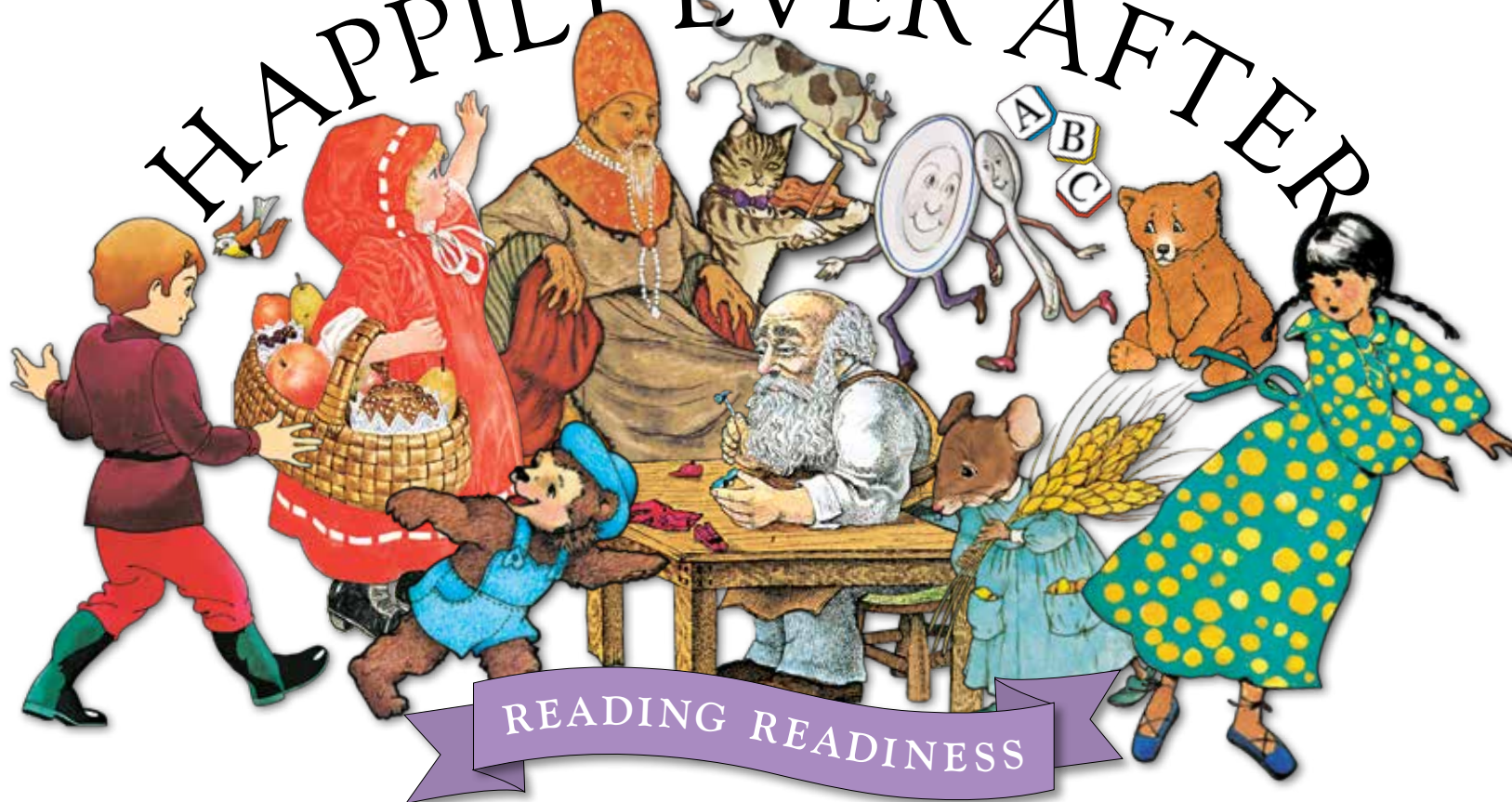


PROGRAM OVERVIEW

HAPPILY EVER AFTER





A Readiness Program with Children's Literature at Its Heart

Happily Ever After® is a readiness program designed to give children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated selections of children's literature are the basis of the ten units in the program.



Happily Ever After teaches a rich curriculum of early literacy skills through a highly motivating, multimodal approach:

- ★ Story structure and appreciation
- ★ Print and book awareness
- ★ Letter recognition and naming
- ★ Auditory discrimination
- ★ Phonological and phonemic awareness
- ★ Listening and direction following
- ★ Fine motor skills: cutting, folding, gluing, tracing, coloring, using a pencil
- ★ Recognizing colors and shapes
- ★ Instructional concepts and vocabulary, such as *same* and *different*; *in*, *on*; *top*, *middle*, *bottom*
- ★ Oral language development
- ★ Emergent writing through children's dictation

Why It Works

Happily Ever After is built on the following principles:

1 Early reading skills are most effectively taught when integrated with the other language arts.

Reading instruction works best when it keeps children constantly engaged in writing, spelling, listening, and speaking. This is the integrated approach used in *Happily Ever After*. Children listen to stories and discuss them. Children see you write and write themselves by dictating their ideas to you. Children begin to understand that written words stand for spoken thoughts and that communication is the goal of all the language arts.

