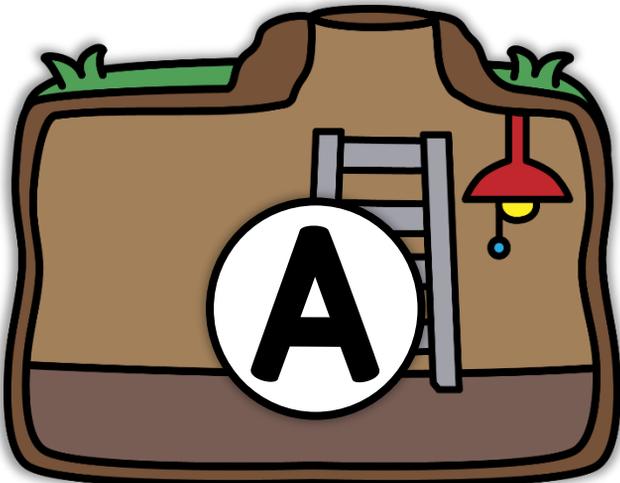


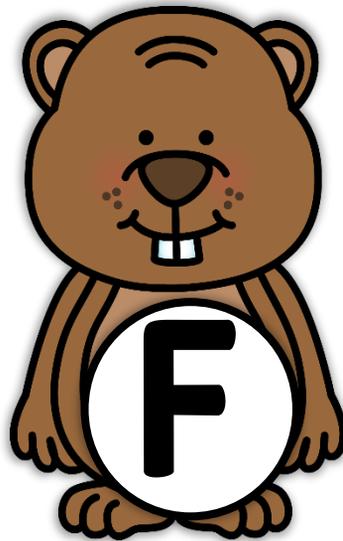
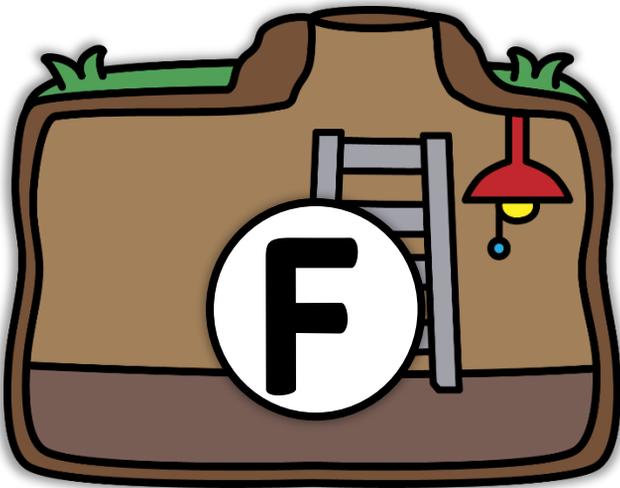
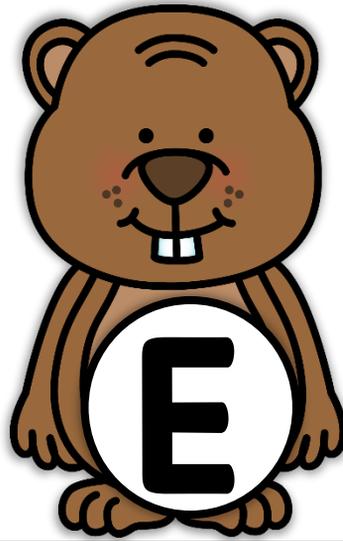
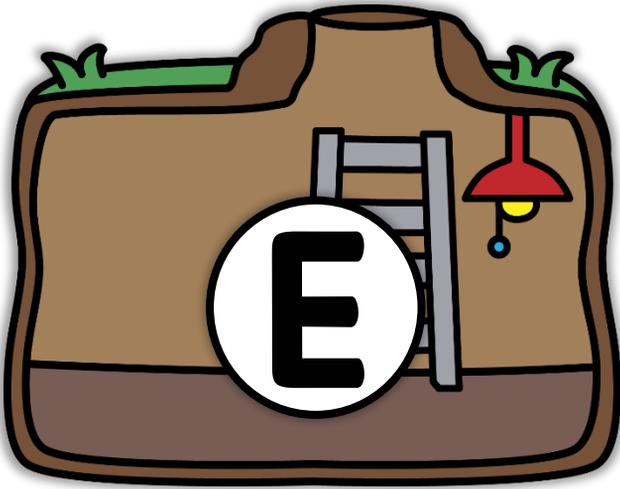
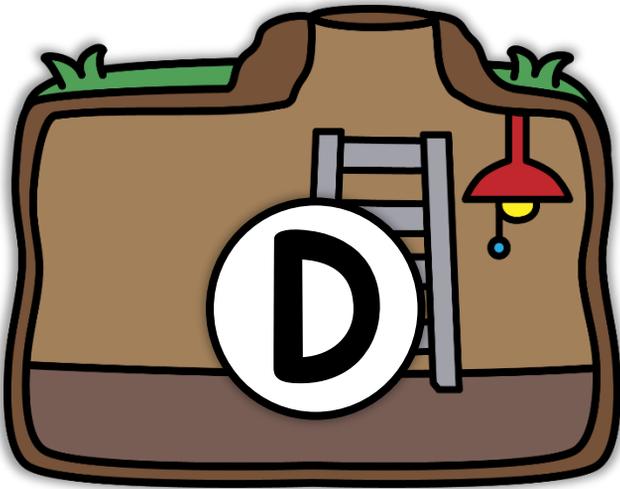


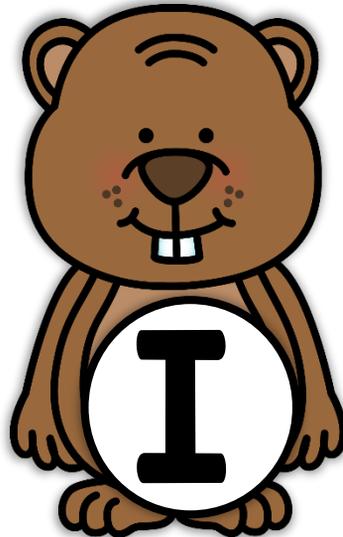
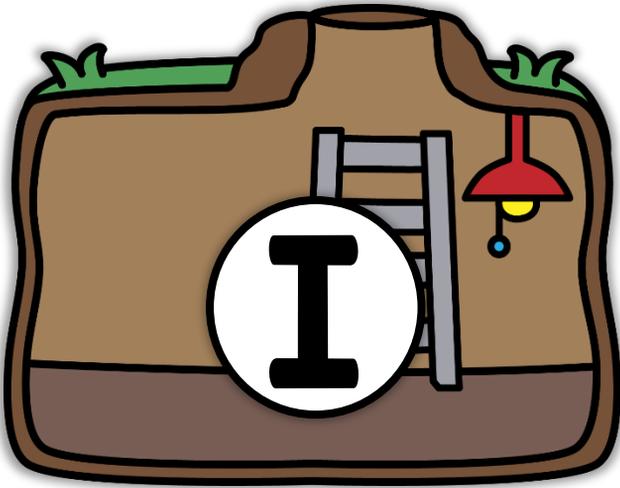
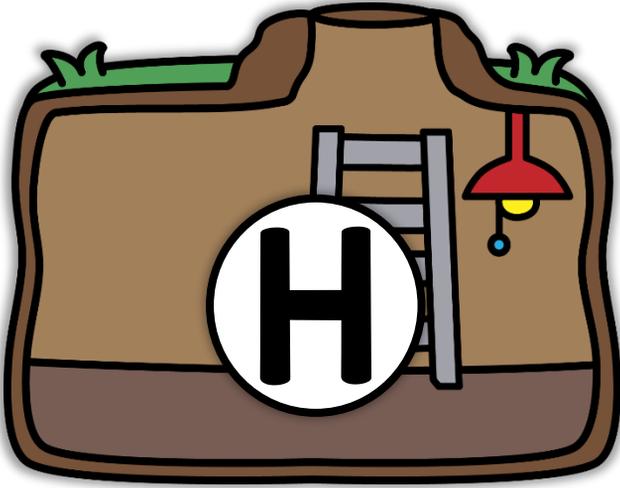


