Let’s Look Around!
Weather and Seasons

Vocabulary
seasons, weather, rain, snow, wind, hot, sun

Materials
• chart paper
• ELL Picture Cards
  rain, snow, cloud, sun
(See Master ELL 3–2.)

SAY Our first book this week shows some things you might see on a walk in the woods. What kind of weather do you think is just right for a walk outdoors? Let’s talk about different kinds of weather.

Display “Weather All Year” on chart paper. Read it aloud a few times, emphasizing the different kinds of weather.

SAY Think about the poem. What seasons does it tell about? What kinds of weather does it tell about in each season? Record children’s responses in a chart, using a simple picture (or an ELL Picture Card) and a label to represent the weather.

Read the poem again. Invite children to pantomime rain (wriggling their fingers), wind (puffing out their cheeks and blowing), and sun and snow (their own suggestions). Then have them pantomime today’s weather.

What’s the Weather?

Give each child one weather ELL Picture Card to act out for classmates to guess. If children have the same card, they can pantomime together. Encourage children to show other kinds of weather.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

SAY Show what kinds of weather you like. Name the season you like best.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK What season is the hottest where we live? Which do you like better, a rainy day or a sunny day? Why?

INTERMEDIATE/ ADVANCED

ASK What do you do to get cool on a hot, sunny day? What is it like in the winter where we live?

Technology

Education Place
www.eduplace.com
Theme 3: Let’s Look Around!

Audio CD
Theme 3: Let’s Look Around!
**Counting on the Woods**

**Pages 5–7:** Read the title. Ask what there might be to count in the woods.

**Pages 8–9:** Remind children to look for details in the pictures.

**Pages 10–17:** Ask children what they see in the photos. Read the number phrases, such as *Two birds, Three bugs,* to help them count and see the pattern of the book. Show children the photo captions and read them aloud.

**Pages 18–21:** **ASK** What made the tracks you see in the mud?

**Pages 22–31:** Help children count the stones, flowers, vines, and trees.

**ASK** What big idea does the author want us to learn about the woods?

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**Double Final Consonants**

**Display** *Cabs, Cabs, Cabs,* and lead children on a picture walk. Read aloud page 6, emphasizing the word *pass.* **SAY** Pass ends with the same beginning sound as sun. Sometimes /s/ at the end of the word is spelled s, as in bus, and sometimes ss, as in pass. Say pass slowly. Have children repeat the /s/ sound a few times.

**Use** final-double-consonant words in sentences, such as *Marta, pass the paper to James.* Have children continue. Repeat with *ff* and *ll:* Andrea, call José, José, call Michael; Jennie, buff and puff! Everyone, buff and puff!

**Write** the final-double-consonant words you used on the board. Have children underline the double final consonants. Say the words chorally. Then display **Practice Book** page 126. Explain how to complete the activity.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Distribute cards with *ss, ll,* and *ff* on them. Read a list of final-double-consonant words. Children hold up the card for the final sound in each word.

**Early Production/Speech Emergent**

Hold up a ball, a glass, and a puff of cotton. Name them with children. Write *ball, glass,* and *puff.* Have children underline *ff, ll, ss.*

**Intermediate/Advanced**

Write some double-final-consonant words. Ask children for words that rhyme with them. Write them. Discuss which words end with a double consonant.

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**Language Transfer Support**

The double consonant *ll* stands for a different phoneme in Spanish. Explain to children that in English a double consonant stands for a sound that is very similar to the sound for the single consonant.

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**Skill Objective**

Children recognize double final consonants and their sounds.

**Academic Language**

- consonant letters
- double consonants

**Materials**

- Phonics Library selection *Cabs, Cabs, Cabs*
- **Practice Book** page 126
- index cards with *ff, ll, ss*
Animal Names

Take a brief picture walk through *Counting on the Woods*, noting the animals it shows. Reread pages 10 and 12: *Two birds, daybreak’s words. Three bugs in the moss rug. Say. Birds and bugs are two kinds of animals someone might see outdoors. Let’s talk about some other animals.*

Show pictures of animals that live in the woods (or use ELL Picture Cards). Have children name the animals. If necessary, name several for children—squirrel, rabbit, fox, bear, deer. Talk briefly about what each animal looks like.

After children have become familiar with the animals, model how to describe one or two. *Say. A rabbit has long ears. A bear has big teeth.* Then have children name an animal and tell something descriptive about it. Offer prompts as needed: *What kind of tail does a squirrel have? Does a bird have feathers or fur?* Distribute ELL Picture Cards and have partners take turns naming and describing each animal.

After the discussion, children may enjoy drawing pictures of one of the animals they talked about. Ask them to dictate labels for their pictures.
Animals in the Cold

Pages 13–15: What animals do you see? What kind of place do these animals live in?

Pages 16–17: Tell what the animals are doing. Do you think the cold weather bothers them?

Pages 18–19: Why do you think the fox pups sleep so close together in the den?

High-Frequency Words

animal, bird, full, look, of, see

Display *Fall Naps*, and lead children on a picture walk. Ask children what Dad, Sam, and Jack are looking at. **SAY** Birds, raccoons, and bears are ________.

Write *bird* and *animal* on the board. Have children spell and repeat the words.

**Write** *look* and *see*. Point to *oo* and *ee* in each word. Tell children that these double vowels make *look* and *see* easy to recognize. **SAY** I look at the animal. I see the animal. Have children repeat, using *bird* and other animals or objects.

Demonstrate filling a paper cup with water. **SAY** The cup is full of water.

Write *full* and *of* on the board. Point out the double consonant *ll* in *full*. Have children spell and say the words. Have children make up more sentences.