2 Explicit instruction supports children at every step.

A good readiness program assumes nothing. Instead, it carefully breaks down and explains tasks. For example, children aren't just asked to draw a line. First they learn what a dot and a line are. Then, on pages that show a dot at the left of a line, they learn to put a crayon on the dot and trace the line from left to right. After this, they draw a line independently. Finally, only after learning through concrete activity the meaning of *under*, are children asked to draw a line under something and introduced to the word *underline*. This careful, explicit, systematic approach makes all children successful, task by task, and gives them the strongest possible foundation for learning to read.



3 A multimodal approach engages all children.

Children, like all of us, learn through visual, auditory, and kinesthetic modalities. Strengthening children's ability to learn in all the modalities prepares them for reading (which involves mainly the visual modality), spelling (auditory), and writing (kinesthetic). Multimodal practice helps children master skills and concepts regardless of their strengths and weaknesses or preferred learning style. Throughout *Happily Ever After*, children learn new skills, concepts, and vocabulary by seeing and hearing examples, as well as by participating in physical activities that reinforce their meaning.

4 Motivation is key to children's success.

Happily Ever After includes beautifully illustrated stories; lively discussions; and a great variety of hands-on activities, group games, and art projects—all of which delight children. Throughout the program, clear instruction builds success step by step, giving children confidence as they develop the skills they need to learn to read.



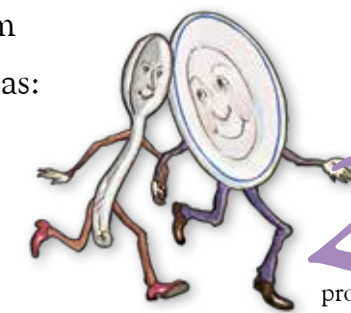
Curriculum Highlights

Happily Ever After teaches a rich curriculum of early literacy skills. It focuses on four areas:

1 Development of language and vocabulary

To succeed across curricula in future years, children must develop concepts and vocabulary to comprehend written and spoken language. *Happily Ever After* builds this foundation by anchoring instruction in classic stories from children's literature. Children listen to a well-known story in the first lesson of each unit and return to it again and again as they move through the other lessons in the unit. The story gives them a common framework for new words and concepts.

In addition, new vocabulary, skills, and concepts are first introduced in a concrete way through a game that relates them directly to the familiar, physical world. In this way, instruction always proceeds from the concrete to the abstract.



2 Fine motor skills

Ultimately, children need to develop fine motor skills to be able to write. To build these skills, *Happily Ever After* provides constant practice in cutting, folding, coloring, gluing, tracing, and drawing. *Happily Ever After* builds children's fine motor skills through practice, practice, practice—but practice that takes place in the context of activities children enjoy.

3 Direction-following skills

Success in school depends on children's ability to understand instructional vocabulary and follow directions. Following directions involves good listening skills and concentration, often applied to multi-step instructions. It also requires familiarity with common school tasks, such as *circling an answer* or *drawing a line across* or *under*. *Happily Ever After* builds children's ability to follow directions by teaching the necessary skills systematically and explicitly and giving children the opportunity to apply the skills in every lesson.

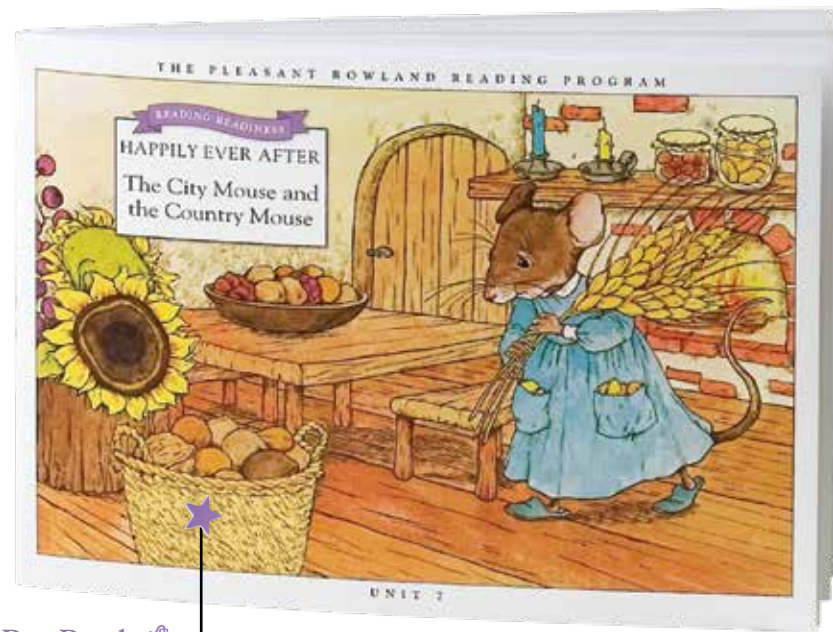
4 Listening skills

To learn to read and spell, children must become conscious first of environmental sounds and then of sounds that make up speech, such as words and syllables. Finally, they must learn to hear phonemes, the small units of speech that correspond to letters. *Happily Ever After* carefully builds this sensitivity to sounds through direct instruction and daily routines. Children must also learn to attend thoughtfully to the teacher, to the narrator in audio lessons, and to other children. These listening skills are developed in every activity throughout the program.



