Theme 4: Family and Friends
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Family and Friends

THEME 4: Family and Friends
Family

**Vocabulary**
- father, mother, sister, brother, grandmother, grandfather

**Materials**
- chart paper
- drawing paper
- crayons or markers
- ELL Picture Cards
- boy, man, girl, woman (See Master ELL 4–2.)

**Display “All in the Family” on chart paper. Read it aloud twice.**

**SAY** Our stories this week tell about families. Let’s talk a little about families.

*All in the Family*
Fathers and mothers,
Sisters and brothers,
Grandmothers and grandfathers,
Cousins and others,
A talking bird,
And ME
Are all in the family.

**Display “All in the Family” on chart paper. Read it aloud twice.**

**ASK** What is the poem about? That’s right; the poem tells about who’s in a family. Who is in your family? Encourage children to identify the members of their families. Tell about your own family, too. Point out that the poem mentions a bird as part of the family, too.

**ASK** Do you have a pet in your family?

**Introduce and practice the words man, woman, boy, girl.**

**ASK** Is a father a man? Yes. A father is a man. Have children repeat the last sentence. **ASK** Is a mother a woman? Yes. A mother is a woman. Again, have children repeat the last sentence. Continue in the same way for grandmother and grandfather. Then help children associate brother with boy and man and sister with girl and woman. Distribute the ELL Picture Cards. **SAY** Hold up the card that shows a man (woman). Which cards show someone who might be someone’s sister (brother)?

**Family Portraits**
Have children draw pictures of their families and dictate labels. Have pairs of children tell each other about their families. Collect children’s portraits to use later in the week. Then reread the poem and invite children to chime in on the last line.

**Technology**
**Education Place**
www.eduplace.com
Theme 4: Family and Friends

**Audio CD**
Theme 4: Family and Friends

**Multi-Level Response**

**BEGINNING/PREPRODUCTION**
**SAY** Show your family portrait. Tell who is in your family. Do you have a pet?

**EARLY PRODUCTION/SPEECH EMERGENT**
**ASK** What word describes parents and their children? Who is in your family?

**INTERMEDIATE/ADVANCED**
**ASK** Who is your mother’s mother? Your mother’s father? What things do family members do for each other?
**PRETEACH**

**LITERATURE FOCUS**  10–20 MINUTES

An Egg Is an Egg

Pages 5–9: **ASK** What is the chicken doing? How does the egg change? Show a branch on the tree in the picture. How does the branch change?


Pages 12–17: What does the seed change into? Show what the boy makes out of the blocks. That is called a tower. Read aloud page 16. Have children compare the illustrations on pages 11 and 17 to see what has changed.

Pages 18–29: Continue talking about the changes in the story. Have children compare the house illustrations.

Pages 30–35: The baby in the picture grew. What is the baby now? What do you think the mother is telling the boy?

**PRETEACH**

**SKILL FOCUS: PHONICS**  10–15 MINUTES

Blending More Short o Words

**Display** Hot Dog and take children on a picture walk. Point to the girl and her dog. **SAY** This is Floss. This is Hot Dog. Pronounce Floss slowly, drawing out the short o sound. Repeat with hot. Make a circling gesture with your finger around your mouth as you say the short o sound. Tell children to notice the shape of their mouths as they make the sound.

**Show** Practice Book page 167. Name the first picture (box). Repeat box slowly. **ASK** Do you hear the /o/ sound? Show children where to write the letter o. Help children name each object. Practice with one more exercise.

**Skill Objective**

Children will associate the sound /o/ with the letter o.

**Materials**

- Phonics Library selection Hot Dog
- Practice Book page 167
- index cards
- chart paper

**Language Transfer Support**

The short o sound in English is similar to the sound of a in Spanish. Spanish speakers may need extra practice to associate /o/ with the letter o in English. Vietnamese speakers may associate /o/ with a as well and may spell the short o sound as a.
Growing and Changing

Reread page 10 of *An Egg Is an Egg: Nothing stays the same. Everything can change.* Say In this story, a boy tells how things around him change. Let’s talk about how you have changed since you were a baby.

