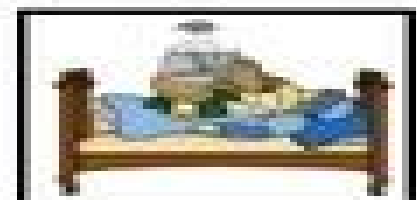
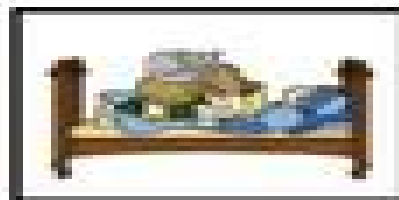
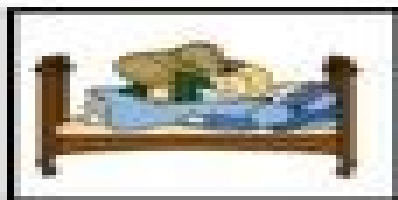
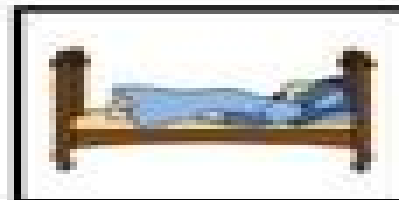


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The Napping House

Sequence the story- laminate and cut out the pictures and glue, sticky tac or Velcro them onto the blank cards

1	2	3	4
5	6	7	



Napping House Sequencing

Audrey Wood



Napping House Sequencing:

30 Graphic Organizers for Reading Jeanne Dustman,Christi E. Parker,2005-09-01 Provides fresh new graphic organizers to help students read write and comprehend content area materials Helps students organize and retain information

The Napping House Audrey Wood,1989 In this cumulative tale a wakeful flea atop a number of sleeping creatures causes a commotion with just one bite

Early Mathematics Learning Ulrich Kortenkamp,Birgit Brandt,Christiane Benz,Götz Krummheuer,Silke Ladel,Rose Vogel,2013-12-06 This book will gather current research in early childhood mathematics education A special focus will be the tension between instruction and construction of knowledge The book includes research on the design of learning opportunities the development of mathematical thinking the impact of the social setting and the professionalization of nursery teachers

Creating Curriculum Using Children's Picture Books, Grades PK - 1 Sherrill B. Flora,Kelly Gunzenhauser,2010-06-11 Facilitate literacy in students in grades PK 1 with Creating Curriculum Using Children s Picture Books This 96 page book connects basic skills to 18 stories that students already love Each featured storybook provides connections to language arts math social studies science art motor skills creative dramatics and social skills This resource includes information for teaching with favorites such as Clifford the Big Red Dog Corduroy Goodnight Moon If You Give a Mouse a Cookie and The Polar Express The book supports National Science Education Standards and NAEYC NCTE NCTM and NCSS standards

Literacy Nancy J. Ellsworth,Carolyn N. Hedley,Anthony N. Baratta,1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

Early Literacy Phygenia Young,2007

Peak With Books Majorie R. Nelsen,Jan Nelsen-Parish,1999-05-27 This book shows how to use popular children s literature to build reading writing and cognitive skills in an inquiry based environment This third edition has been expanded to include first and second grades New features include 1 new emphasis on culturally diverse storybooks 2 a description of the experiential learning inquiry process 3 new phonemic awareness and story structure strategies 4 expanded model writing and 5 more parent activities Each of the 42 chapters is a self contained literature based study with accompanying strategies that employ art music drama finger rhymes poetry math and science activities After a foreword by Jim Trelease and a preface and introduction chapter titles are Ask Mr Bear Marjorie Flack Bedtime for Frances Russell Hoban Blueberries for Sal Robert McCloskey Brown Bear Brown Bear What Do You See Bill Martin Jr Caps for Sale Esphyr Slobodkina Chicka Chicka Boom Boom Bill Martin Jr and John Archambault Each Peach Pear Plum Janet and Allan Ahlberg Freight Train Donald Crews The Gingerbread Boy Paul Galdone Good Morning Chick Mirra Ginsburg Goodnight Moon Margaret Wise Brown The Grouchy Ladybug Eric Carle Have You Seen My Duckling Nancy Tafuri Hush A Thai Lullaby Minfong Ho If You Give a Mouse a Cookie Laura Joffe Numeroff The Little Mouse The Red Ripe Strawberry and THE BIG HUNGRY BEAR Don and Audrey Wood The Little Red Hen Paul Galdone Make Way for Ducklings Robert McCloskey Mama Do You Love Me Barbara M Joosse May I Bring a Friend Beatrice Schenk de Regniers Mr Rabbit and the Lovely Present Charlotte Zolotow The Napping House Audrey