Skill Objective

Children read and write the words *animal, bird, full, look, of, see*.

Materials

- Phonics Library selection *Fall Naps*
- paper cup
- water
- index cards with words *animal, bird, full, look, of, see*
- crayons
- magazine pictures

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**

Give each child the word index cards. Have children hold up the cards as you say the words.

**Early Production/Speech Emergent**

Have children draw or create a collage of an outdoor scene. Help them make captions using the new words.

**Intermediate/Advanced**

Distribute the word index cards. Have children practice hold the cards up and read the words on them.
Clothing

**SAY** One of our stories this week is about the four seasons of the year. In the story, we can see what the weather is like during each season. Let's look at the pictures in the story and talk about the clothes we wear.

Take a picture walk through the story *Seasons*. Use the pictures to discuss the different kinds of clothing appropriate to each season. As you discuss each piece of clothing, draw a picture of it and write a label.

**ASK** What is the weather like in the ____? Have children hold up an ELL Picture Card and describe the weather at that time of year. **ASK** What clothes would you wear in ____? Have children look at the labeled pictures to see if that clothing is included. If it is not, add a picture and a label.

**SAY** Some clothes are just right at any time of the year, in every season. I wear jeans all year long. What is something you wear in every season? Help children realize they wear shoes, shirts, socks, and pants all year long. Then have partners take turns naming the pieces of clothing each of them is wearing.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - Have children draw a picture showing what they are wearing today. Help them label each article of clothing.

- **Early Production/Speech Emergent**
  - **ASK** What is something you wear in the hot summer? What is something you can wear any time of the year?

- **Intermediate/Advanced**
  - **ASK** Do you need to wear more clothes in the summer or in the winter? Why? Why do we wear different kinds of clothes in different seasons?
**Skill Objectives**

**Children**
- read and write the words cold, fall, flower
- blend and read words with the plural ending –s

**Academic Language**
- plural words

**Materials**
- Phonics Library selections Cabs, Cabs, Cabs and Fall Naps
- magazines, newspapers, scissors, paste

**Language Transfer Support**
Plurals are formed similarly in English and Spanish, but children may have difficulty with the sound /z/ for final s.

**Phonics Library**
*Let’s Look Around!*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.

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**Pre-Teach**

**LITERATURE FOCUS 10–20 MINUTES**

**Seasons**

Page 21: Read the title with children. Remind them of the seasons' names.

Pages 22–25: What season do these pages show? What is the weather like? What do the animals do? What happens to the plants?

Pages 26–33: Use similar questions. Point out pond and leaves.

Pages 34–39: How do you know this is winter? What do the birds do? What does the author want us to learn?

**Pre-Teach**

**SKILL FOCUS 10–20 MINUTES**

**High-Frequency Words**

**cold, fall, flower**

Display page 10 of *Fall Naps*. Point out the clothing that the children are wearing. *Ask* Is it warm outside in this story? *Say* Yes, it's fall and the title of this book is *Fall Naps*. *Ask* What happens in the fall? (It gets cold. The leaves fall off the trees.) *What happens to the flowers when it gets very cold?* Elicit that the flowers disappear when it gets very cold. Write *fall, cold,* and *flower* on the board. Model the pronunciation of each word. Help children spell each word, letter by letter.
More Than One

Read page 22 of *Seasons* aloud: *Animals hop and run in the grass.* Repeat the word *Animals.* **SAY** Does this word name just one thing or more than one thing? Right! The word *Animals* names more than one thing. Today we will talk about words that name more than one.

**SAY** I will say some words. If the word names only one thing, raise one hand. If the word names more than one thing, raise both hands. Say several words, such as *boys, girl, toys, animals, teacher,* pausing for children to raise their hands. Repeat just the plural nouns. Help children notice the ending sound of each word. Then have children say each pair of words: *boy, boys; girl, girls; toy, toys;* and so on.

**SAY** I will read some sentences. Each sentence tells about one thing. You will change each sentence so that it tells about more than one thing. Model: *I see one tree. I see three trees.* Provide simple sentences for practice.

**Plural Pairs** Have pairs of children demonstrate “one” and “more than one” using classroom objects. Observe children as they work. Coach them to include number words in their sentences. If time permits, do a round robin activity. **SAY** *I see one cat.* Have children, in turn, increase the number and use the plural form *cats.*
Animals in the Cold and Seasons

Review the Get Set Story and Main Story with children. Talk about topic, main ideas, and details.

- What is the topic of Animals in the Cold? What kinds of animals does it show?
- Think about Seasons. Name the seasons of the year. Tell one thing you learned about each season.
- Compare the animals from Animals in the Cold and Seasons. In Seasons, what does the bear do when it gets cold? How are the fox pups different in the two stories?

Final Consonants ck and s as /z/

Display Cabs, Cabs, Cabs. Lead children on a picture walk. SAY Listen as I say the man’s name: Mack. What sound do you hear at the end of Mack? Say Mack slowly. Think about how your mouth and tongue feel when you say the /k/ sound. Have children repeat the sound a few times.

Display the cover of Cabs, Cabs, Cabs. Ask children to say the title. Write cabs, cans, pens, dens. Model the sound of final s as /z/ by making the buzzing sound of a bee. Tell children that sometimes the final s stands for /s/ and sometimes it stands for /z/. Spell and pronounce each of the words on the board.

Review the phonemes /k/ and /z/ using Practice Book page 125.

Skill Objective
Children blend and read words ending in /k/ ck and /z/ s.

Materials
- Phonics Library selections Cabs, Cabs, Cabs and Fall Naps
- Practice Book page 125
Pulling It All Together

SAY  This week we read stories about the woods and about the seasons of the year. We talked about different kinds of weather, animals, and clothing. Now let’s use what we talked about to have some fun.