Help children see that they have changed in many ways since they were babies. Begin by talking generally about what it is like to be a baby. Ask Why do babies eat soft food? Do babies sleep a lot? What do babies do in the middle of the day? What things do babies have to learn how to do? Have children pick up the discussion with responses and questions of their own.

Then and Now Have children compare themselves as babies to the way they are now. Ask What did you do when you were a baby? What do you do now? Model, using the pattern: When I was a baby, I slept in a crib. Now I sleep in a bed. Provide several examples. Then ask children to respond, following the pattern.

After some children have responded, pair children to practice on their own. Observe children as they work and provide assistance or coaching as needed.

**Vocabulary**

same, changed, baby, babies

**Materials**

- ELL Picture Cards
  - baby, crib, crawl
  (See Master ELL 4–2.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 4–1.

Display “All in the Family” and read it aloud. Review the family member names. Assign each boy or girl a family member. Have each child repeat his or her assigned name. Then have children introduce themselves: I am the father. I am the sister. Ask: Who are all these people together? Yes. They are a family.

**LANGUAGE DEVELOPMENT** 15–20 MINUTES

Then and Now Have children compare themselves as babies to the way they are now. Ask What did you do when you were a baby? What do you do now? Model, using the pattern: When I was a baby, I slept in a crib. Now I sleep in a bed. Provide several examples. Then ask children to respond, following the pattern.

After some children have responded, pair children to practice on their own. Observe children as they work and provide assistance or coaching as needed.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have children draw a picture showing something they did as a baby, something they do now, and something they will do when they are older.

**Early Production/Speech Emergent**

Ask What can someone in first grade do that a baby can’t do? If something doesn’t stay the same, what does it do?

**Intermediate/Advanced**

Ask Why do babies need so much care? How will you change as you get older? What will you be able to do when you get older that you can’t do now?
Fluff Is Missing!

Pages 115–117: Read the title. Explain that the girl tells this story. Her brother is named Max and Fluff is their pet cat who runs away. Ask How do you think the children feel about their lost cat? What might they do?

Pages 118–119: The children write a notice about Fluff. Tell what they do with the notice.

Pages 120–121: Does the children's plan work? Where is Fluff now?

High-Frequency Words

family, father, mother, picture, children

Draw a simple picture of a family with two children. Say This is a picture. It is a picture of a family. Ask What is this? What is in the picture?

Write the title “A Family Picture” above the picture. Ask children to say the words with you and to identify the mother. Write the word mother below the mother in the picture. Repeat for father and children. Distribute children’s family portraits from Day 1 (or have them draw new ones). Help children label their pictures.

Skill Objective

Children learn to recognize the words family, father, mother, picture, and children.

Academic Language

• word

Materials

• children's family portraits from Day 1, if available
• drawing paper, crayons, pencils

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Say Show the picture you drew. Who is in it? Tell who is in your family. Have children identify the father, mother, and children in your drawing.

Early Production/Speech Emergent

Say Tell about your picture. Is this your ___ or your ___? Show the words that tell who is in the picture. Which word says family?

Intermediate/Advanced

Say Tell about your picture. What is in it? Who is this person? Read the words that tell about the picture. Point to the person each word tells about.
Today we are going to read about different kinds of families. All the families, though, are the same in some ways. Let’s talk about some of the things all families need.

Let’s think. What are some things families must have to be able to live? What do they need so they won’t have to sleep outdoors in all kinds of weather? That’s right! They need a home, or a place to live.

Continue in the same way, guiding children to identify families’ basic needs for food and clothing. What do families need to keep them strong and healthy? What do they need to cover their bodies? List children’s responses on the board, with a simple sketch beside each need (home, food, clothing) to remind children of what the word means.

Give each child the ELL Picture Card that shows a family. Invite them to discuss what this family needs—a home, food, clothing, and so on—and which need they feel should be met first. Pose some dilemmas for them: If you are hungry and tired, can you look for a home?

Tell children there is something else all people need. It is love. Say that love is a very important part of family life. Which basic need do you think is the most important?

Basic Needs

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Go Away, Otto!

Pages 123–129: Is Otto helping to get ready for Gran’s visit? How does Fred feel?

Pages 130–131: What are the boys doing? What is the problem here?