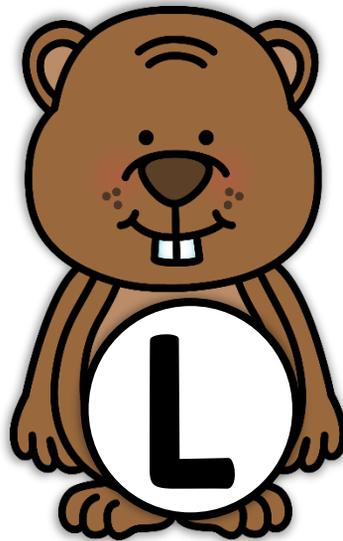
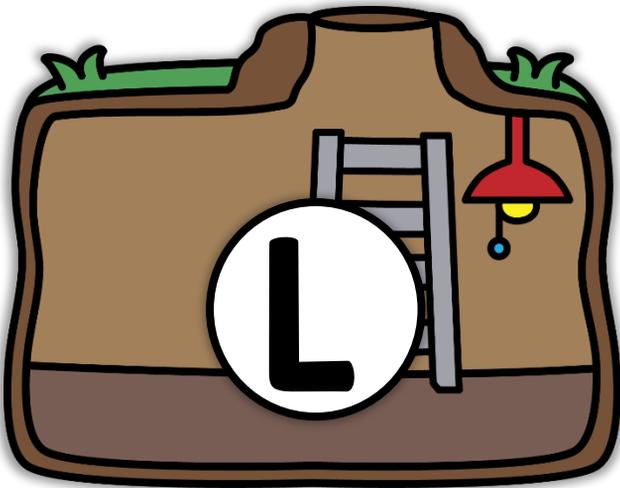
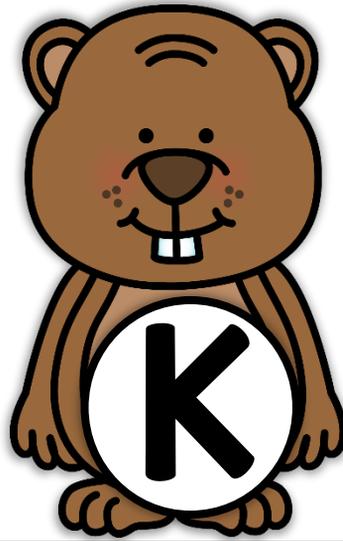
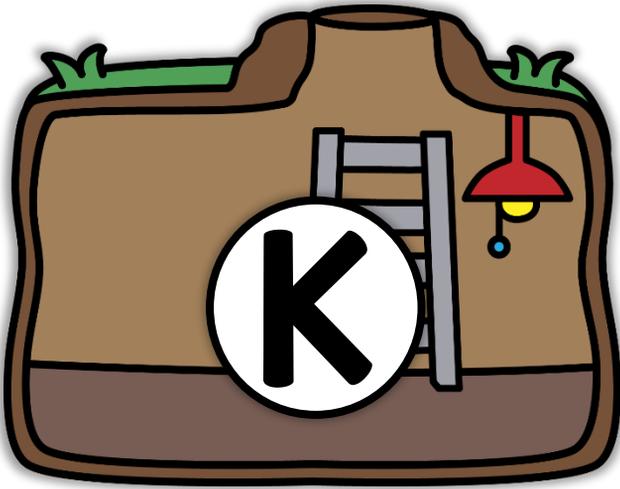
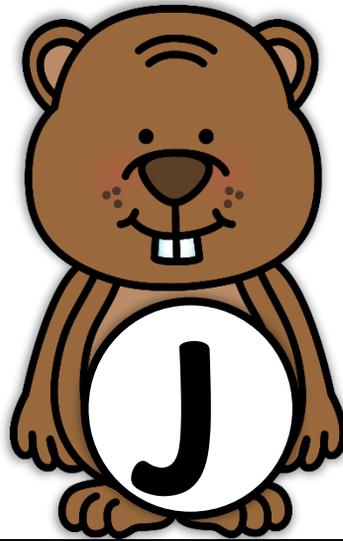
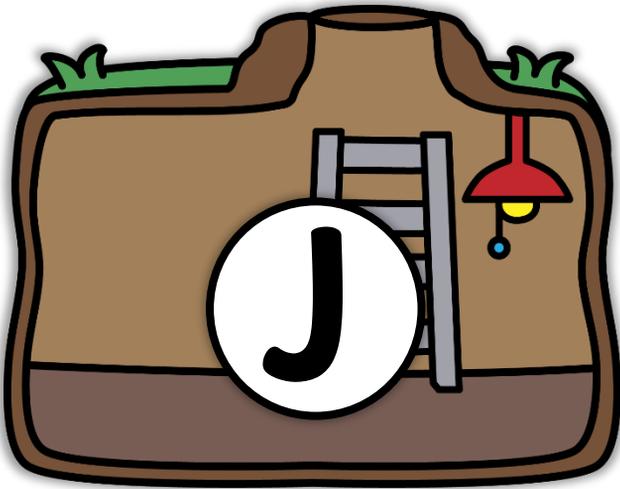


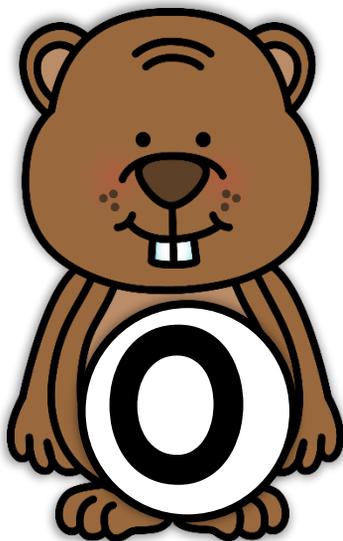
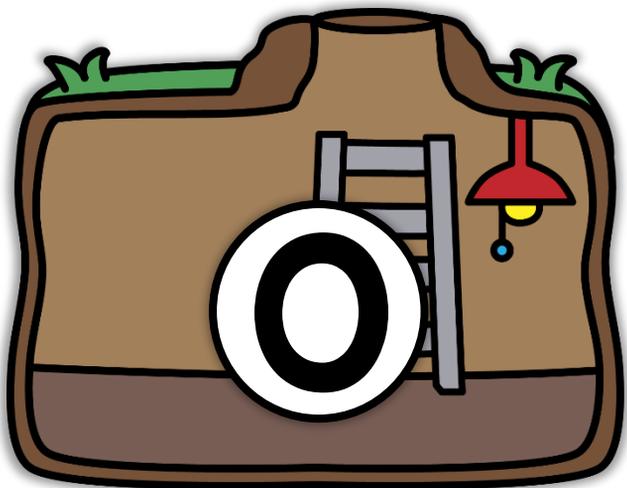
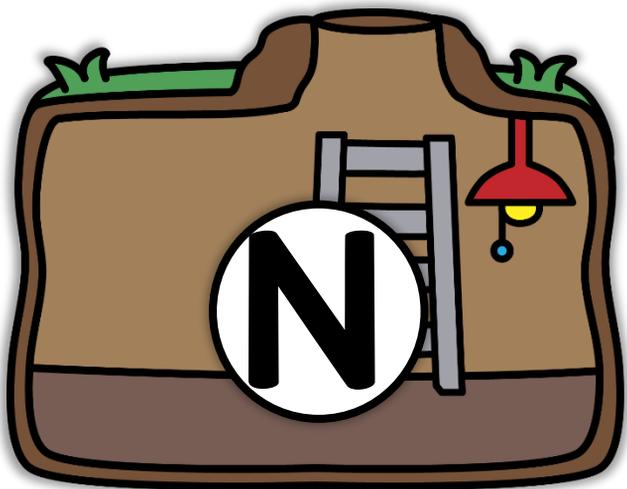
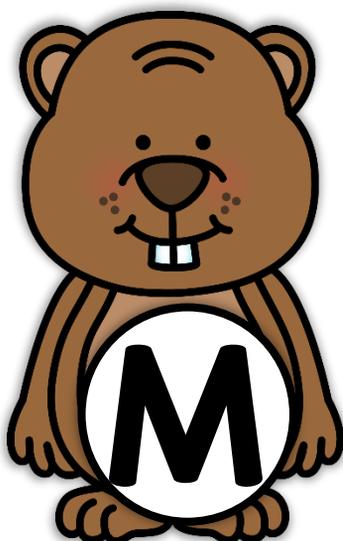
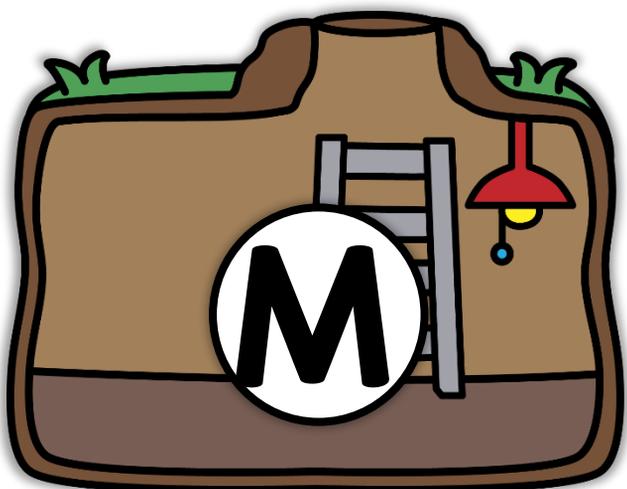