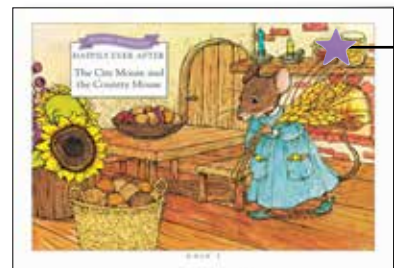
Program Materials

Happily Ever After is organized into ten units of instruction. Each is built on a selection of children's literature. The materials shown here are for Unit 7, *The City Mouse and the Country Mouse*. They are typical of all units.



Big Books

The Big Book for each unit contains a classic story, richly illustrated. The Big Books in the first five units contain pictures only. The Big Books in the last five units contain a limited amount of type summarizing the main idea of each page to provide opportunities for instruction in print and book awareness.



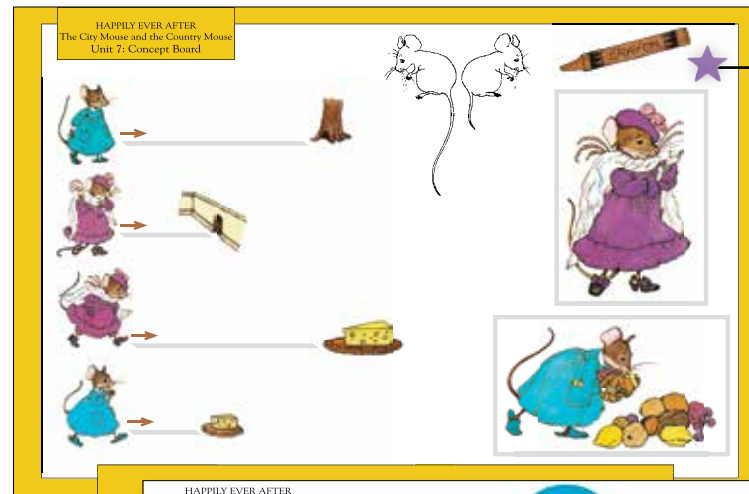
Take-Home Storybooks

Children make their own small version of the Big Book to take home and share with their family. They are encouraged to retell the story using the pictures as reminders.



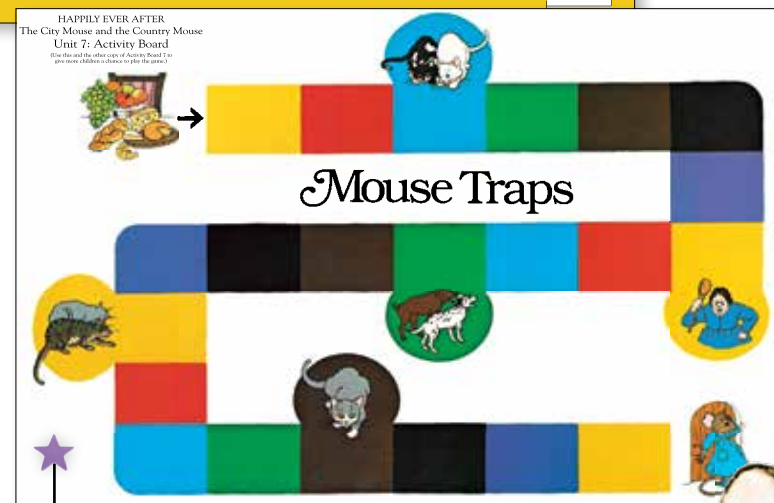
Audio Activities

Narrations of the stories as well as activities to develop listening comprehension, auditory discrimination, and direction-following skills are provided on CDs and in MyZBPortal.com.



Concept Boards

The large laminated Concept Boards are used to introduce to the whole class new unit concepts such as a color, a shape, and key vocabulary words. The teacher uses a crayon to model the skill and then students practice it.



Group Activity Boards

These large laminated boards provide the materials needed for a small-group game, puzzle, or other project. These activities develop social skills such as sharing, taking turns, and working with others.