Distribute this week’s ELL Picture Cards to remind children of the weather and animals they discussed this week. Then tell children they are going to make up some silly questions about animals. SAY  You know that animals really don’t wear clothes. But it is funny to think about how animals would look if they did wear clothes. Use what you learned this week to make up some silly questions. I’ll start. Model: What does a silly bear wear when it rains in the spring? It wears a raincoat and big boots!

Provide models until children get the idea. Include what the weather is, mention the season, name an animal, and ask what it would wear. Encourage children to think of alternate clothing items as they listen to each other’s responses.

Season Teasers  Invite children to make up their own “brainteasers.” Children can page through the week’s stories for ideas. Then revisit the poem “Weather All Year.” Read the poem aloud. Make it silly by using incorrect season names. Have children tell which season name is correct.

BEGINNING/PREPRODUCTION

See Master ELL 3–1.

Share the poem “Weather All Year.” Track the words as you say each line. Pause occasionally to have children supply words they recall. Then reread the poem. If possible, tape record the final reading to play back for children.

BEGINNING/REPRODUCTION

ASK  Is it hot or cold in winter? Show something you would wear to keep warm in winter.

EARLY PRODUCTION/SPEECH EMERGENT

ASK  What do you wear when it rains? What do you wear on your hands in the winter? Does the word name one or more than one?

INTERMEDIATE/ADVANCED

ASK  What are the names of the four seasons? What do you like to wear in the summer?
**What Is a Sentence?**

**Ask** children to take turns telling things that they did with their friends or family during the week. As each child tells something, write his or her name on the board and the sentence underneath it.

**Read** the sentences back to children. Point out the capital letter at the beginning and the period at the end. **SAY** Each of these sentences tells what someone did. **Which sentence is yours, ___?** Call each child to the board to find his or her sentence, point out the capital letter at the beginning, and circle the period at the end. **ASK** Who is this sentence about? What did this person do?

**Model** making a sentence that starts with each child’s name. Have each child, in turn, come to the board to write his or her first name. Use each child’s name in a sentence, such as *Max likes to eat lunch.* Invite children to help you write other sentences that start with their names. Point out punctuation, and remind children that each sentence tells what someone did. Then read all the sentences aloud.
Invitations

**Master ELL 3–3**

**Come Join Us**

Come to our picnic next Saturday.  
We’ll have good food to eat.  
We’ll have games to play.  
We’ll go swimming in the pool.  
The water will keep us cool.  
Please come!

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**THEME 3: Let’s Look Around!**

**Day 1**

**Vocabulary**

invitation, invite, invited, come

**Materials**

• chart paper

One of our stories this week is about a girl who goes somewhere special. Have you ever been invited to go somewhere special? Where did you go?

After a brief discussion, display “Come Join Us” on chart paper. Read the poem aloud using gestures (beckoning, eating, batting a ball, and swimming). Have children join in on a second reading. Explain that **We'll** is a short way of saying **We will**.

This poem is an invitation. People give invitations when they ask others to come somewhere with them. What does this poem invite us to do? When will the picnic be?

Use the poem to talk with children about invitations. **SAY** I invited friends to go with me to a show. Name some places people have invited you. What are some places you have invited friends?

Reread the first and last lines of the poem. **SAY** This is one way to invite a friend to go somewhere. Help children substitute words for picnic and the day of the week. Model giving polite responses, such as Thank you. Yes, I can come. No, I can’t come. Thank you for inviting me. Have partners work together to make and either accept or decline invitations.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Read “Come Join Us” aloud as children use gestures to act it out. **ASK** What does the poem invite us to do? Would you like to go?

**Intermediate/Advanced**

Have pairs role-play inviting each other to a party or other special event.

**Audio CD**

Theme 3: Let’s Look Around!
**Pearl’s First Prize Plant**

Pages 33–39: Read the title with children. Ask what the title can help them predict about Pearl’s plant. What does Pearl plant in her pot? What does the seed grow into? How does Pearl take care of her plant?

Pages 40–43: What are the people in the background getting ready for?

Pages 43–47: Why does Pearl say “Oh, no!” when she sees all the flowers?

Pages 48–55: What will Pearl do after she looks at all the flowers?

Pages 56–61: What prize does Pearl give her plant?

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**Short i**

**Lead** a picture walk of *Lots of Picking*. Read aloud the first page, emphasizing the short *i* sound in each word. **SAY** *Listen to the word Kim*. **Say Kim slowly with me*. Draw out the short *i* sound: **Kiiiiim*. **SAY** *Think about how your lips, teeth, and tongue feel when you say the /ı˘/ sound*. Have children repeat the sound.

**Write** the words *Kim, pick, and is* on the board. Underline the *i* in each word. Model the pronunciation of each word. Have children say the words.

**Display** a copy of *Practice Book* page 139. Do the first few items together. Demonstrate writing an *i* in the correct spot on the page. Point to and name the second picture, *bat*. Explain that this picture name does not have the short *i* sound, so you do not write the letter *i* in this space.

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**Skill Objective**

Children recognize the sound of short *i*.

**Academic Language**

- short vowel *i*

**Materials**

- Phonics Library selection *Lots of Picking*
- *Practice Book* page 139

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**Language Transfer Support**

English language learners whose primary language is Vietnamese or Spanish may have trouble with the short *i* sound, since this phoneme is not used in either language. Also, in both languages the letter *i* spells the long *e* sound, which may be confusing for children.
Things That Grow

Distribute ELL Picture Cards seed, plant, and flower. Display and read pages 34–43 of Pearl's First Prize Plant aloud. Ask children to hold up the appropriate card as Pearl's plant grows (seed, pages 34–35; plant, pages 36–39; flower, pages 40–43). SAY: Pearl took care of her plant to make it grow from a seed into a plant. Then the plant grew a flower. Let's talk about other things that grow.