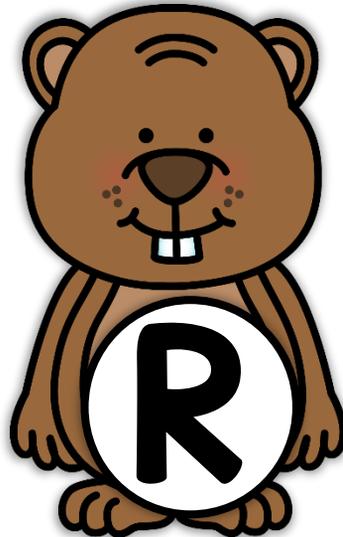
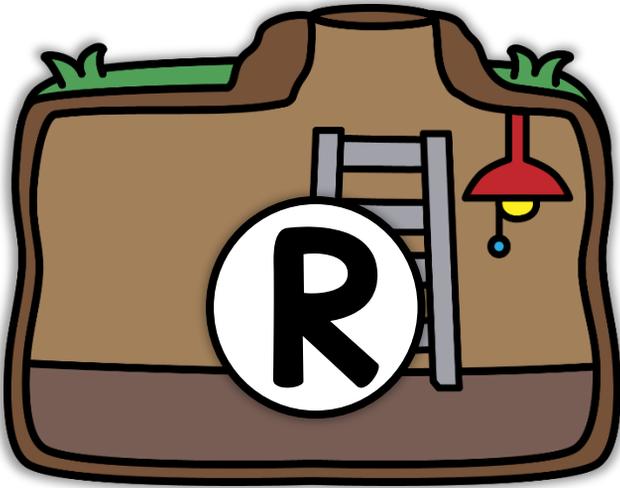
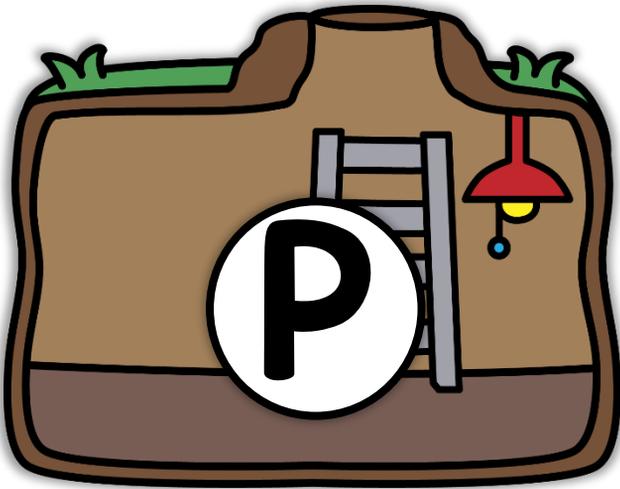


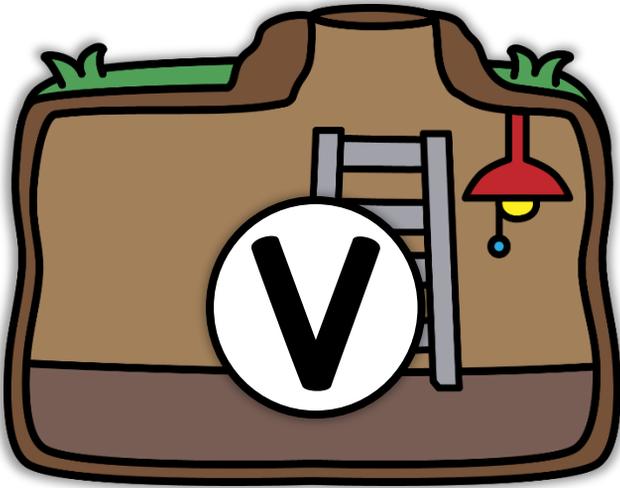
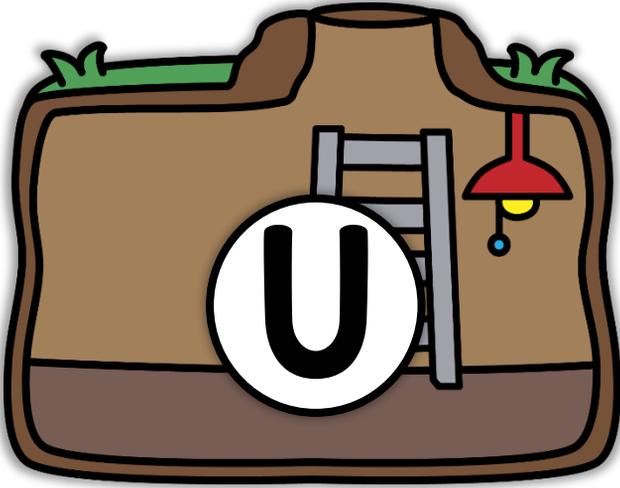
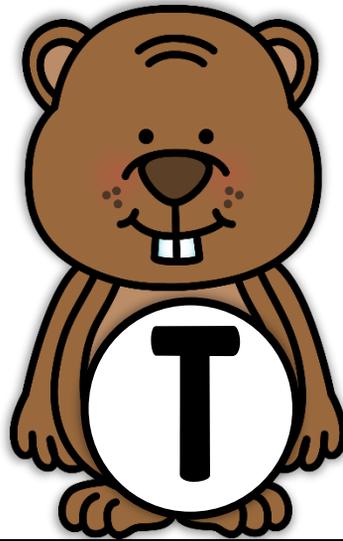
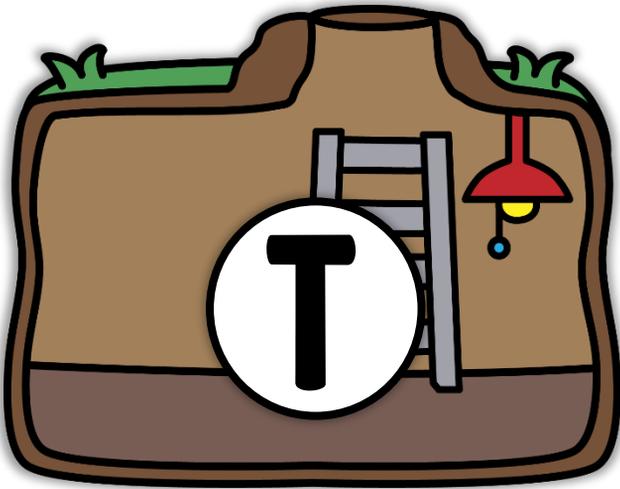