Wood Noah's Ark Peter Spier Oh A Hunting We Will Go John Langstaff The Old Man On Market Street Arnold Lobel Peter Spier's Rain Peter Spier Peter's Chair Ezra Jack Keats The Pig in the Pond Martin Waddell Rosie's Walk Pat Hutchins The Runaway Bunny Margaret Wise Brown Skip to My Lou Nadine Bernard Westcott The Snowy Day Ezra Jack Keats The Tale of Peter Rabbit Beatrix Potter Ten Nine Eight Molly Bang The Three Billy Goats Gruff Paul Galdone To Market To Market Anne Miranda Tough Boris Mem Fox The Very Hungry Caterpillar Eric Carle Where the Wild Things Are Maurice Sendak Whistle for Willie Ezra Jack Keats and Who Took the Farmer's Hat Joan L Nodset Contains over 330 references EF Early Literacy Instruction Elfrieda H. Hiebert, Taffy Raphael, 1998 Early literacy instruction is one of the most fundamental goals of schooling and one that sets the stage for students lifelong learning and success The text encompasses standards for early literacy instruction instructional strategies alternative assessment procedures strategies for making program connections and ways to integrate children's home literacy into the classroom Each chapter opens with vignettes to emphasize key points in the text and offers instruction on how teachers can create classrooms that immerse children in theoretically sound meaningful literacy through events lessons and activities This engaging user friendly book makes the ideas on theory and practice readily accessible to those interested in helping young children learn to read **Developing Competent Readers and Writers in the Primary Grades** Martha Combs, 1996 This major new entry is a core text for the growing number of reading literacy methods courses which cover grades K through four The text emphasizes literature based reading but also discusses the appropriate use of phonics instruction in helping children to become literate Readers and Writers in Primary Grades Martha Combs, 2002 For reading writing and literacy in elementary school courses Readers and Writers in Primary Grades is organized around strategies that benefit teachers in their efforts to be responsive to the developmental literacy needs of young children Integrating theory and practice these strategies offer a balanced look at appropriate literacy activities for K-3 classrooms Balanced Reading Strategies and Practices Douglas Ray Reutzel, Robert B. Cooter, 1999 It guides teachers through the necessary steps to successfully implement the elements of a Balanced Literacy Program that will assist every child in becoming a life long reader and writer This practical handbook provides finger tip information readily available assessment tools and detailed instructional strategies to meet the needs of every child in the area of reading especially those children with special needs Some of the significant topics covered in the text are portfolio assessment taking running records concepts about print phonemic awareness and phonics comprehending narratives comprehending expository texts vocabulary instruction literature response connecting reading and writing fluency development teaching limited English proficient students study skills and school to career connections Elementary school teacher *More Than Letters, Standards Edition* Sally Moomaw, 2020-08-25 For decades early childhood educators in high quality programs have understood that the transition into reading and writing occurs naturally when young children are surrounded by opportunities to interact with print in ways that are meaningful to them The original edition of More Than Letters first

published in 2001 showed teachers how to intentionally help children develop literacy skills through hands on play based activities Like the original edition the Standards Edition is based on theory and research It contains new chapters that specifically focus on developing the skills needed to decode literature and informational text Expanded chapters include activities that target specific concepts included in national literacy standards

Developing Literacy in At-risk Readers Nancy S. Williams, Maureen Brogan, 1991

Reading Practices with Deaf Learners Patricia L. McAnally, Susan Rose, Stephen Patrick Quigley, 2007 This book was written specifically for professors and college students in teacher training programs for deaf education and for classroom teachers working with deaf and hard of hearing learners It is one of the very few books on the market that focuses entirely on the hearing impaired It consists of three sections each one providing in depth information on topics critical to the teaching of reading to this specific population Section one Foundations contains chapters dealing with theory and research in such topics as cognition reading language literary development vocabulary and comprehension One chapter on ASL English and Reading looks at the research in the area of second language learners and discusses its application to deaf and hard of hearing students Section two Instructional Management deals with instructional management and describes instructional systems and designs These chapters look at current trends in education and how these trends apply to the education of students who are deaf and hard of hearing Section three Applications focuses on specific instructional models in reading writing and spelling detailing strategies that have been successfully used with deaf and hard of hearing learners The last chapter in this section discusses assessment giving information and examples of both formal and authentic procedures

Primaryplots 2 Rebecca L. Thomas, 1993 Grade level 1 2 3 4 k p e t

R.R. Bowker's Software for Schools, 1987

The Workshop Approach Elinor Parry Ross, 1996

The Web, 1986

Fun and Fantasy Resource Guide Kathy Burdick, Marcia Fries, Kim Jordano, Gina Lems-Tardif, 1996-04 Provides the teacher with a wide variety of Activities and ideas for developing literacy skills of emergent readers

Assessment and Instruction of Reading Disability Marjorie Y. Lipson, Karen K. Wixson, 1991

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