Show children pictures of gardens or outdoor scenes. You may wish to take them on a short neighborhood walk to see what may be growing nearby. ASK: What are some things that grow in the ground? Help children identify things such as grass, flowers, trees, bushes. Make a quick list, including simple drawings, to remind children of their ideas. Use ELL Picture Cards as appropriate.

ASK: What do the plants on the list need to grow? How do we help them grow? Have children look through pages 34–39 of Pearl's First Prize Plant for ideas if necessary. Ask children to pantomime their ideas for helping plants grow.

Grow It

Have children draw a group garden on mural paper. Ask each child to draw and say what he or she likes to grow. Use this sentence frame: I like to grow ___. Ask children to pantomime and describe how they would help their plants grow.

Vocabulary

plant, grow, grass, tree, flower, ground

Materials

• Big Book selection Pearl's First Prize Plant
• pictures of gardens, forests, crops, other things that grow
• mural paper
• markers or crayons
• ELL Picture Cards seed, plant, flower, grass (See Master ELL 3–4.)

Beginning/Preproduction

See Master ELL 3–3.

Reread the poem “Come Join Us.” After a second reading, ask: What day is the picnic? Take this opportunity to talk with children about the names of the days of the week. Reread the poem, substituting other days of the week. After each reading, ask: What day is the picnic? End the lesson by asking children to name the two days of the week when they are not in school.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

SAY: Show which plant is yours in the group garden. Show how you would take care of it.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK: What are some things that grow in the ground? What helps plants and other things to grow?

INTERMEDIATE/ ADVANCED

ASK: Which would you like to grow, a tree, or a flower? Tell why. Did you ever help a plant grow? Tell what you did.
Ham and Eggs

**Pages 47–49:** Read the title and the sign on the diner with children. **SAY Jack cooks at the diner.** A diner is a type of restaurant. What are Dad and the children doing?

**Pages 50–51:** Identify Jack. What is Jack doing?

**Pages 52–53:** What does Jack bring to the table? Do you think the children are hungry? Why do you think so?

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**High-Frequency Words**

*all, eat, every, first*

**Display** *Bill Bird*, and lead children on a picture walk. Read the first page. Point to the word *eat* and write it on an index card. Read the second page. **ASK** *What does Bill eat first? Does he eat all the nuts?* Help children use the words *first* and *all* in their responses. Write the words *first* and *all* on index cards. Read the last page. **ASK** *Does Bill eat every fig?* Write the word *every* on a card.

**Hand out** the four index cards. Have children look through *Bill Bird* to find the words, reading them and trading cards as they find each one.

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**Skill Objective**

Children learn to recognize the words *all, eat, every, first.*

**Materials**

- Phonics Library selection *Bill Bird*
- index cards

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give each child a set of the four new word cards. Have partners match their word cards and read each word.

**Early Production/Speech Emergent**

Distribute two sets of the new word cards. Children take turns holding one up, finding the match, and reading the word.

**Intermediate/Advanced**

Display one of the new words. Call on a child to read the word and write it on an index card. That child picks the next word to read.
Foods We Eat

**SAY** In one of our stories this week, some animals eat ice cream. What do you like to eat? Let’s talk about different foods we like to eat.

Tell children they will talk about fruits first. Name a fruit. Invite children to name other fruits. Show pictures of each one if possible. Make a list headed “Fruits”—apples, oranges, grapes, mangoes, guavas. Repeat the activity, asking children to name vegetables, meats, and so on. Keep the lists so that children can come back to them later in the lesson.

Remind children that people often eat bread with meals. Ask what kinds of bread they eat. Make suggestions, such as pita, rolls, tortillas, crackers. Create a list of children’s responses.

Review the individual food group lists. **ASK** What is your favorite fruit? vegetable? meat? Model a response: My favorite fruit is an apple. Have children draw each of their favorites and compare them with a partner’s.

Help children label their drawings.

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/</th>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAY</strong> Name a fruit you like to eat. Tell which vegetable you drew.</td>
<td><strong>ASK</strong> Is an orange a fruit or a vegetable? What kinds of food are in a hamburger?</td>
<td><strong>SAY</strong> Plan a lunch. What foods will you serve? What are some of your favorite foods? What group is each of your favorites in?</td>
</tr>
</tbody>
</table>
Miss Jill’s Ice Cream Shop

Pages 55–61: Point to and name the story characters: Miss Jill, Jack, and Bill.  
**Ask** Why do you think Jack and Bill are in the shop? What does Jack get? What does Bill get?  
Pages 62–65: Jack wants every kind of ice cream. Do you think that’s a good idea? Why?  
Pages 66–69: What is the problem in this story? Does Bill solve the problem? Why do you think so?  
Pages 70–71: What do you think Jack, Bill, and Miss Jill will do next?

High-Frequency Words  
*call, never, paper, shall, why*

**Display** a copy of *Practice Book* page 142. Give each child a set of word cards with the words *call, never, paper, shall,* and *why.* Read the first sentence on the page. Point to the word *paper.* **Say** Look at your cards. Find the word *paper* and say it. Repeat with the words *call, never, shall,* and *why,* reading items 3 and 4 aloud, one sentence at a time. Then have partners find the same five words *Practice Book* page 143 and read them together.