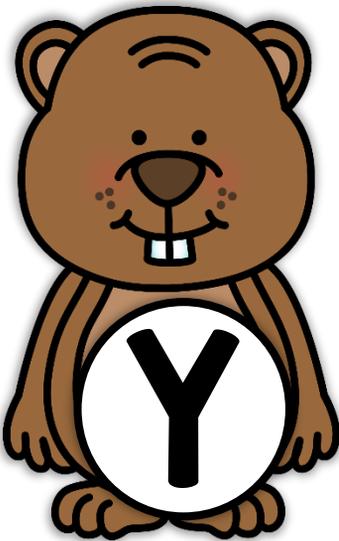
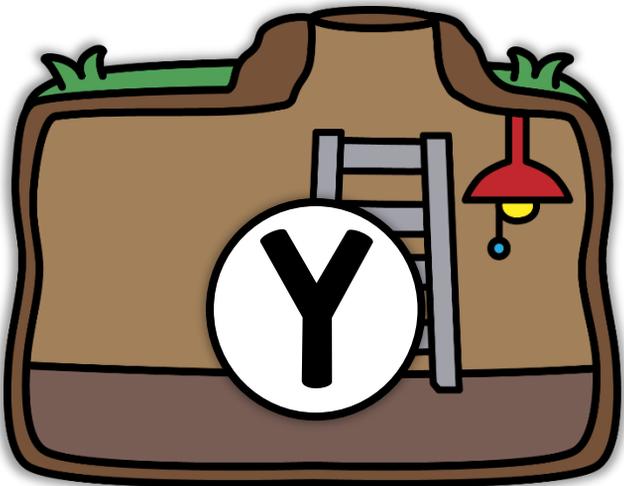
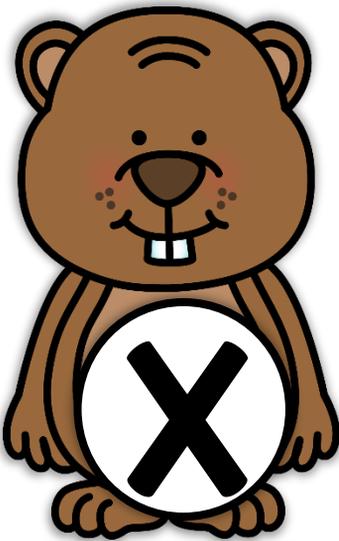
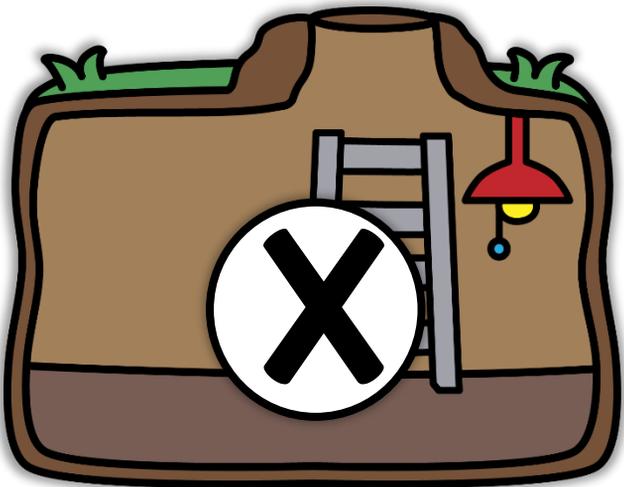
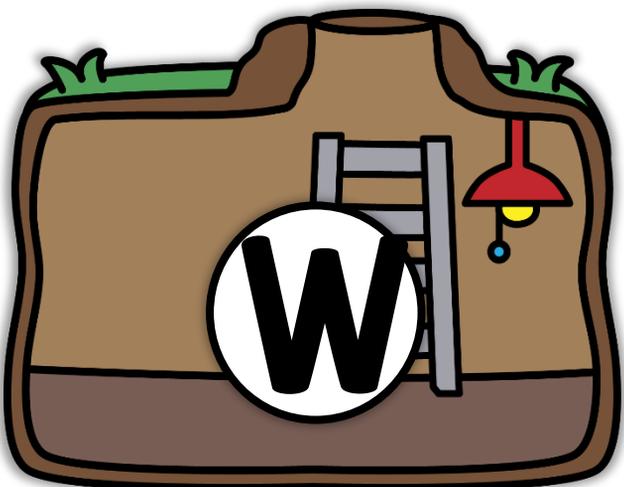


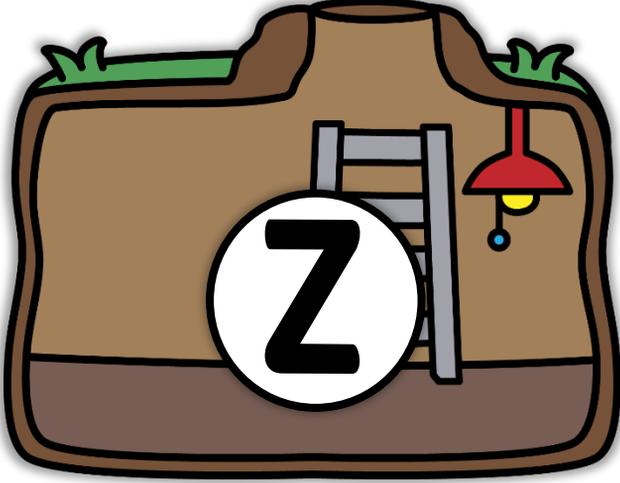
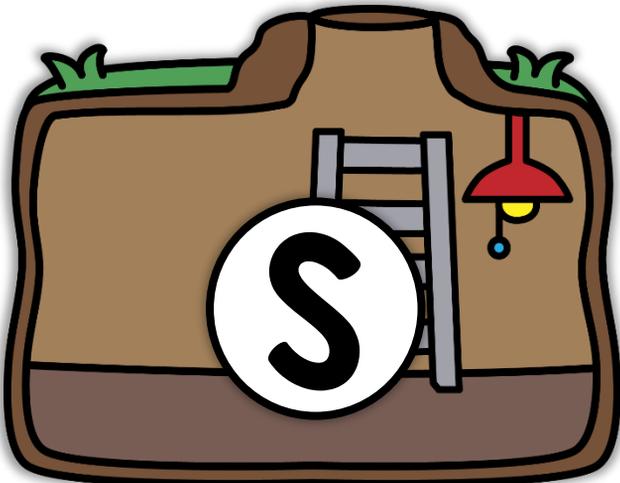












Unit 3 - Week 6

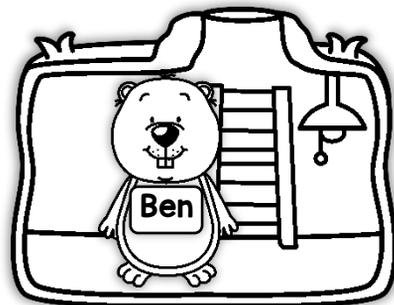
# BLACK AND WHITE

# I'm a Little Groundhog

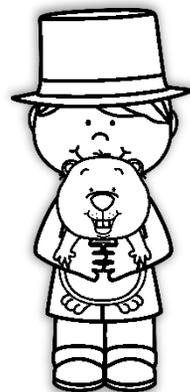
I'm a little groundhog,  
standing on a log.



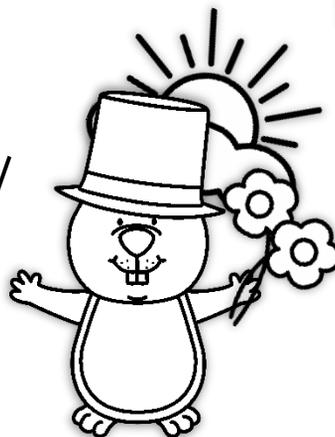
I live in a den  
and my name is Ben.



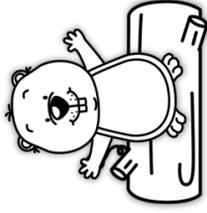
If I don't see my shadow,  
Then we will know,



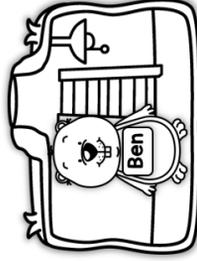
Spring is on the way  
and here to stay.



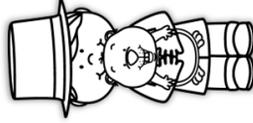
# I'm a Little Groundhog



I'm a little groundhog,  
standing on a log.



I live in a den  
and my name is Ben.

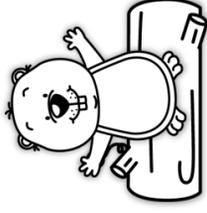


If I don't see my shadow,  
Then we will know,

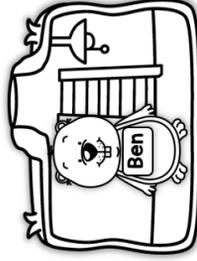


Spring is on the way  
and here to stay.

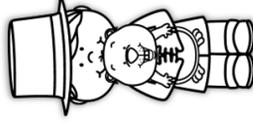
# I'm a Little Groundhog



I'm a little groundhog,  
standing on a log.



I live in a den  
and my name is Ben.

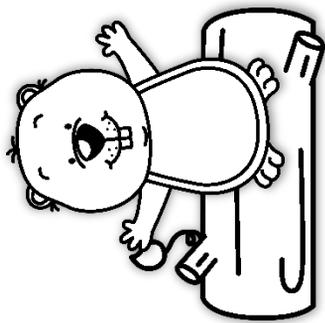


If I don't see my shadow,  
Then we will know,

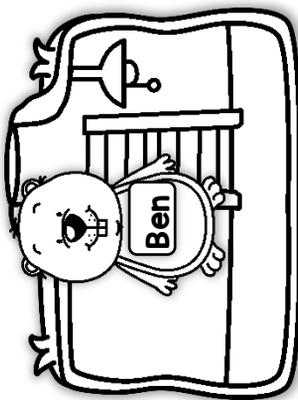


Spring is on the way  
and here to stay.

