

**BACKGROUND**

**Objective** Identify the name, sound, and form of capital and lowercase **Cc**.

**Exemplar Word** coconut

**Letter Chant** capital **C**, lowercase **c**, /k/, **coconut**

**About This Book** This story is about a girl named Cora, who tries to get a coconut so she can make a treat from it. This book includes a number of words that begin with **Cc**.

**About This Letter** This book focuses on the hard sound for the letter **c** rather than soft **c**. When **c** is followed by **e**, **i**, or **y**, it usually has a soft sound: /s/. When **c** is followed by any other letter, it has a hard sound: /k/. Also note that most **Cc** words in the book are followed by a vowel; one exception is the word **crack**, which begins with a consonant blend.

**WORDS TO WATCH**

**Target Words in the Text** coconut, come, Cora, can, cat, car, cool, cut, cook, (with cr blend: crack)

**Decodable Words** will, it, gets, can, cat, fell, cut, yum

**Sight Words** a, the

**Story Words** look, down

**Target Words in Pictures** coconut, curls, can, cat, cart, carrots, corn, cassava, collards, car, camera, cane, cantaloupe, counter, cup, curtains, cookie


**BEFORE READING**

(3–5 minutes)

**Warm Up with Phonemic Awareness**

- **Say the sound:** /k/. Ask children to say it with you.
- Do a quick activity to have children listen for beginning sounds.
- **Say:** *If you hear the /k/ sound at the beginning of the word, put your thumb up:* **cat, monkey, goat, collards, cut.**

**Introduce the Letter Name and Form the Letter**

- Show the book cover, in print or the digital version .
- Have children find each capital **C**. Read the title, *Cora and the Coconut*, and repeat the beginning sounds to model that **C** stands for the /k/ sound.
- Read aloud the introduction. Trace capital **C** and lowercase **c**, using formation language as you model. Children can air trace or finger trace in their own books.
- Talk about names that start with **C**, like **Cora**. Note that some **C** names begin with the /k/ sound, while others begin with another sound, like /ch/ in **Charlie**.

**Set the Purpose**

- Go to p. 3. Point to the coconut picture. Remind children that a coconut is a fruit that grows on trees.
- Have children say the word **coconut** with you. **Say:** *Whenever you hear the word **coconut**, think of the /k/ sound that stands for **c**.*
- Tell children that you are going to read the book two times. The first time, children will listen to the story. The second time, children will go back to each page for letter learning.

**ELL Scaffold**

**Multiple-Meaning Words:** Prepare children for multiple-meaning words in the story: **can, will, cool**. Children may know that **can** means "be able to." Point out that on p. 5, **can** means a kind of metal container. Talk about kinds of cans, such as a paint can and a can of soup.

**Multimodal Learning**

**Speaking:** Bring in objects or print pictures of words from the story that start with **Cc**: **can, cat, car, cane, cup**. Label each. Have children take turns asking and answering questions using these sentence frames: *Do you have a \_\_\_\_? Yes, I have a \_\_\_\_.*

## DURING READING

(5–7 minutes)

### First Read: Read Aloud

- Set children up for listening. **Say:** *Listen to find out why Cora wants a coconut.*
- Read the story all the way through, pausing only to show the pictures on each page.
- **Ask:** *Why does Cora want a coconut?* (to eat it; to make coconut cookies)

### Second Read: Read Along

- Set children up to interact with each page as you reread the book.
- **Say:** *This time, listen and look for words that begin with the letter Cc.*

#### Emerging Readers

- Have children listen and follow as you read.
- Children can make a **C** shape with their left hand when they hear or see a **Cc** word. Stop to find words that begin with **Cc**.
- Use these prompts as models. **Say:**
  - p. 6: *I notice a word with lowercase **c** on this page. Can you point to it? This word rhymes with **man**. Read it with me. (can)*
  - p. 10: *There are two **Cc** words on this page. One has a lowercase **c** and one has a capital **C**. Point to the words. Now, say them with me. (Cool, coconut)*
  - pp. 13–14: *Find two words that start with **c** on these pages. Point to them. Say them with me. (cut, cook)*

#### Developing Readers

- Encourage children to read as much of the story as they can on their own.
- Children can search for words that begin with capital **C** and lowercase **c** as they read. Invite volunteers to read **Cc** words they know.
- Use these prompts as models. **Say:**
  - p. 4: *How many times do you hear the /k/ sound in coconut? (2) Have children find **c** twice in the word, noting both the beginning and middle sounds.*
  - p. 6: *A word on this page starts with /k/ and ends with **an**. What is it? (can)*
  - pp. 13–14: *There are two things that the characters do with the coconut. Both start with /k/. What are they? (cut, cook)*

## AFTER READING

(3–5 minutes)

### Oral Language: Review Alphabet

- Review the Letter Learning questions on p. 16 of the student book. Invite children to answer them.
- Lead a discussion about all the words that start with **Cc** in the story and the pictures. Encourage children to use complete sentences as they speak.
- Now that you've talked about letters in the book, have children practice recognizing, saying, and writing letter **Cc** on their own. **Turn to p. 48 to prepare children for using the practice book.**