**Skill Objectives**  
**Children**  
- learn to recognize the words *call, never, paper, shall, why*  
- practice using the possessive ‘s  

**Materials**  
- Phonics Library selection *Lots of Picking*  
- *Practice Book* pages 142, 143  
- common classroom items

Language Transfer Support  
In Spanish, the construction of the possessive is opposite of what it is in English (*la gata de Bill* as opposed to *Bill’s cat*). Spanish speakers may need extra practice with the English possessive construction.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**  
As children watch, label a piece of paper for each child (*Tania’s paper,* etc.) Read the labels as you hand out the papers. Ask children to read their papers to the group.

**Early Production/Speech Emergent**  
Have each child hold up and name an object from their desk. **Ask** Whose (crayon) is it? *It is _____.* Have each child finish the sentence for you.

**Intermediate/Advanced**  
Point to a child’s shoe. **Say** This is ___’s shoe. Have children use possessives to describe other items. Write their sentences, and have them circle each word that shows possession.

**Phonics Library**  
Let’s Look Around!  
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
**Vocabulary**
dish, plate, bowl, glass, knife, spoon, fork

**Materials**
- Anthology
- paper plates
- plastic eating utensils, cups, glasses, bowls
- ELL Picture Cards
  - knife, spoon, fork, glass, bowl
  (See Master ELL 3–4.)

**Beginning/Preproduction**
See Master ELL 3–3.
Read “Come Join Us” aloud. Have children repeat each line. Read the line “We’ll have games to play.” Ask: What are some games people play at a picnic? Do they play indoor or outdoor games? Help children name games such as baseball, soccer, running a race, tag.

**Pre Teach**

**LANGUAGE DEVELOPMENT**

**15–20 MINUTES**

**Kitchen Wares**

Display and read aloud pages 60 and 61 of *Miss Jill’s Ice Cream Shop*:

“I will have plum in a dish,” said Bill. “He likes lots of nuts, too,” said Jack. Miss Jill filled Bill’s dish and dumped nuts on top. **SAY** A dish is just one thing we put food in. Let’s talk about other things we use when we eat food.

Show children plastic utensils and dishes, hand out ELL Picture Cards, or draw simple pictures of a plate, bowl, cup, glass, spoon, fork, knife on the board. Point to each object, and have children name them.

Help children decide what each thing is best used for. **SAY** What would you put in a bowl? I would put soup in a bowl. Draw children into the discussion. **ASK** What would you put juice in? Coach children to respond in sentences, such as I would put juice in a glass.

**IF NEEDED . . .**

**Set the Table**
Cover a large table with a cloth or paper. Demonstrate setting a place, using a paper plate and the plastic utensils. **SAY** When we put dishes and other things we use to eat on the table, we say we are “setting the table.” Let’s set the table. The plate goes here. The knife, fork, and spoon go here. The glass goes there.

Have children act out setting the table, taking turns and describing their actions. Use prompts: What are you putting on the table now? What food will you put on the plate? How many people is the table set for?

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**SAY** Show how to set the table. Name each item as you place it on the table.

**Early Production/ Speech Emergent**
**ASK** What would you put soup in? What would you put a sandwich on to serve it? How many people does your family set the table for at dinner time?

**Intermediate/Advanced**
**ASK** What are some things you should eat with a spoon? Why? Who helps set the table in your home?
Ham and Eggs and Miss Jill’s Ice Cream Shop

Review the Get Set Story and Main Story with children.

- In Ham and Eggs, what were the children doing before they came to Jack’s?
  Why do they want to go to Jack’s?
- Think about Miss Jill’s Ice Cream Shop. What happens when Jack orders every kind of ice cream?
- Do you think the children will go back to Jack’s for more ham and eggs? Will Miss Jill give Jack every kind of ice cream next time?

Verb Endings -s, -ed, -ing

**Write** the word *pick* four times and read it with children. Add *s* to the second word. Pronounce it for children, and ask them to say the word.

**Repeat** as you add the -ing and -ed endings to *pick*. Ask children to notice where their tongue touches their mouth as they say -ed.

**Display** three word ending cards. Say each ending. Write the word *jump*. Give the -s ending card to one child. Ask him or her to hold it next to *jump*. Ask another child to jump. **SAY** *(She/He)* jumps. Have children repeat the sentence. Repeat for -ing, saying, We’re jumping. Repeat for -ed, having everyone sit down. **SAY** What did we do? We jumped!

**Skill Objective**

Children learn to recognize the verb endings -s, -ed, -ing.

**Materials**

- index cards with the verbs *jump, walk, talk, play*

**Language Transfer Support**

Asian speakers may need special attention when learning to use English verb endings. Construction of tenses is different in many Asian languages.
Pulling It All Together

SAY This week we read stories and talked about different things—foods we eat, things we use to serve food, and inviting people places. We read a poem about being invited to a picnic too. Let’s read that poem again.

Read “Come Join Us” aloud. **ASK** What are some things people do at a picnic? Do you think it is fun to go to a picnic? Why? Reread the poem and encourage children to chime in. Have children use the gestures from Day 1 as they chime in.

Tell children that they will plan a make-believe picnic. Have children think about and respond to questions such as, Who will we invite to our picnic? What do we say to ask our friends to come? Children may enjoy making an invitation. Remind them to say when their picnic will be.

Continue: What foods will we bring? Refer to children’s food group lists from earlier in the week if available. **ASK** What will we put the food in? What will we need to eat the food? Have children name each item as they place it in the picnic basket. Use ELL Picture Cards when appropriate.

If possible, celebrate the end of the week. Have a light snack of crackers or juice and let children pretend to be on a picnic together.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Name your favorite food to have on a picnic. Who would you invite to a picnic?

