

# Sprout and Read Set 5

Reading Recovery® Level 2  
Guided Reading Level B



## Set 1 Shells

Leveled Reader ..... 2

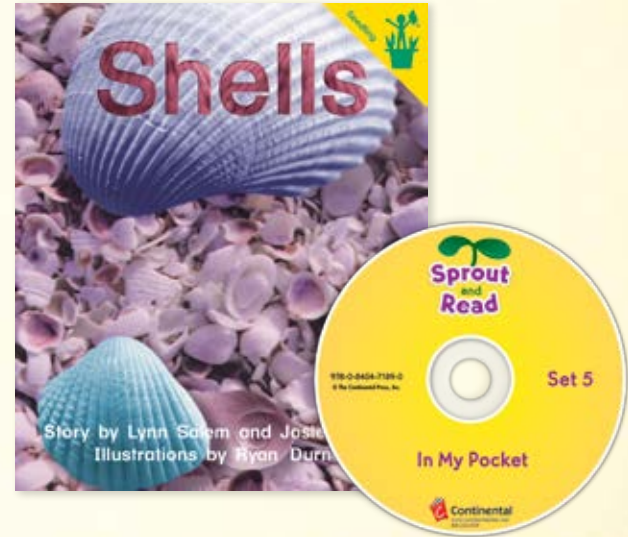
### *In My Pocket* CD

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# Printed Seedling Reader

## Shells





# In My Pocket CD

Sprouts booklet & word and picture card PDFs



In My Pocket 



By \_\_\_\_\_

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In My Pocket

In my pocket,  
I have my \_\_\_\_\_

2

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In my pocket,  
I have my \_\_\_\_\_

my	frog.	worm.	whistle.
my	gum.	paper.	marker. ✕
toy.	note.	pencil.	bracelet. ✕
car.			
ball.			
ring.			

Word Cards In My Pocket

Picture Cards In My Pocket





# In My Pocket CD

## Teacher's guide & activity page PDFs



**Sprout and Read**

### Teacher's Guide

#### Introduction

Seeding readers are created specifically with young readers in mind. Little books give children the support they need to be successful in early attempts at reading. Common threads that are found throughout little books are the predictable and manageable text, patterned language, and supportive pictures. Predictable text allows readers to anticipate words and sentences using their oral language as a support. For beginning readers, this is significant in helping to build self-confidence in reading written text. Little books often use words as well as an appropriate picture to help readers easily recognize by children.

Sprouts is an efficient way to create text for beginning readers in context. Sprouts builds as they create stories using picture activity ensures a successful expert writers. As readers, children will be as those of other Sprouts authors. be created with Sprouts authors. to revise and edit their Sprouts book even after taking it home, or family literacy activity.

Sprout and Read connects the similar concepts and/or a shared opportunities for expansion of the learning center activity, and extend curriculum and into the home.

When using Seeding Books and oral language becomes an anchor. This partnership of reading, writing the same vocabulary, provides on State Standards. In small groups or the books, read independently or knowledge through writing.

These materials do not have to a setting. We hope that you, the child at times, just have fun reading and becoming a life-long reader and a accomplishments as they take their independent readers and writers.

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**Sprout and Read**

### Set 5

#### A Look at the Books

**In My Pocket**  
Children create a text about favorite things they may have in their pockets.

**Shells**  
Photographs of children sorting seashells by the attributes of number, color, and shape are featured.

#### What's the Connection

**Collecting Items Vocabulary**  
Book Vocabulary: I, Have, A, In, My Sprouts Vocabulary: I, Have, A, In, My

#### Ready, Set... Grow

To introduce Shells, view the front and back covers. Discuss collecting seashells. Read the introduction on the inside front cover to give the children additional information about shells.

**Independent Reading and Guided Reading:** Include support for in my box, pages 7 and 8.

**After collecting Shells,** talk about special places to keep a seashell. List suggestions including "in pockets." Ask the children to name other items that could be in their pockets. Complete *In My Pocket* by placing word cards on pages 2, 4, and 6. Picture cards will be placed on pages 3, 5, and 7. To personalize the story, the children may draw themselves in each picture.

#### Sprouting Ideas

Provide notepaper. Write notes to a friend to slip into his/her pocket. Sort a large selection of seashells by size, color, number, shape, and/or texture. Create a beach using sand and seashells in a large plastic box or container. Display a shell chart or resource book for matching and identification purposes.

#### Activity Page

**Seashell Order** - Children put seashells in order from smallest to largest, then from largest to smallest.


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Activity Page - Sprout and Read—Set 5