### PHONOLOGICAL AWARENESS AND PHONICS

#### Emerging Readers

**Syllables** Have children clap the syllables in these words: **Cora, can, cantaloupe, cookie, car, carrot, cane, camera.**

**Onset-rime** Practice breaking words into spoken parts: **can:** /k/-/an/, **cat:** /k/-/at/, **cap:** /k/-/ap/.

#### Developing Readers

**Decoding** Write these words, one at a time, on a whiteboard or paper. Ask children to read each word by looking at each letter and saying the sound it stands for, encouraging them to tap out sounds: **cat, cut, cot, cap, cab, can, cub, cup, cut.**

## BACKGROUND

**Objective** Identify the characters and major events in a story.

## BEFORE READING

(3–5 minutes)

## Review

Ask children to recall the gist of the story. **Ask:** *Who is this story mostly about?* (Cora) *What is Cora trying to get?* (a coconut)

## Build Knowledge

Consider sharing these facts to help children better understand the story.

- This story is set in a tropical location, like Puerto Rico, where coconut palm trees grow.
- Cora can be a nickname for Corazon, which means **heart** in Spanish.
- In this story, a child wants to get a coconut from a tree. She's eager to have it, and she's a bit impatient because she wants to make her favorite dessert, **besitos de coco** (coconut kisses).
- In communities where coconuts grow, local people typically wait for fallen coconuts rather than risk climbing up to get coconuts from trees or standing under trees where coconuts may fall.
- Ripe coconuts turn brown, and this is a sign that they're ready to eat.

## ELL Scaffold

**Visual and Sensory Models:** Show a photograph of a coconut, or if possible, bring in a real coconut that children can touch and taste, as they practice saying the word *coconut*.

## Multimodal Learning

**Partner Reading:** Pair up children to read the book. Encourage them to help each other with unfamiliar words, using the back cover as a reminder of which to try to sound out.

## Set the Purpose

- Explain that you will read aloud and stop to talk about what Cora wants to do and what happens.
- **Say:** *As we read, listen for what happens to Cora at the beginning, middle, and end of the story.*
- Talk about story elements: characters, setting, and events. Review that an event is something that happens in a story. **Ask:** *What is the first event in the story?* (Cora sees a coconut.)
- Tell children that as you read the story again together, they should think about the events.

## DURING READING

(5–7 minutes)

**Read Aloud** Invite children to interact with the words and pictures. Use these prompts as models. **Say:**

- p. 4: *This page has the first event in the story. What is it?* (Cora sees a coconut.)
- p. 5: *Raise your hand if you think the coconut will come down. Do you think Cora will wait until the coconut falls down? Stomp your feet if you think she won't wait.*
- p. 7: *What things does Cora use to get the coconut?* (a can and a cat)
- p. 8: *What is Cora excited to see?* (a car) *What do you see in the pictures so far that tells us that the place is warm?* (Cora and friends have on clothes for a hot day. The top is down on the car.)
- p. 10: *The picture and words on this page tell us that Cora has the coconut. Yay! Cheer with me! Now let's talk about how Cora got it. Was it with a can? (No.) Was it with a cat? (No.) How did the coconut come down?* (It fell out of the tree.)
- p. 15: *How do you think Cora feels now?* (Cora feels happy to be with her family, making cookies.)

## AFTER READING

(3–5 minutes)

### Oral Language: Review Story Elements

- Talk about the events in the story and what happens to Cora. Encourage children to use words from the book. **Say:**
  - *In the beginning of the story, Cora wants a coconut, but she can't reach it. How do you think she feels?* (Possible answers: mad, angry, sad, disappointed, frustrated)
  - *In the middle of the story, Cora tries different things to get the coconut. What is one thing she tries?* (Possible answers: tries to catch it with a big can, uses a cat, stands on a food cart)
  - *At the end of the story, what does Cora do?* (cook and eat the coconut)
- Now that you've talked about the events, prepare children to practice recalling the beginning, middle, and end of the story on their own. **Turn to p. 49 to prepare children for using the practice book.**

### SOCIAL-EMOTIONAL LEARNING

- Review the habit of Persistence. See p. 23 in this teacher's guide for the definition.
- Discuss the Figuring Out Feelings questions in the back of the student book. Encourage children to use their facial expressions to show how Cora feels. **Ask:**
  - *Cora wants something, but it is hard. How does she show she won't give up?* (She keeps trying different ways to get the coconut. She uses a can and a cat. She also tries to get family members and friends to help her.) *How does Cora feel when she finally gets the coconut?* (happy, excited)
  - *Can you think of a time when you worked hard to get something you wanted?*
- Use the Persistence graphic organizer on p. 198 in this teacher's guide to write or draw about how Cora showed persistence. Children can use the back of the page to write or draw about their own experiences.