**Early Production/Speech Emergent**

**ASK** Where do people have picnics, indoors or outdoors? What do people do at a picnic?

**Intermediate/Advanced**

**ASK** What did you like about planning a picnic? Why? What would you pack to take on a picnic?
Naming Part of a Sentence

Write the names of several children in the class on chart paper. Next to each name, write an action that is familiar to children and easy to pantomime, such as eats, jumps, walks, swims, reads.

Invite children to sit in a circle. Read the simple sentences that you have created one by one, as each child in turn acts out the action in the sentence. (Nan eats. Ali swims.)

Cut the sentences into strips, giving each one to the child named in the sentence. SAY These are sentences. Hold up your sentence. Using one sentence as a model, tell children that each sentence has a naming part and an action part. Point to the name. SAY This is the naming part of the sentence. It tells who is doing something. Point to the action. SAY This is the action part of the sentence. It tells what someone is doing.

Write labels for naming part and action part. Place the labels on a table. Call each child up, one at a time. Cut each child’s sentence strip. Ask them to place the naming part in the naming part pile, and the other part in the action part pile.

Continue the activity with other sentences that have naming parts that are not children’s names, such as The cat, The paper, and so on. Then display a copy of Practice Book page 150. Read each sentence aloud and help children identify the naming part of each one.
Vocabulary
scary, scare, scared of, hide, noises

Materials
• chart paper
• paper for drawing
• markers or crayons
• ELL Picture Cards
  shadow, spider, giant, blanket
(See Master ELL 3–6.)

I’m Scared!

Is that a giant I see there?
No, no. Not at all.
It’s just a shadow on the wall.

Is that a big spider I see there?
No, no. Not at all.
It’s just a shadow on the wall.

Oh, this is a scary night!
I think I’ll hide
Under my blanket, out of sight!

WHAT’S SCARY?

Children may want to draw pictures of things that scare them. Encourage individuals to show and tell about their pictures. Invite children to show how they look when they are very scared.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

SAY Show a scary face. What is scary in your drawing? Help children label their drawings.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK What scary things did you draw? Describe your drawing. What label can I help you write for your drawing?

INTERMEDIATE/ ADVANCED

SAY Describe something you think is scary. Tell about some things that scare other people.
**Hilda Hen’s Scary Night**

**Pages 63–67:** Read the title. **ASK** What is Hilda Hen doing? What time of day is it when Hilda Hen wakes up? She needs to get back to the henhouse.

**Pages 68–87:** **SAY** Hilda Hen thinks she sees a snake. She tiptoes past it quietly. Demonstrate walking on tiptoes. Explain that Hilda Hen sees a garden hose, not a snake. Continue to help children understand what Hilda Hen sees.

**Pages 88–91:** **ASK** What do you think Hilda Hen tells the other hens when she gets to the henhouse? Why does the farmyard look different in the day?

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**Consonant Clusters with r**

**Display** Let’s Trim the Track! **SAY** Listen as I read the title. What sounds do you bear at the beginning of the word trim? Do you bear the same sounds at the beginning of the word track? Say track slowly. Think about how your lips, teeth, and tongue feel when you say the beginning of the word. Have children repeat the sounds a few times.

**Write** The train is on the track. **ASK** What two consonants do you see at the beginning of train and track? Underline them. **SAY** Many words begin with two consonants. When you see two consonants next to each other, blend the sounds together so that they almost sound like one sound.


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**Language Transfer Support**

Consonants and consonant clusters are especially challenging to speakers of Cantonese, Vietnamese, and other Asian languages. Children who speak these languages may need extra practice hearing and spelling these sounds in English.
Our Five Senses

Display and read page 68 of *Hilda Hen’s Scary Night*: Oh my goodness, there’s a snake!” gasped Hilda. “What shall I do?” Say, Hilda Hen’s walk was at night when it was hard for her to see things. Seeing is one of our five senses. Today we’ll talk about our five senses.

Have children name the five senses. Show pictures, draw simple sketches, or distribute ELL Picture Cards for the following: an eye, an ear, a nose, a mouth, and a hand. Ask what each picture shows. Have children point to each body part and say what they use each one for. Say, What do you do with your mouth? Right! You taste things. Taste is one of our five senses.

Tell children they will be like Hilda Hen in this activity. Say that they will not be able to see to tell what things really are. Put two or three familiar objects in a bag. Call on children to reach in and grab an object. Touch your object carefully. Think about what size it is, what shape it is, how it feels.

As children try the activity, ask leading questions: Is your object big? Is it round? Is it soft? Does it make any sound when you move it around? Have each child guess what his or her object is. Then reveal the object. Help children talk more about the objects. Ask questions such as How does this __ smell? taste?

**Vocabulary**
see, hear, smell, taste, touch, eye, ear, nose, mouth, hand

**Materials**
- *Hilda Hen’s Scary Night*
- ELL Picture Cards
  - eye, ear, nose, mouth, hand
  (See Master ELL 3–6.)

**Beginning/Preproduction**
See Master ELL 3–5.

Display and read the poem “I’m Scared!” Use the movements from Day 1. Encourage children to chime in on “No, no. Not at all. It’s just a shadow on the wall.” Reread the poem, substituting scary things children mentioned during the Day 1 lesson, such as, Is that a hungry bear I see there? Have children repeat the new phrases with you.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
ASK Was the object you picked out of the bag hard or soft? Show the part of your body that you use to smell (hear, taste, touch, see) things.

**Early Production/Speech Emergent**
ASK What part of your body do you use to hear? What do you use your nose for? What things smell good to you?

**Intermediate/Advanced**
ASK What do you hear when you wake up in the morning? How does your (article of clothing) feel?
**The Trip**

Pages 79–81: The story characters are Mom, Dad, Puff, and Tip. Point to and read the sign, Museum of Mouse Art. **Ask** Where are the mice going on their trip?