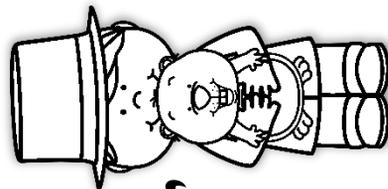
I'm a little groundhog,  
standing on a log.

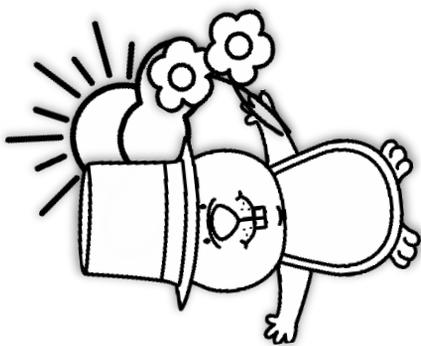


I live in a den  
and my name is Ben.

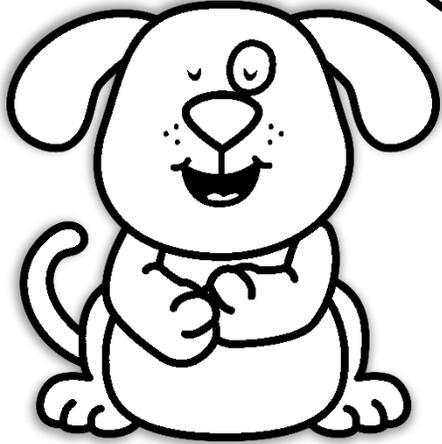


If I don't see my shadow,  
Then we will know,

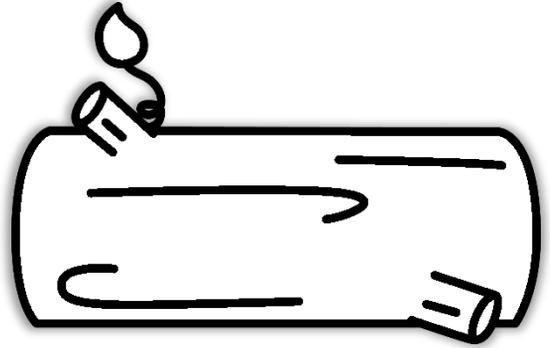




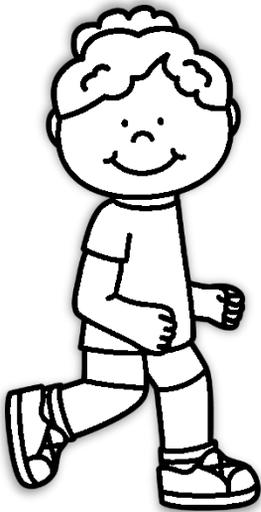
Spring is on the way  
and here to stay.



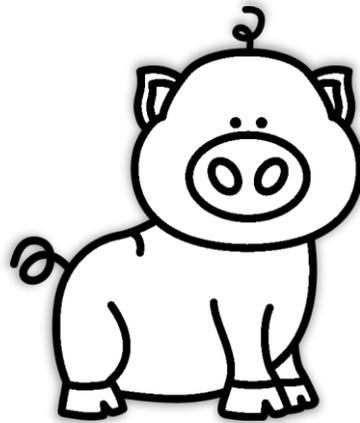
dog



log

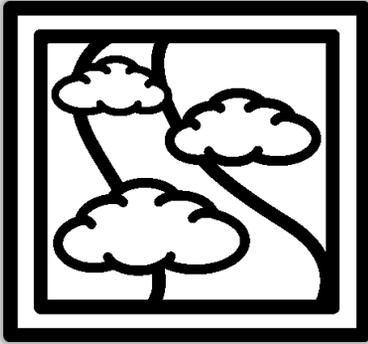


jog

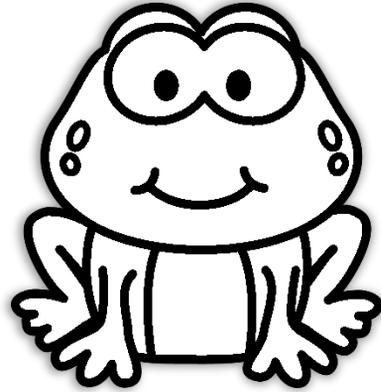


hog

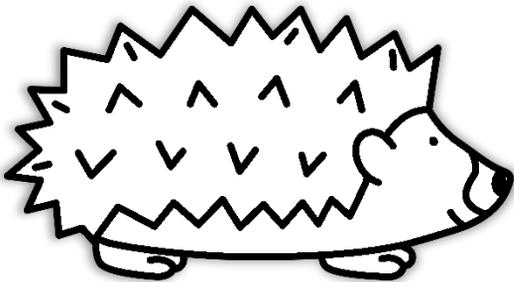




fog



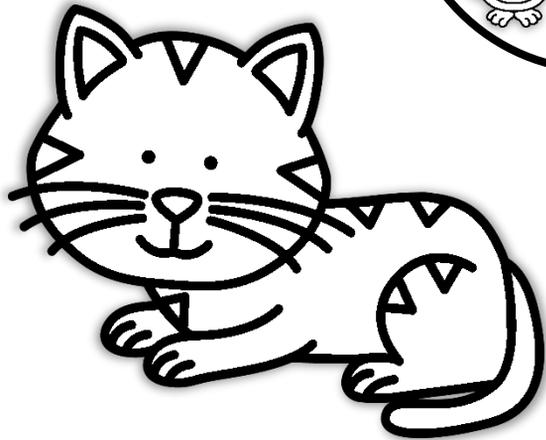
frog



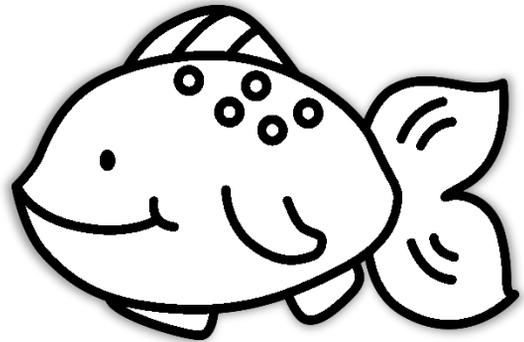
hedgehog



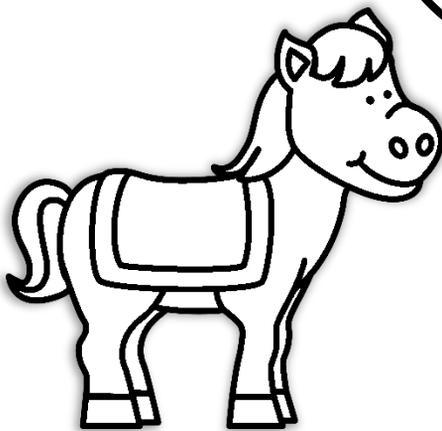
hotdog



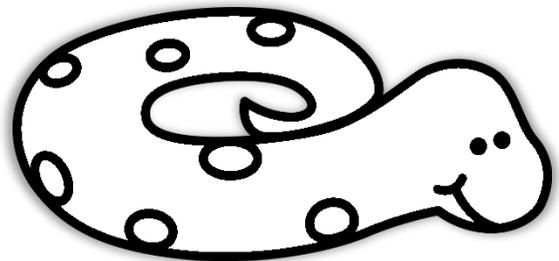
cat



fish



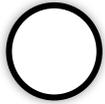
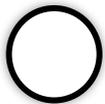
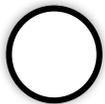
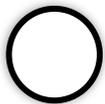
horse



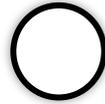
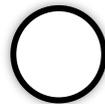
snake