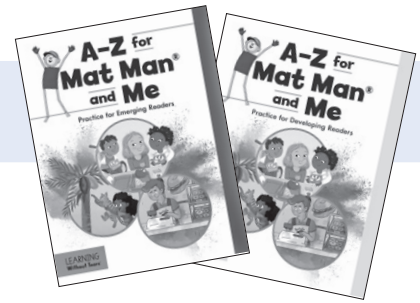


### There's More . . . Digital Learning!

- Use the digital version of *Cora and the Coconut* found in the A–Z for Mat Man® and Me Interactive Teaching Tool to model tracking print, finding words with **Cc**, sounding out words that start with /k/, and identifying words children know.
- Invite children to reread *Cora and the Coconut* in the A–Z for Mat Man® and Me Student App on their own or with a friend or family member. The app also extends both meaning making and letter learning skills in a variety of activities.



# Letter Learning Practice



## Formative Assessment

Provide practice activities as one way to monitor progress toward the following skills: identifying the name of the letter **Cc**, writing the letter, and identifying words that begin with the /k/ sound.

## Early Emerging Readers

Go to page 22 in this teacher's guide to find hands-on practice opportunities for early emerging readers.

## Emerging Readers

Go to p. 10 in the Practice for Emerging Readers book.

Point to each activity on the page, providing brief instructions to get children started. At the top of the page, model forming the first capital and lowercase letter. Tell children to start at the dot. In the middle, explain that children will be looking only for the letter **Cc**. On the bottom of the page, say what each picture is. Then have children work independently.

## Developing Readers

Go to p. 10 in the Practice for Developing Readers book.

Point to each activity on the page, providing brief instructions to get children started. Have children write the letter **Cc**, following your modeling. Remind them to start on the dot. For the middle activity, identify each picture before children say each word on their own to listen for the beginning letter sound. For the bottom activity, encourage children to use friends' names and familiar objects. They should do their best to spell each word.

**Cc** Cora and the Coconut

Practice the Letter **Cc**  
Say the letter name and the sound it stands for. Then, trace and write capital **C** and lowercase **c**.

Circle every capital **C** and lowercase **c** you see. The first one is done for you.

Liam sees a **c**at. Chloe sees the **c**at.  
Liam **c**alls **C**hloe. Chloe pets the **c**at.  
**C**hloe pets the **c**at. The **c**at is **c**ute!

Circle the pictures that start with the same beginning sound as **coconut**.

10 A-Z for Mat Man® and Me: Practice for Emerging Readers - Letter Learning © 2022 Learning Without Tears

**Cc** Cora and the Coconut

Practice the Letter **Cc**  
Say the letter name and the sound it stands for. Then, trace and write capital **C** and lowercase **c**.

Say the name of each picture.  
Write the letter that stands for the **beginning** sound to complete the word.

cat fox cup car bed lips

Look around. Find names that start with capital **C** and things that start with lowercase **c**.  
Write the words.

Sample answers: Callie Carlos Colin  
Curtis Clair  
cup crayon coat cookie cat

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## Formative Assessment

Provide practice activities as one way to monitor progress toward understanding story elements. For *Cora and the Coconut*, children learned about what happened at the beginning, middle, and end of the story.

### Early Emerging Readers

Guide and support children as they retell the story using their words and their bodies.

### Emerging Readers

Go to p. 11 in the Practice for Emerging Readers book.

**Say:** We talked about what happened in the beginning, middle, and end of the story. On this page, you're going to look at pictures that show something that happens in the beginning and middle. You will add your own ideas about what happens at the end of the story.

Remind children that they can draw whatever they like in whatever way it makes sense, as long as it's about the end of the story.

### Developing Readers

Go to p. 11 in the Practice for Developing Readers book.


**Say:** We talked about what happened in the beginning, middle, and end of the story. On this page, you see a picture of an event that happens in the middle and a sentence describing it. For the beginning and end of the story, your job is to remember events and share them.

Check that children understand that they will draw in each box and write on the double lines for events at the beginning and end of the story.

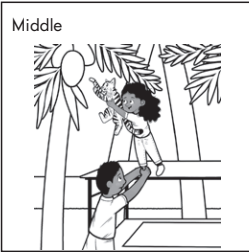
Cora and the Coconut Cc

**Understanding the Story: Events**  
Think about what happens in the story.  
Look at the pictures that show events at the beginning and middle.

Beginning



Middle



Draw what happens at the end of the story.

End

Sample answer: drawing of Cora eating. It may also show Cora's grandfather and friends at a table with coconut cookies or in the kitchen cooking.

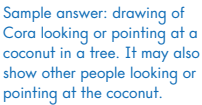
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Cora and the Coconut Cc


**Understanding the Story: Events**  
Think about what happens in the story. The middle of the story is filled in. Now, draw and write about what happens in the beginning and end.

Beginning

Sample answer: drawing of Cora looking or pointing at a coconut in a tree. It may also show other people looking or pointing at the coconut.




Cora sees a

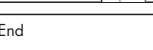


coconut.

Middle



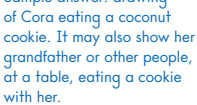
Cora holds up




a cat.

End

Sample answer: drawing of Cora eating a coconut cookie. It may also show her grandfather or other people, at a table, eating a cookie with her.



Cora eats the



coconut.

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