Pages 82–83: Tell what the mice see in the museum.

Pages 84–85: Why do you think the mice are tired? Do you think they enjoyed their trip to the museum? Tell why.

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**High-Frequency Words**

**blue, brown, color, green**

**Display** Brad’s Quick Rag Tricks. Lead children on a picture walk. **Say** What colors can we find in the story? Help children identify the colors they see.

**Read** the story aloud. Pause after page 34. **Say** Find the color word. Model how to blend the sounds /g//r//e¯//n/. Spell and say the word chorally.

**Write** the words **blue, brown, color, green** on the board. Clap and spell, point to, and read each word. **Ask** Which words begin with two consonant letters? Which word begins with c?

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**Skill Objective**

Children read and write the words **blue, brown, color,** and **green.**

**Materials**

- Phonics Library selection Brad’s Quick Rag Tricks

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**Beginning/Preproduction**

Write **blue, green,** and **brown.** Point to each word. **Say** Point to something that is this color.

**Early Production/Speech Emergent**

Write **blue, brown, color,** and **green.** Have children clap and spell, point to, and read each word.

**Intermediate/Advanced**

Have children work with partners to read Brad’s Quick Rag Tricks. Assist as necessary.
Comparing

**SAY** One of our stories this week is about many animals that live in the sea. The animals are different in some ways and the same in some ways. Let’s learn how to talk about the ways things are different and the same. We will compare some things that are the same and different in our own classroom.

Show two pencils side by side, one longer than the other. **SAY** This pencil is longer than that pencil. Point to the appropriate pencil as you speak. Then show two books of different sizes. **SAY** This book is bigger than that one. Continue comparing two items. Have children point and repeat each sentence.

Move on to comparing three items. It will be easier if you compare different objects for this part of the activity. Show, for example, a piece of chalk, a chalkboard eraser, and a ruler. **SAY** This eraser is bigger than the chalk. The ruler is bigger than the eraser. The ruler is the biggest of all.

Then prepare sets of two or three items. Help children use **-er** and **-est** adjective forms to talk about each set of items.

**Vocabulary**

adjectives using **-er** and **-est** endings

**Materials**

- two books
- two pencils
- other classroom items to compare

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 3–5.

Read “I’m Scared!” Have children echo each line. Repeat the line that mentions the spider. Say: A big spider scares the person in the poem. Do you think a bigger spider would be more scary? Would the biggest spider in the world be the scariest of all? Coach children to use **bigger** and **biggest** in their responses and in other sentences.

**Try Three**

Move on to comparing three items. It will be easier if you compare different objects for this part of the activity. Show, for example, a piece of chalk, a chalkboard eraser, and a ruler. **SAY** This eraser is bigger than the chalk. The ruler is bigger than the eraser. The ruler is the biggest of all.

Then prepare sets of two or three items. Help children use **-er** and **-est** adjective forms to talk about each set of items.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show who is taller, you or me. Show two books. **ASK** Which book is smaller?

**Early Production/Speech Emergent**

Show children three pencils. **ASK** Which pencil is longest? Which pencil is shortest? Hold up one pencil. **SAY** Show a pencil that is longer than this one.

**Intermediate/Advanced**

**ASK** Who is the oldest person in your family? Compare the biggest and the smallest animals you have ever seen.
At the Aquarium

Pages 87–89: Read the title with children. **Ask** What do you think the class will see on this trip?

Pages 90–93: Name each part of the fish as you point to it: fin, tail, eye, mouth, gill. **Ask** What do you notice about the tails and fins on these fish?

Pages 94–98: What colors are the fish? What are the fish doing? Two fish are hiding on page 98. Can you find them?

Pages 99–105: What other animals live at the aquarium? Would you like to visit an aquarium? Why?

High-Frequency Words

*also, funny, like, many, some*

**Write** funny on the board. Then write like and also. Call on a child to tell about something funny that he or she saw or that happened to him/her. **Say** That was funny! I like funny stories. Do you like funny stories? Yes, Jorge also likes funny stories. Have children clap and spell the words.

**Write** the words many and some on the board. Ask a few children to stand up. **Say** Some children are standing. Ask more children to stand up. **Say** Many children are standing. Have pairs of children offer sentences using some and many. Have them point to the word some or many before they say their sentence. To review, have children complete Practice Book pages 156 and 157.

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**

Give each child word cards for the high-frequency words on Days 1 and 2. Say each word. Have children hold up the matching card. If possible, have children join in the Intermediate/Advanced small-group activity.

**Early Production/Speech Emergent**

Write the words from Days 1 and 2 on the board. Children can choose and use each word an oral sentence. If possible, have children join in the Intermediate/Advanced small-group activity.

**Intermediate/Advanced**

Have pairs or small groups cut apart and paste photographs from newspapers and magazines to make a “funny collage,” such as a dog driving a car. Help them use the high-frequency words to label their collage.

Skill Objective

Children read and write the words also, funny, like, many, and some.

Materials

- Practice Book pages 156, 157
- newspapers, magazines, paste, scissors, posterboard

Phonics Library

*Let’s Look Around!*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Colors

Take a picture walk through *At the Aquarium*. Have volunteers point out a green fish, a blue and yellow fish, and an orange fish. Read page 94: *Fish can have lots of colors. Look! One is green and blue.* **Say** Today we’ll talk more about colors. **We’ll learn a trick you can do with colors.**

Give each child a small cutout fish. Ask the children to color the fish yellow. When they have finished, show them how to color over the yellow with a blue crayon to make green. Model how to describe the process. **Say** *I colored my fish yellow. Then I colored it blue. Now it is a green fish.*

Have children use the same process to make an orange fish (red and yellow) and a purple fish (red and blue). Call on individuals to describe the process: *I colored my fish yellow. Then I colored it red. Now it is an orange fish.*

Have children work with a partner to draw an ocean. Encourage them to draw sand, sea grass, and other sea life. Have children put their cutout fish in the ocean and take turns “catching” them. Partners can describe their catches to each other.