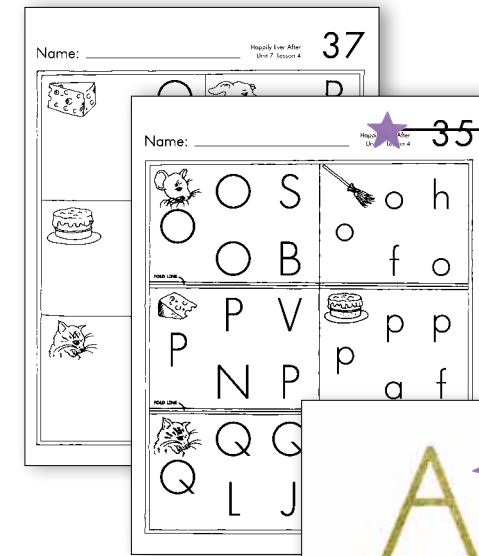


Student Activity Pages

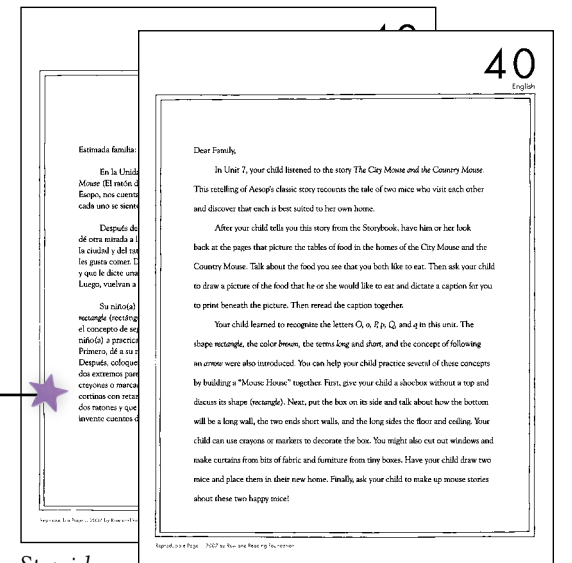
After new ideas are introduced on the Concept Board, they are practiced on individual student Activity Pages. Students color, trace, cut, fold, and glue on these pages to develop fine motor skills. For continuity, all activities relate to the story. Audio activities coordinate with select Activity Pages in each unit for direction-following and auditory discrimination activities.

Take-Home Letters

At the end of each unit, a letter to the child's family summarizes concepts that were taught in the unit. This goes home along with the small storybook, eight Activity Pages, completed blackline masters, and any art projects done during the unit. The letters are in English and Spanish.



Letter and Color Recognition Blackline Masters, Letter Cards, and Tactile Cards are provided for letter recognition activities. Two or three letters are taught in each unit. Color Squares are also provided to help with color identification.



Spanish English



Complete, Concise, and Easy-to-Manage Teacher Materials

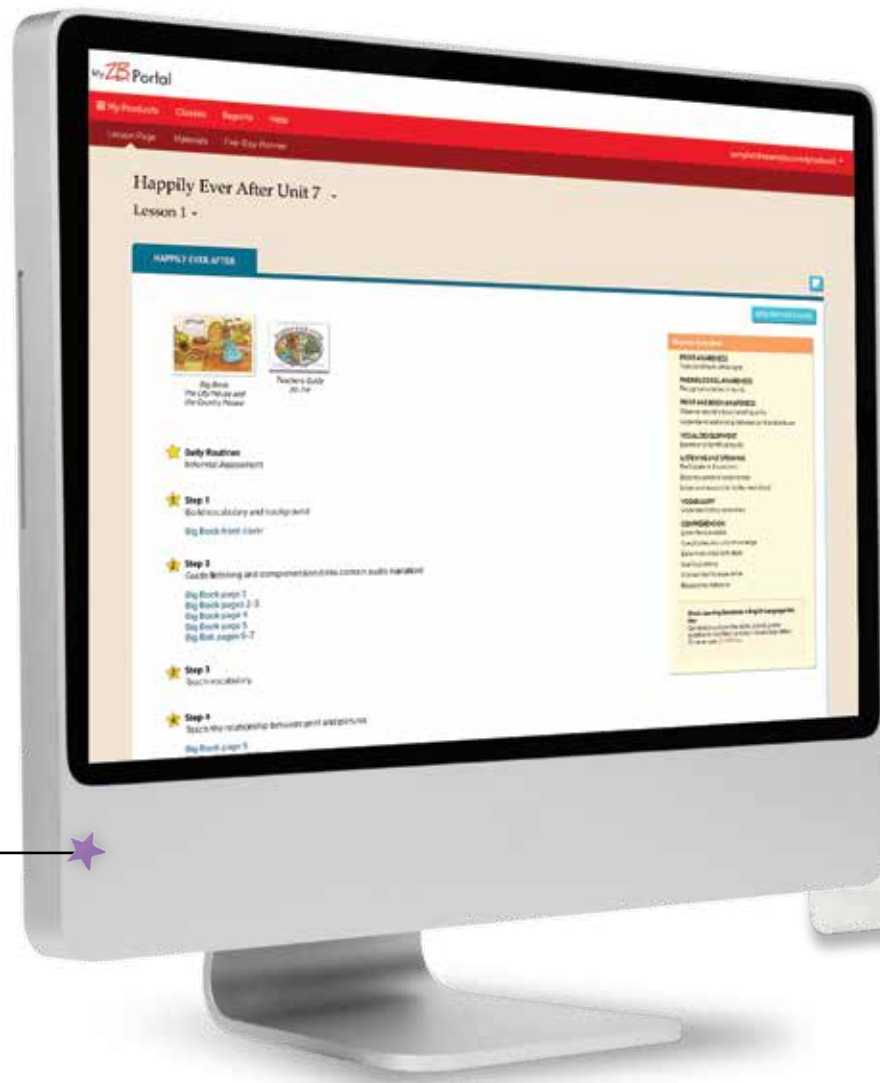
By providing Teacher's Guides and other resources that are simple and straightforward to use, *Happily Ever After* makes it easier for teachers to do what they do best and love most—teach!



