Introduction:
This lesson will promote an understanding of print concepts (e.g., directionality, letters, words, one to one correspondence).

Behavioral Objective:
1. Given written words, students will be able to create their own complete sentences 4 out of 5 times.

Arizona State Standards:
1. Comprehend the meaning of simple written selections, using prior knowledge, letter/sound relationships and/or picture clues.
2. Demonstrate an understanding of print concepts.
3. Demonstrate an understanding of directionality.
4. Track visually, auditorily, and/or tactually in a horizontal (left to right) and vertical (top to bottom) pattern.
5. Use effective basic language structure and form.
6. Use simple sentences.

Anticipatory set:
S: “I like blue.”
T: (writes sentence on paper) “What color do you like?”
S: “I like purple.”
T: (writes sentence on paper) (Everyone gets a turn saying what color they like.) “Now let’s read what we wrote.” Teacher calls the first student and hands him a pointer.
S: “I like blue.” (Student points to words as he reads. All students get a turn reading their sentence.)

Teacher Input:
T: “We can make our own color book now with all the writing that we have. Who will be the author if we write the book?”
S: “The author writes the book.”
T: “Yes, you’re right. So if we write the book, who will the author be?”
S: “We’ll be the authors.”
T: “To begin our book we need to cut apart the words in the sentences that we made. Then you will get a piece of paper to glue the words back in order. At the end you will need to illustrate your page.”

Modeling the Behavior:
T: “This is my sentence. (Reads) ‘I like brown.’ How many words does my sentence have? Let’s count.” (Teacher points to words as students count)
S: “One, two, three.”
T: “How many words?”
S: “Three!”
T: “Right, first I said the word ‘I’, then I said the word ‘like’, and this is the word ‘brown’. Now I’m going to cut apart my three words. (Teacher cuts apart words) It’s like a puzzle. Here’s my blank page and I have to put my sentence back in the right order.”

Check for Comprehension:
T: “What word should I glue first?”
S: “I.”
T: “Right! Could you help me glue it?”
S: Glues word on paper.
T: “Thank you. What word goes after ‘I’?”
S: “Like.”
T: “Correct. Would you like to glue this word?” (When all the words in the sentence have been sequenced on the paper, the teacher prompts everyone to read the sentence again.)

Guided Practice:
1. Students are each given their own sentence to cut apart.
2. Students are asked to sequence their sentence on their paper without glue first.
3. Students can ask a buddy to check their sentence.
4. Students raise their hand if they think they have their sentence in the correct order.
5. Both teachers can walk around the room checking students’ work.
T: How are you doing?
S: I don’t know which word goes first.
T: What do you want your sentence to say?
S: I like red.
T: So what word should we glue first?

Independent Practice:
Students will be able to read the class book independently.

Closure:
Students will take turn reading their page at circle time. Students may use paint to illustrate their page and the teacher will bind the pages to make a class book.

Assessment:
Teacher observation during guided practice and closure.

Materials:
“*Brown Bear, Brown Bear, What Do You See?*” By Eric Carle
Chart paper
Marker
Construction paper (white)
Scissors
Paint
Materials for binding

**Modifications for Students with Disabilities:**
1. Sample of sentence to match word for word
2. Special scissors or precut materials for students who have difficulty using scissors
3. Buddy or peer tutor
4. Assistance using pointer (one to one correspondence) when reading sentence on chart paper

**Navajo Vocabulary Words:**
1. Dibe'-sheep
2. Da'iis loo- rug
3. A'ghaa'- wool
4. Ligai- white
5. Lichii-red
6. Lizhiin-black
7. Liba- gray
8. Dibelchi'i'- brown
Introduction:
Understanding Operations will help incorporate manipulatives in teaching the concept of adding and subtracting.

1. Given verbal and pictorial prompts, students will be able to verbal create accurate mathematical equations 5 out of 6 times.
2. Given verbal and pictorial prompts, students will be able to create 6 correct mathematical sentences 5 out of 6 times.

Arizona State Standard:
1. Number Sense
   a. Whole number concepts
   b. Concept of whole number operations
   c. Addition
   d. Subtraction

Anticipatory Set:
All together: Seating at a round table in groups of four.
Teacher: Show the children the bear mat.
Teacher: Say, "At the teddy bear's picnic one of the little bears decided to go and pick wildflowers. When he was all through his bouquet looked like this."
Teacher: Put 3 red counters (flowers) and 4 blue counters (flowers) in the bear's bouquet.
Teacher: Say, “Who can tell two addition stories about the bear's bouquet?”
Student and Teacher: Say, “Three red flowers and four blue flowers makes seven flowers all together.”
Teacher: Write the equation where students can see it.

Modeling:
1. Praise
2. Show or demonstrate
3. Direct instruction
4. Go back and re-teach or practice for slow learners.

Guided Practice:
1. Students are given their counters and bear mat.
2. Give the students time to make their pictures.
3. Ask students to create six mathematical sentences and corresponding equations based on the number of flowers they have.

Materials:
Bear mat
Red counters
Blue counters
Pencil or crayons

**Modifications:**
1. Give extra time.
2. Go over twice on directions.
3. Write bigger.
4. Use counters.
5. Work in pairs.
6. Switch roles with new student.