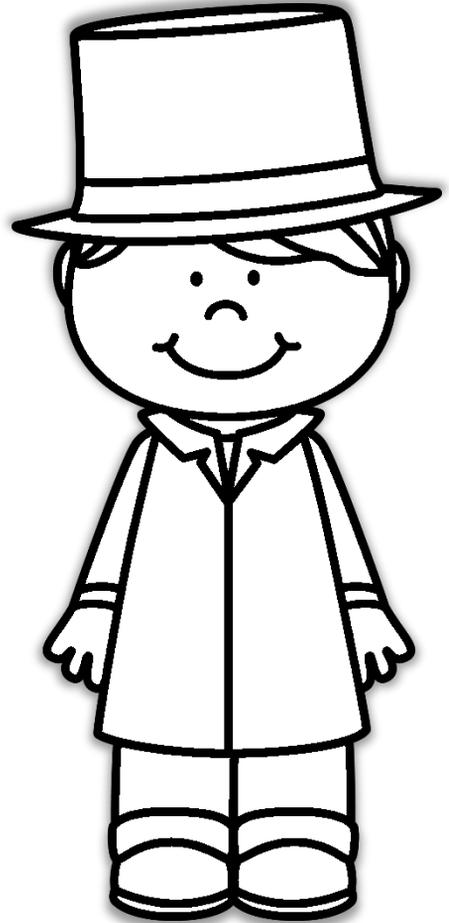
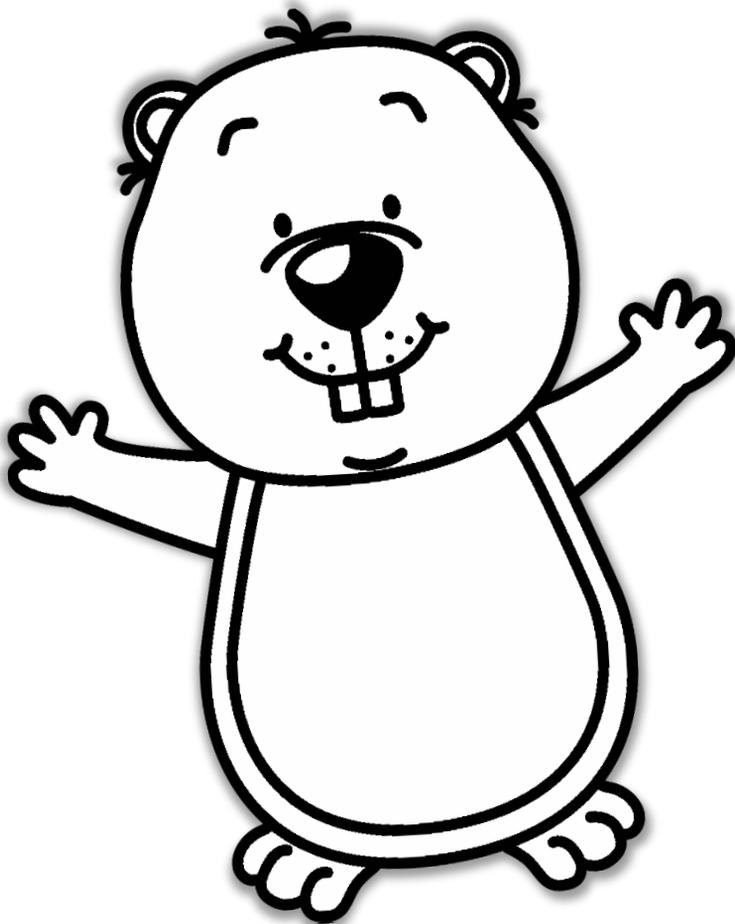
**I won't come out!**



