

# Red Book 1

## New Syntax

- ▶ Intransitive verbs (verbs that do not permit direct objects)
- ▶ Present-tense verbs with the regular *-s* marker
- ▶ Singular nouns
- ▶ New sentence structure: NP1 + V (*The boy jumps.*)

Students know words from each category and understand the sentence structure receptively before they begin reading the selection.

## Story 1: The Boy

### Prereading Activities

#### Table of Contents ▶

Show students the Table of Contents page. Ask them to find the same page in their reading books. Point to the title of the page and tell them this page is called the “Table of Contents.” (Fingerspell these words.) Write the phrase on the board.

Ask the children what *table* means and, after their responses, tell them that this word also has another meaning. It can mean a list of words that explains something or gives information. Ask: **What do you think *table* in “Table of Contents” means—a table like this (point to a table in the room) or a list of words that tells us something—like this (show the Table of Contents page)?**

Tell the children that *contents* is a new word for them also. *Contents* means what is inside a container—a box, a can, a bag, a bottle, or a book. Hold up a box of crayons and ask the children what is in the box. Respond by using the word *contents* (for example, *Yes, the contents of this box are crayons*). Repeat with another box, a bag, a can, or a bottle. Then hold up the Reader and ask: **What is in this book?** Allow the children to look through the book and respond. They may respond with “pictures” and “words,” which are correct responses, but guide them to the response “stories.” Then tell them that the contents of the book are words, pictures, and stories. Hold up the Table of Contents page and tell the students that this page lists the contents of their reading book. Point to the listing of story titles and ask: **What are these?** Elicit the response “stories” or “names of stories.” Reinforce the concept of Table of Contents. Say: **This is a list of the contents of your reading book. This is a list of story titles, and all of these stories are in your book.**

Point to the page numbers and ask the children what they think the numbers are. Let them look through the book to figure out that the stories begin on those pages. Point to the first story title on the page. Tell them that the title of the first story is “The Boy.” Ask the students on what page it begins. Have them turn to that page and note that the title is the same as the title on the Table of Contents page. Repeat the procedures for the second and third stories. If the page numbers of the last three stories are beyond the students' number concepts, you can demonstrate the same procedures described previously for the children.

Point to the last listing on the page and read the phrase “New Words” to them. Ask if they think that is the name of a story. Ask what they think might be in this part of the book. Have them turn to the page to see if they predicted