**Vocabulary**
- blue, yellow, green, red, purple, orange

**Materials**
- several cutouts of small fish per child
- crayons or markers
- drawing paper

**Beginning/Preproduction**
See Master ELL 3–5.
Display and read aloud *I’m Scared!* Have children chime in. Reread, inviting children to say “Oh, this is a scary night!” in their most quivery, scared voices. Read the last two lines. Ask: *What things do you find on a bed?* Teach pillows, sheets, and so on, as necessary. Have children draw their own beds.

**Intermediate/Advanced**
**Ask** *What is your favorite color? Why? What colors are the clothes you are wearing?*

**Early Production/Speech Emergent**
**Ask** *What colors can the ocean be? What colors did you use to make a green fish? Tell about one of the fish you caught.*

**Beginning/Preproduction**
**Say** *Show two colors you can use to make green. Show an orange fish. Did you catch a purple fish?*
The Trip and At the Aquarium

Review the Get Set Story and Main Story with children.

• In The Trip, what is the same about all of the art in the museum? What art does Puff like the best?
• What kinds of animals are at the aquarium? Are they all the same? How are they different from each other?
• How is the Museum of Mouse Art like the aquarium? How is it different?

Contractions with ‘s

Read aloud Let’s Trim the Track! Point out the apostrophe. SAY This mark is an apostrophe. You know that we use ‘s to show that something belongs to someone. Now let’s learn about a different way to use ‘s.

Write these word pairs: It is; She is; What is; He is; Let us. SAY It is cold. It’s cold! Write It’s on the board next to It is. Repeat for each word pair, using the words bare, that, angry, and run to create sentences.

Explain the contractions. SAY We took two words and made one word. We left out one letter. We used the apostrophe to take the place of that letter.

Model the pronunciation of each contraction. SAY Listen for final /s/ or /z/.

Skill Objective
Children read contractions with ‘s.

Academic Language
• contraction
• apostrophe

Materials
• Phonics Library selection Let’s Trim the Track!
• Anthology selection At the Aquarium
• self-sticking notes
• picture of a bee
• picture of a snake

Language Transfer Support
Children will not easily recognize the distinction between ‘s that denotes possession and ‘s as a contraction. The ‘s in both cases may stand for /s/ or /z/.
Help children make these distinctions as they practice.
Review Practice Book page 155 as necessary.
Pulling It All Together

SAY This week we have talked about how things look. Sometimes things look different when we take a closer look at them. Now we are going to take a very close look at some things in our school.

Arrange a time for the group to take a trip to the school cafeteria, gym, or library when they are not in use. Children could also take a close look at their own classroom. Before the trip, talk with children about what they expect to see, hear, feel, and smell when they arrive at the place you have selected. Tell them to think about how things compare to one another in size and shape as they look around. Remind them to pay attention to the color of things they see, too.

When children return to the classroom, have them talk about their experiences. Prompt children’s responses with leading questions. ASK What was the largest thing you saw? What was something green that we saw? How did the library tables feel when you touched them? Encourage children to tell about things they hadn’t seen or didn’t know were there until the group visited the place.

End the week’s work by reading the poem “I’m Scared!” one last time. Invite children to tell about times they may have been fooled when they looked at something quickly or in the dark.

Beginning/Preproduction
See Master ELL 3–5.

Share the poem “I’m Scared!” Children can chime in and shake their heads on “No, no. Not at all. It’s just a shadow on the wall.” Reread, using these words for the last line: I’ll get out of bed and turn on the light. Ask: What will the person in the poem see when the light is on? What is something in a bedroom that could make a shadow that looks like a giant?

Early Production/Speech Emergent

ASK What is something very small you saw on our trip? Was the place we visited noisy or quiet? What surprised you about the place?

Intermediate/Advanced

SAY Tell me about our classroom. What do you see? What do you hear? How do things feel when you touch them?
Action Part of a Sentence

Play a game of “Lights, Camera, Action!” One child turns on the lights at a given signal, another operates a pretend movie camera, a third pantomimes an action, and the rest of the class is the audience. When you say “Action!” the camera rolls, the lights go on, and a child will sing, dance, jump, laugh, and so on. ASK What did that person do? after each performance.

Write a sentence on the board after each pantomime: Carlos jumps. Read the sentence aloud, and then chorally. ASK Which word tells what Carlos did? (jumps) SAY The word jumps is the action part of the sentence. It tells what Carlos did. When I said ‘Action!’ Carlos jumped.

Remind children that sentences have naming parts and action parts. SAY The naming part of a sentence tells who the sentence is about. The action part of the sentence tells what happened.

Invite children to continue playing the game. After each performance, write a sentence on the board telling what happened. Invite volunteers to come to the board and point out the naming and action parts of the sentence.

Review with a clean copy of Practice Book page 163. Discuss the pictures. Have children complete the sentences or create their own sentences about the pictures. Have them identify the action part of each sentence.

Skill Objective
Children identify the action part of sentences.

Materials
• Practice Book page 163

Language Transfer Support
The action part of a sentence often refers to the entire predicate, not just the verb. For children just learning a second language, however, a goal of recognizing the main action word, or verb, is simpler and appropriate.