Handy Teacher's Binder
Five Teacher's Guides and one *How to Teach Happily Ever After* booklet are conveniently housed in one binder.

MyZBPortal.com

Happily Ever After teaching resources in MyZBPortal.com feature lesson-planning tools, on-demand professional development videos, digital versions of print materials, and other helpful online resources for teachers.



Blackline Masters

Blackline Masters are bound in one book and contain activities for review and reinforcement, patterns for art projects, and take-home letters.



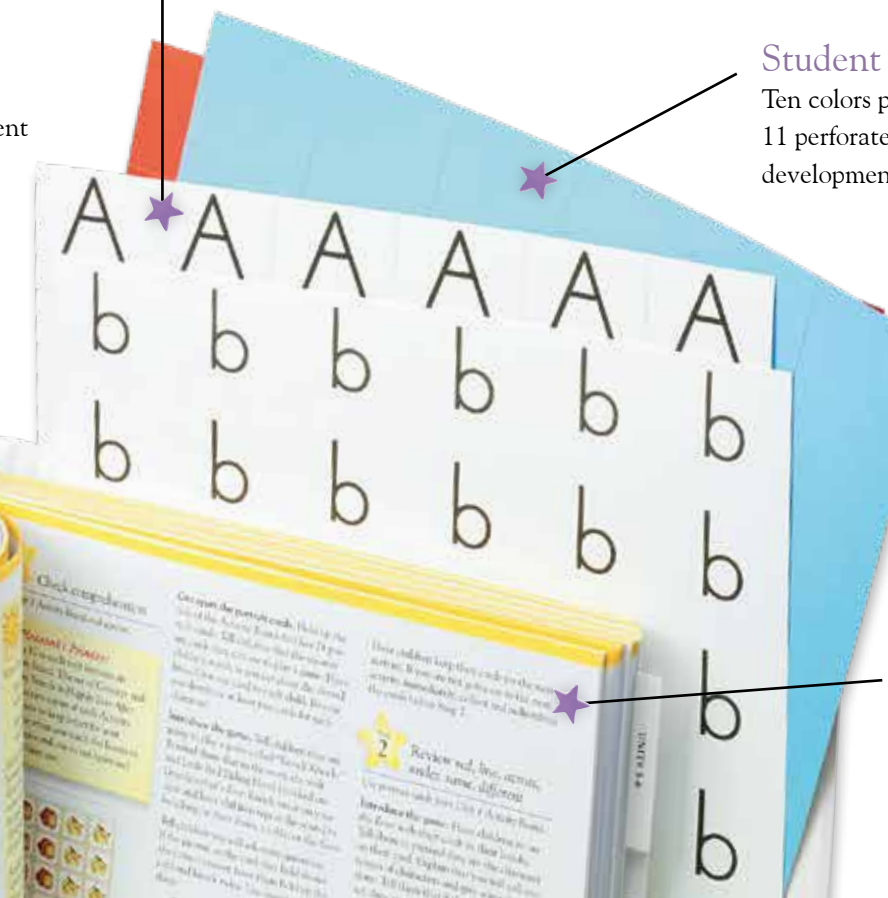
Tactile Cards

One set of 26 rough, glittery letters provides kinesthetic reinforcement of each letter's shape.



Student Letter Cards

One set of capital letters and one set of lowercase letters are used by students for letter recognition activities.



Student Color Squares

Ten colors plus a red dot (a total of 11 perforated sheets) aid students in visual development and color identification.

Teacher's Guides

All Big Book pages, Concept Boards, Group Activity Boards, Student Activity Pages, and Blackline Masters are reproduced in each guide so that teachers have all the information they need to plan and teach a lesson in one easy-to-handle booklet.

CDs

CDs contain story narrations and other activities to develop skills in comprehension, auditory discrimination, and direction-following.