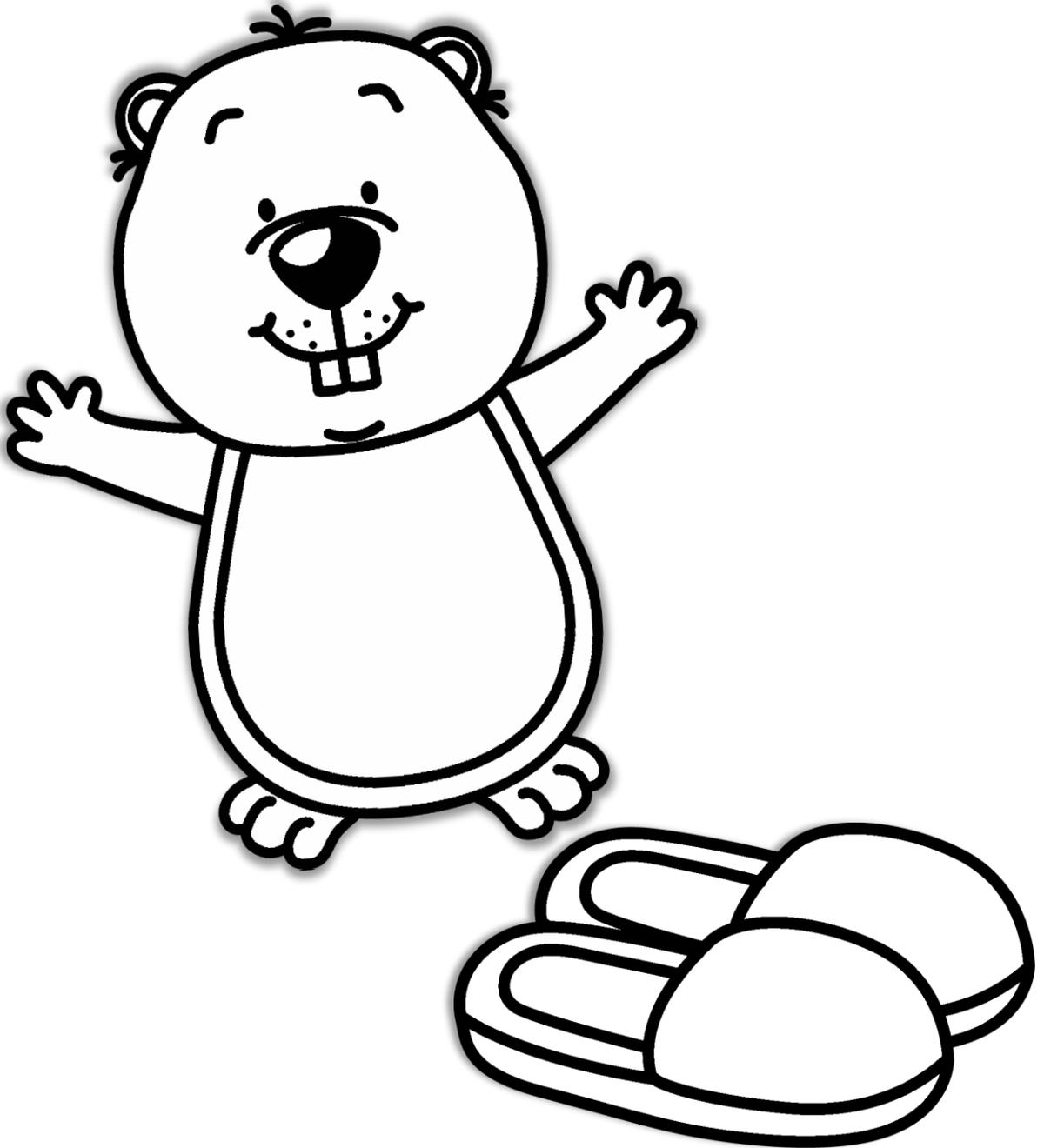
**I won't come out!**



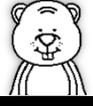
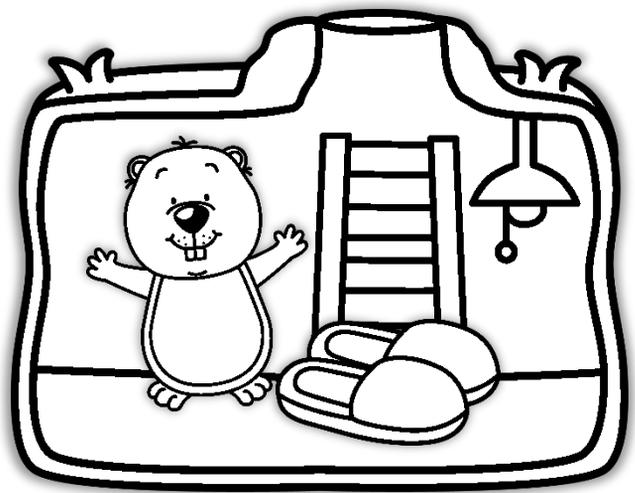
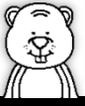
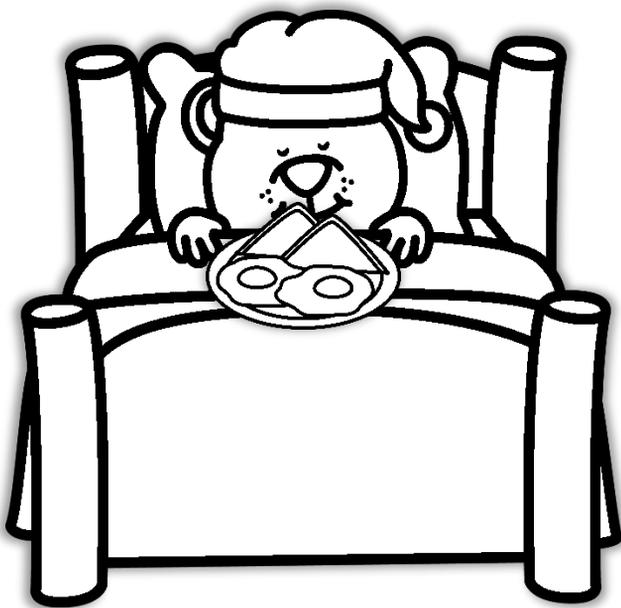
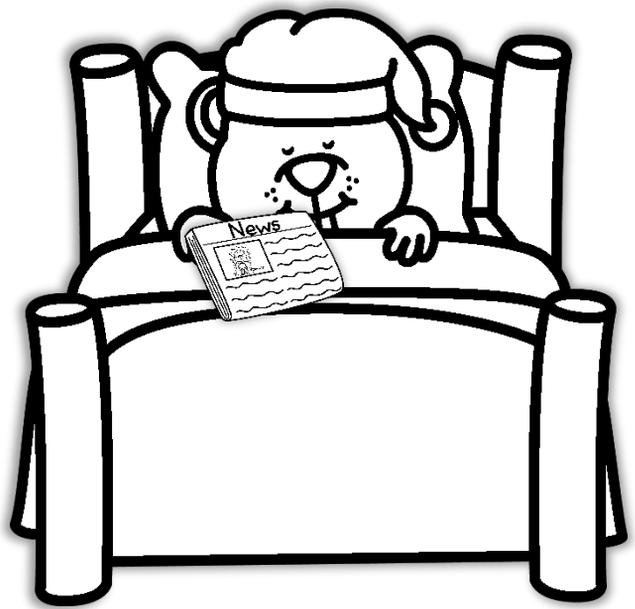
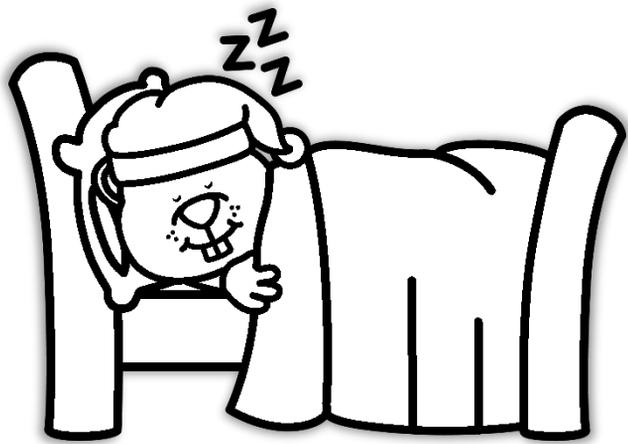
# Characters



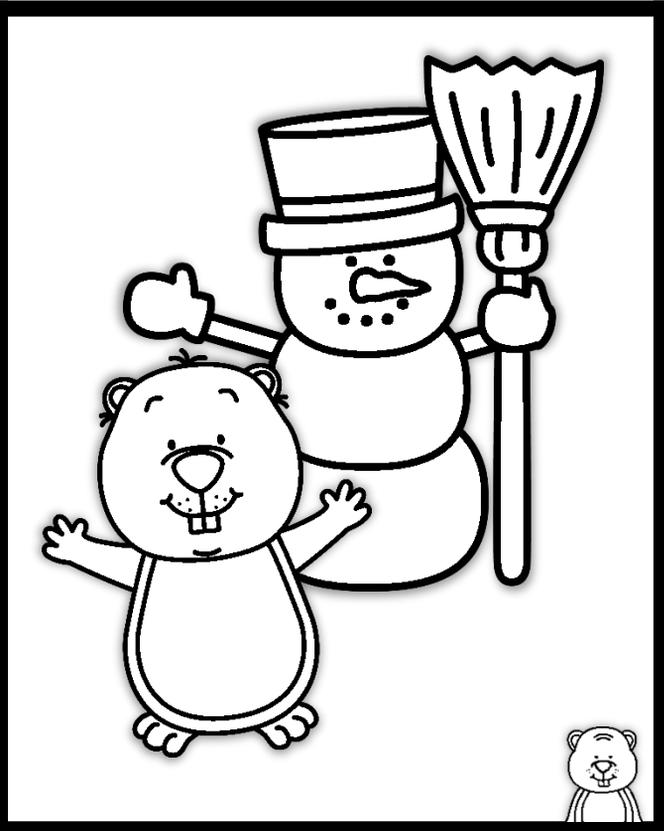
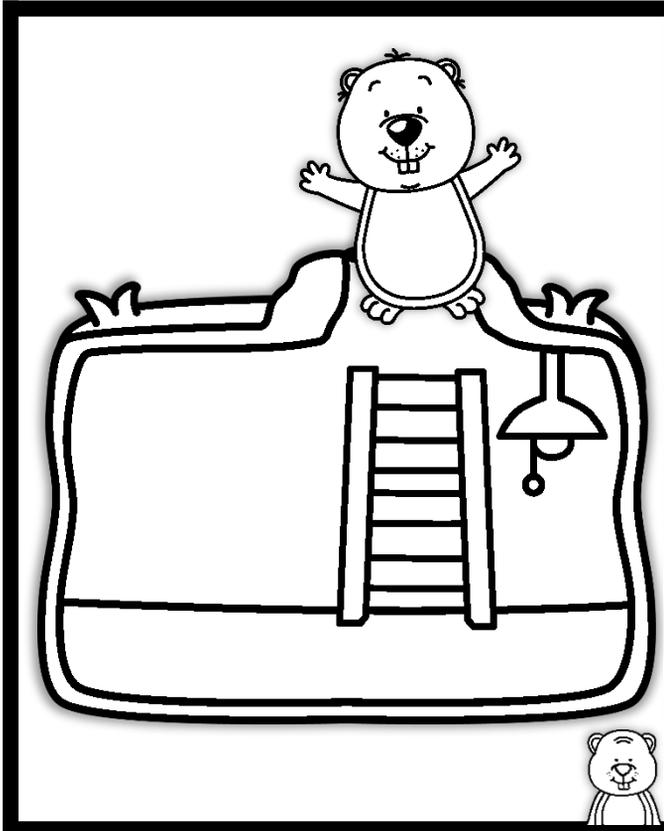
# Solution

