# PATTERNS IN SUMMER

## TOOLS FOR TEACHERS

- **ATOS:** 0.8
- **GRL:** B
- **LEXILE:** 50L
- **CURRICULUM CONNECTIONS:** patterns, sorting
- **WORD COUNT:** 57

## Skills to Teach

- **HIGH-FREQUENCY WORDS:** a, at, has, is, look, the, what
- **CONTENT WORDS:** balls, boat, chairs, pattern, shells, shoes, towels
- **PUNCTUATION:** periods, question marks, exclamation point
- **WORD STUDY:** double consonants (*balls*, *pattern*, *shells*); long /o/, spelled *oa* (*boat*); long /u/, spelled *oe* (*shoes*); dipthong /ou/, spelled *ow* (*towels*)
- **TEXT TYPE:** factual description

## Before Reading Activities

- Read the title and give a simple statement of the main idea.
- Have students "walk" though the book and talk about what they see in the pictures.
- Introduce new vocabulary by having students predict the first letter and locate the word in the text.
- Discuss any unfamiliar concepts that are in the text.

## After Reading Activities

Write the book's language pattern in two columns on the board: "Look at the _____." and "What is the pattern?" Encourage children to look around the room and identify things that have patterns. Write their answers under the first column. Then identify and discuss the different kinds of patterns they see (stripes, spots, etc.), and write them down under the second column.

## NOTES:

tadpole books