Comprehensive Lesson Plans

Each unit is divided into ten lessons that include these elements:

Lesson Overview
Summarizes each step of the lesson

Daily Routines
Focus on print awareness and working with sounds

Ten-Minute Tuck-Ins
Differentiation activities to reteach, reinforce, and extend instruction

Step-by-Step Instruction
Helps teachers move smoothly from key point to key point

Lasting Lessons
Relate key concepts in the story to behavioral choices children make in their own lives

Unit Organization

Each unit is designed to take about two weeks, depending on the length of the school day and children's abilities. From unit to unit, lessons follow this consistent, predictable sequence:

Lesson	Purpose	Materials
1	Teach the story	Big Book and CD
2	Make the Storybook, retell the story, and complete a comprehension page	Storybook and CD
3	Make the Storybook, retell the story, and complete a comprehension page	Storybook and CD
4	Teach letter recognition	Blackline Masters
5	Practice unit concepts and skills	Activity Pages 1–2
6	Practice unit concepts and skills, including an auditory discrimination activity	Activity Pages 3–4 and CD
7	Practice unit concepts and skills	Activity Pages 5–6
8	Practice unit concepts and skills	Activity Pages 7–8
9	Review unit story, concepts, and skills	Storybook and CD
10	Review unit concepts and skills	Activity Board



In addition, units have the following elements in the Teacher's Guides:

- **Books to Read Aloud** lists trade books found in most libraries that relate to topics and concepts introduced in a unit.
- **Project Corner** provides directions for a cross-curricular, unit-related project for individuals, small groups, or the whole class.
- **Stories** show the full text of the unit stories so you can read and reread them during the units.





Scope and Sequence of Skills

	UNIT									
	1	2	3	4	5	6	7	8	9	10
Comprehension										
Use pictures and prior knowledge	X	.	.	.	.	.	.	.	.	.
Listen for a purpose	X	.	.	.	.	.	.	.	.	.
Follow oral directions	X	.	.	.	.	.	.	.	.	.
Recognize text features	X	.	.	.	.	.	.	.	.	.
Determine important ideas (main idea or theme)		X	.	.	.	.	.	.	.	.
Answer questions about a story	X	.	.	.	.	.	.	.	.	X
Make predictions	.	.	.	.	.	.	X	.	X	.
Understand characters	X	.	.	.	.	.	.	.	.	.
Connect text to experience	.	.	.	X	.	.	.	.	.	.
Sequence events	X	.	.	.	.	.	.	.	.	.
Understand story structure	X	.	.	.	.	.	.	.	.	X
Recall story elements	X	.	.	.	.	.	.	.	.	X
Recall story details	X	.	.	.	.	.	.	.	.	.
Summarize and retell	.	.	.	X	.	.	.	.	.	.
Draw conclusions	X	.	.	.	.	.	.	.	.	.
Identify cause and effect	X	.	.	.	.	.	.	.	.	.
Respond to literature	X	.	.	X	.	.	.	.	.	.
Use illustrations	X	.	.	.	X	.	.	.	.	.
Compare stories	X	.	.	.	.	.	.	.	.	.
Distinguish between fantasy and reality	X	.	.	.	.	.	.	X	.	.
Ask questions; monitor comprehension	X	.	.	.	.	.	.	.	.	.
Listening and Speaking										
Listen and respond to stories and poems read aloud	X	.	.	.	.	.	.	.	.	.
Describe personal experiences	X	.	.	.	.	.	.	.	.	.
Ask and answer questions	X	.	.	.	.	.	.	.	.	.
Participate in discussions	X	.	.	.	.	.	.	.	.	.
Discuss pictures	X	.	.	.	.	.	.	.	.	.
Use language to communicate thoughts and ideas	X	.	.	.	.	.	.	.	.	.
Retell simple stories	X	.	.	.	.	.	.	.	.	.
Act out a story	X	.	.	.	.	.	.	.	.	.
Tell an original story			X	.	.	.	.	.	.	.
Recite poems, rhymes, or songs		X	X	.	.	.	.	.	.	.
Engage in dramatic activities		X								
Answer riddles			X	X						

	UNIT									
	1	2	3	4	5	6	7	8	9	10
Vocabulary/Conceptual Development										
Hear and use a variety of words and phrases	X	.	.	.	.	.	.	.	.	.
Discuss story words	X	.	.	.	.	.	.	.	.	.
Understand story vocabulary	X	.	.	.	.	.	.	.	.	.
Identify categories		X	.	.	.	.	.	.	.	.
Understand parts of a whole			X	.	.	.	.	.	.	.
Identify colors										
Red	X	.	.	.	.	.	.	.	.	.
Blue		X	.	.	.	.	.	.	.	.
Yellow			X	.	.	.	.	.	.	.
Green				X	.	.	.	.	.	.
Purple					X	.	.	.	.	.
Black						X	.	.	.	.
Brown							X	.	.	.
Orange								X	.	.
White									X	.
Pink										X
Identify sizes										
Big, large, medium, little, small		X	.	.	.	.	.	.	.	.
Long, short							X	.	.	.
Understand position words										
Over, under, across	X	.	.	.	.	.	.	.	.	.
Above, below								X	.	.
In, on			X	.	.	.	.	.	.	.
Around			X	.	.	.	.	.	.	.
Up, down								X	.	.
Top, middle, bottom				X	.	.	.	.	.	.
Left, right						X	.	.	.	.
In front of, in back of, next to, behind, between					X	.	.	.	.	.
Understand descriptive words										
Same, different	X	.	.	.	.	.	.	.	.	.
Round			X	.	.	.	.	.	.	.
Happy, sad, angry, surprised					X	.	.	.	.	.
Wide, thin								X	.	.
More									X	.
Understand sequence words										
First, next, last						X	.	.	.	.
Identify shapes										
Dot	X	.	.	.	.	.	.	.	.	.
Line	X	.	.	.	.	.	.	.	.	.
Circle			X	.	.	.	.	.	.	.
Square					X	.	.	.	.	.
An X						X	.	.	.	.
Rectangle							X	.	.	.
Arrow								X	.	.
Triangle									X	.