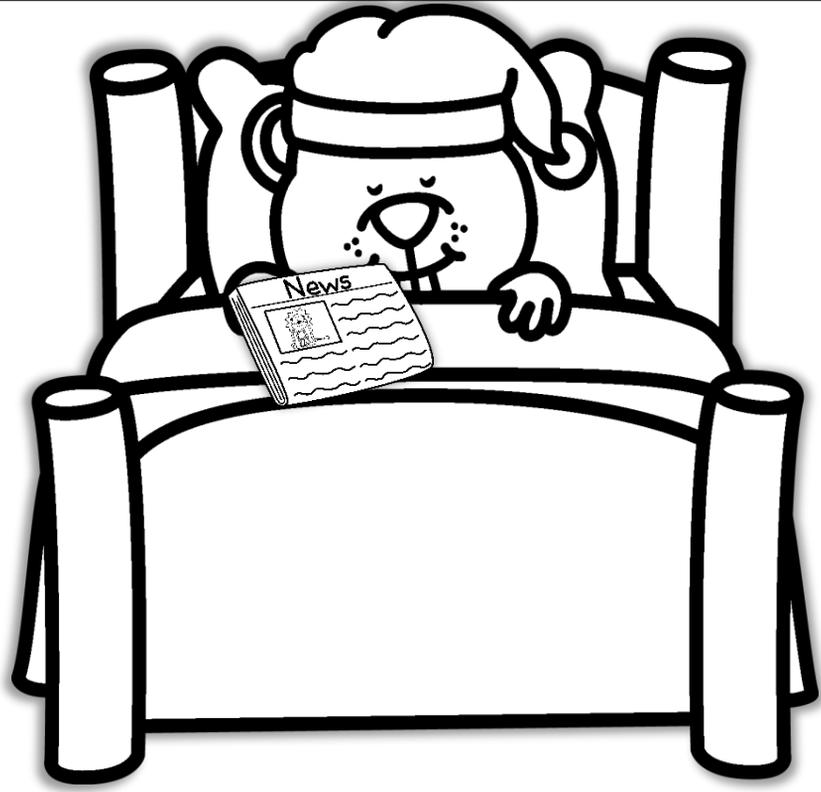
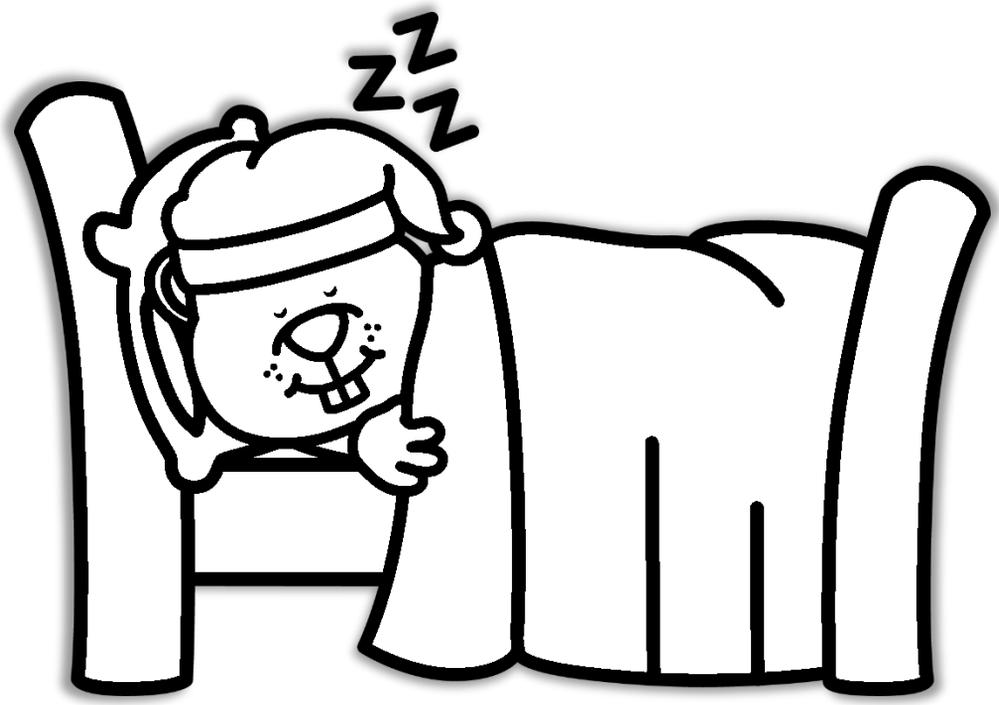


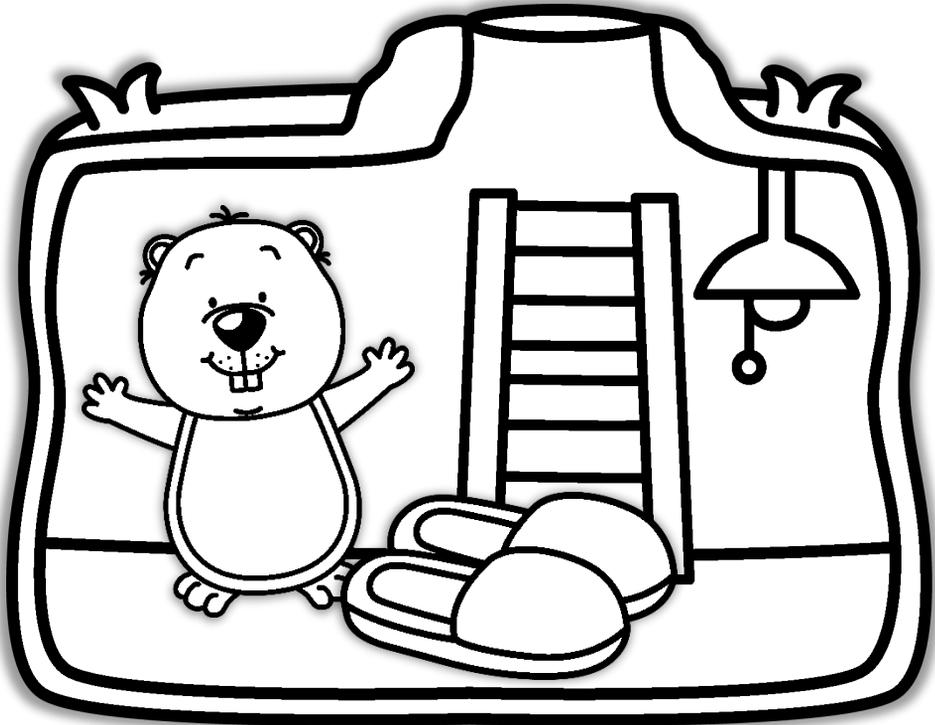
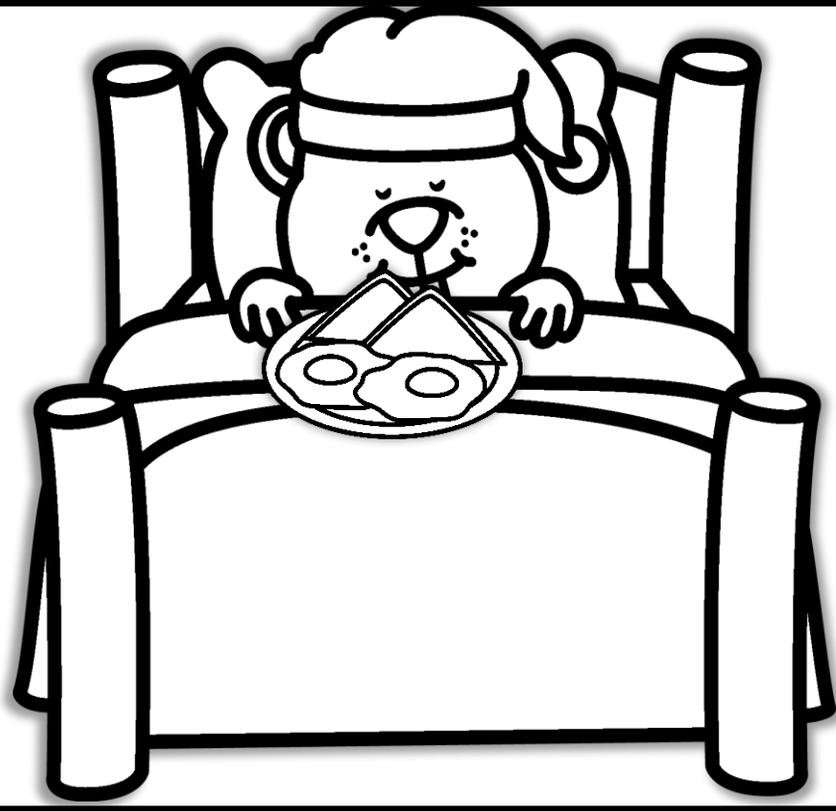
# Retell Pieces - Quarter Size

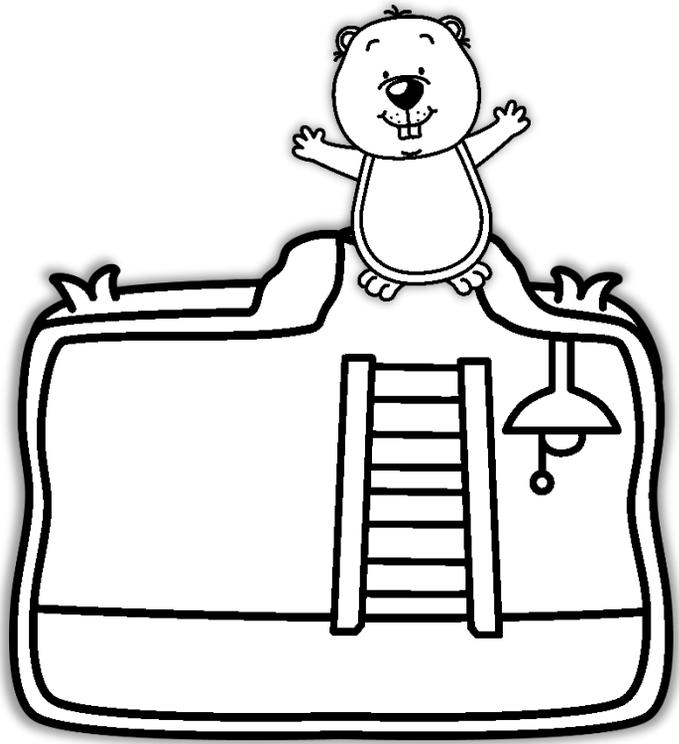


# Retell Pieces - Quarter Size









# Retell Necklaces, Paint Stick Pieces