	UNIT									
	1	2	3	4	5	6	7	8	9	10
Print and Book Awareness										
Recognize print in the environment	X	.	.	.	.	.	.	.	.	.
Understand that print has meaning	X	.	.	.	.	.	.	.	.	.
Observe teacher's book handling skills	X	.	.	.	.	.	.	.	.	.
Handle a book properly	X	.	.	.	.	.	.	.	.	.
Identify parts of a book	X	.	.	.	.	.	.	.	.	.
Understand relationship between print and pictures						X	.	.	.	.
Track print and illustrations from left to right and top to bottom	X	.	.	.	.	.	.	.	.	.
Understand print directionality	X	.	.	.	.	.	.	.	.	.
Relate print and spoken words	X	.	.	.	.	.	.	.	.	.
Recognize own name	X	.	.	.	.	.	.	.	.	.
Recognize word boundaries	X	.	.	.	.	.	.	.	.	.
Recognize that words are made up of letters	X	.	.	.	.	.	.	.	.	.
Understand that the same word is always spelled with the same letters	X	.	.	.	.	.	.	.	.	.
Distinguish between word lengths		X	.	.	.	.	.	.	.	.
Distinguish words and spaces in sentences	X	.	.	.	.	.	.	.	.	.
Recognize that sentences are made up of words	X	.	.	.	.	.	.	.	.	.
Recognize sentences	X	.	.	.	.	.	.	.	.	.
Recognize capital letters and end punctuation in sentences	X	.	.	.	.	.	.	.	.	.
Recognize end punctuation	X	.	.	.	.	.	.	.	.	.
Develop a positive attitude about reading	X	.	.	.	.	.	.	.	.	.
Fine Motor Skills										
Use a crayon	X	.	.	.	.	.	.	.	.	.
Use a pencil									X	.
Hold and use scissors	X	.	.	.	.	.	.	.	.	.
Fold paper	X	.	.	.	.	.	.	.	.	.
Use glue	X	.	.	.	.	.	.	.	.	.
Trace a line	X	.	X	.	.	.	.	.	.	.
Trace a circle				X	.	.	.	.	.	.
Trace a square					X	.	.	.	.	.
Draw lines	X	.	.	.	.	.	.	.	.	.
Draw a line across, between, over, under	X	X	.	.	.	.	.	.	.	.
Underline, make a circle, mark an X			X	.	.	X	X	.	.	.
Color in	X	.	.	.	.	.	.	.	.	.
Draw a picture	X	.	.	.	.	.	.	.	.	.
Create original art	X	.	.	.	.	.	.	.	.	.
Emergent Writing										
Understand that writing is a way to communicate spoken language	X	.	.	.	.	.	.	.	.	.
Recognize that writing has different purposes	X	.	.	.	.	.	.	.	.	.
Dictate words, sentences, or stories	X	.	.	.	.	.	.	.	.	.
Attempt writing through drawing, scribbling, or writing words	X	.	.	.	.	.	.	.	.	.
Attempt to write own name	X	.	.	.	.	.	.	.	.	.
Letter Recognition										
Understand the concept of letters	X	.	.	.	.	.	.	.	.	.
Distinguish between letters	X	.	.	.	.	.	.	.	.	.
Identify capital and lowercase letters	X	X	X	X	X	X	X	X	X	X
Match letters	X	.	.	.	.	.	.	.	.	.

	UNIT									
	1	2	3	4	5	6	7	8	9	10
Listening for Sounds										
Auditory Discrimination										
Identify sounds	X	.	.	.	.	.	.	.	.	.
Repeat sounds		X	.	.	.	.	.	.	.	.
Identify same and different sounds	X	.	.	.	.	.	.	.	.	.
Discriminate between soft and loud sounds		X	.	.	.	.	.	.	.	.
Identify a sequence of sounds	X	.	.	.	.	.	.	.	.	.
Identify first and last sounds in sequence	X	.	.	.	.	.	.	.	.	.
Repeat a rhythm	X	.	.	.	.	.	.	.	.	.
Repeat parts of a song	X	.	.	.	.	.	.	.	.	.
Phonological Awareness										
Identify same and different word sequences	X	.	.	.	.	.	.	.	.	.
Distinguish between long and short words			X	.	.	.	.	.	.	.
Recognize syllables in words							X	X	.	.
Recognize words in sentences					X	X	.	.	.	.
Count sentences				X	.	.	.	.	.	.
Recognize rhyme			X	.	.	.	.	.	.	.
Identify rhyming words			X	.	.	.	.	.	.	.
Participate in rhyming games and activities			X	.	.	.	.	.	.	.
Repeat a sequence of words	X	.	.	.	.	.	.	.	.	.
Identify a missing word						X	.	.	.	.
Segment spoken words into parts							X	.	.	.
Discriminate between words		X	.	.	.	.	.	.	.	.
Recognize sentences				X	.	.	.	.	.	.
Phonemic Awareness										
Identify same and different beginning sounds in words								X	.	.
Identify beginning sounds in words									X	.
Identify same and different ending sounds in words										X
Identify ending sounds in words										X
Visual Development										
Locate pictures on a page	X	.	.	.	.	.	.	.	.	.
Match pictures	X	.	.	.	.	.	.	.	.	.
Compare and contrast pictures	X	.	.	.	.	.	.	.	.	.
Discriminate between figure and ground	X	.	.	.	.	.	.	.	.	.
Match letters	X	.	.	.	.	.	.	.	.	.
Identify pictures	X	.	.	.	.	.	.	.	.	.
Identify picture details	X	.	.	.	.	.	.	.	.	.
Match facial expressions with feelings					X	.	.	.	.	.
Identify an X						X	.	.	.	X
Discriminate between sizes		X	.	.	.	.	.	.	.	.
Recognize patterns				X	.	.	.	.	.	.
Recall an item removed from a group			X	.	.	.	.	.	.	.

X = Unit in which skill is taught
 • = Unit in which skill is reviewed and reinforced



Everything You Need to Ensure Students Learn *Happily Ever After!*

The materials shown here represent the complete program, including all teacher and student materials. Only the pad of Student Activity Pages and Storybook Sheets needs to be reordered after the first year.



Ten Big Books

Ten Concept Boards



Ten Group Activity Boards



Student Activity Pages and Storybook Sheets



One pad provides all the Activity Pages and Storybook Sheets for eight students.

MyZBPortal.com Access



Teacher Materials Binder

The binder includes five Teacher's Guides, How to Teach Happily Ever After booklet, six CDs, Blackline Masters book, Letter Cards, Tactile Cards, and Color Squares.





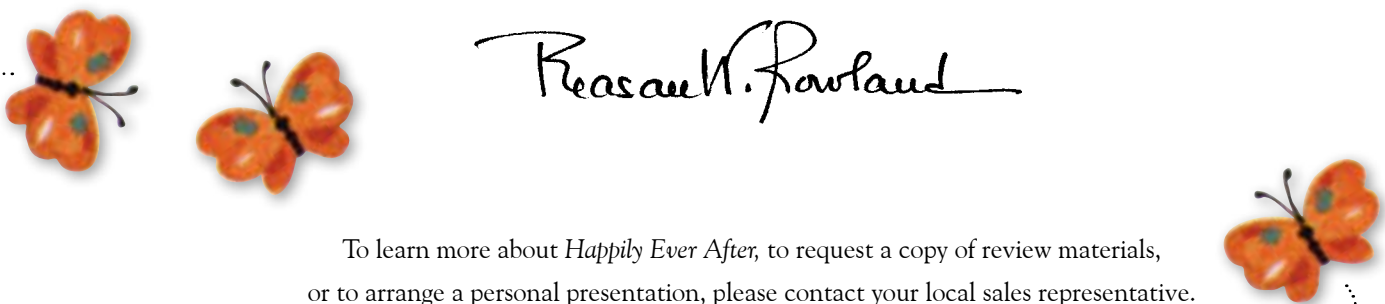
A Note from the Author...



The inspiration for *Happily Ever After* came from a personal experience long ago when I was a kindergartner in a big red-brick school on Chicago's south side. It was my immense good fortune to be assigned to Miss Anderson's room, with its cozy, productive environment.

Each day I waited with barely contained excitement for the moment when Miss Anderson would go to her closet for a storybook to read to us. On very special days, she brought out other treasures: a record, perhaps; bright construction paper for an art project; or puppets for a play. Miss Anderson's closet held the magic and adventure of learning. From that time on, I knew that someday I would be a teacher and have a classroom like Miss Anderson's. And indeed I did. In fact, I had many cozy, productive classrooms, and in each one there was a Surprise Closet.

Happily Ever After is the program that came out of my Surprise Closet. It is full of books, music, puzzles, games, and art projects that foster a love of learning. It is dedicated to Miss Anderson, who made me love school and showed me that the classroom was a place to live happily ever after.



Reasaul W. Rowland

To learn more about *Happily Ever After*, to request a copy of review materials, or to arrange a personal presentation, please contact your local sales representative.