Pages 132–141: Where is Otto? Fred tells Otto he’s sorry about yelling. What do the boys do that shows they get along? What happens at the end of the story?

High-Frequency Words

come, your, people, love

Read Tom’s Plan. Review the words family and picture. Then review father and mother. Ask children to find these people in the pictures.

Display the Day 2 family drawings. For each one, ask whose family it is. Turn to that child. SAY This is your family. How many people are in your family? SAY There are ___ people in your family. Write the sentence on the board. Circle the words your and people. Repeat with other children’s drawings.

Introduce the word love by making a hugging gesture. SAY I love my family. Write the word love. Write the question Why do you love your family? Help children to read the sentence.

Write the sentence Come here! on the board. Point to the word come as you gesture come here. Review or complete Practice Book pages 171 and 173 with children.

Skill Objective
Children learn to recognize the words come, your, people, love.

Materials
- Phonics Library selection Tom’s Plan
- Practice Book pages 171 and 173
- sets of index cards with the words come, your, people, love, children, father, mother, family, picture

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write: I love your family. Come see my picture. Here are the people in my family. Give pairs of children a set of word cards. Read each sentence aloud. Ask each pair to find the word love in the sentence and in their cards. Repeat for each word in the set.

Early Production/Speech Emergent
Write: You have four people in your family. I love my family. Come see my family. Read the sentences with children. Point to one of the high-frequency words. Give children a choice between two of them. ASK Does this word say ___ or ___?

Intermediate/Advanced
Write on the board: Who is in your family? How many people are in your family? Why do you love your family? Have children read and answer the questions as a group or with a partner.

Phonics Library
Family and Friends
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Family Names

Read page 125 of Go Away, Otto! “Your mother is picking up Gran,” Dad said. Recall that you read a selection about a family and that there are different kinds of families. SAY Different families sometimes use different names for family members. Let’s talk about that.

SAY Some people call their mother mommy. What do you call your mother? Introduce the words mom and mama. ASK What do you call your father? Then introduce dad, daddy, and papa.

Say the names Nana and Granny and Grandpa and Pop, one at a time. Have children say if these are the names they use for their grandparents. If not, ask them what names they do use. Introduce grandma, grandad, and grandaddy.

Have children make up sentences using the names they have for family members. Provide models: My mommy drives a truck. My grandad makes pizza.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION
Have children illustrate one of their sentences. Label the drawing with them. Have them tell a partner about their drawing.

EARLY PRODUCTION/SPEECH EMERGENT
SAY Tell a partner about the special names you have for people in your family. Does your partner use the same words or different ones?

INTERMEDIATE/ADVANCED
Have partners interview each other and describe each other’s family to the group.
**Fluff Is Missing! and Go Away, Otto!**

Review the Get Set Story and Main Story with children.

- In *Fluff Is Missing!, how do Max and his sister work together?*
- In *Go Away, Otto!, how does Otto make a mess? Does Fred stay angry with him?*
- Show or tell something from these two stories that tells you what it is like to be part of a family.

**Clusters with /l/**

**Write** the following word pairs on the board, underlining as shown:

<table>
<thead>
<tr>
<th>led</th>
<th>sled</th>
<th>lot</th>
<th>plot</th>
<th>lap</th>
<th>flap</th>
</tr>
</thead>
<tbody>
<tr>
<td>lip</td>
<td>clip</td>
<td>lad</td>
<td>glad</td>
<td>lock</td>
<td>block</td>
</tr>
</tbody>
</table>

**Point** to the /l/ in the first word of each pair. Say the /l/ sound with children. Say the first word. Have children repeat the word chorally. Point to the second word. Say the word, slowly blending the two consonant sounds. Say the word pair again, encouraging children to chime in. Repeat for each word pair.

**Circle** the beginning /l/ clusters (bl, cl, fl, gl, pl, sl). Write each cluster on a self-sticking note. Place the notes on a table. **SAY** *Let’s play a sorting game.* Hold up each object or picture in the Materials list. **SAY** *Name these with me. Think about which sounds you hear at the beginning of the name. Tell where to put each object.* Go through one or two examples. After sorting, ask children to help you name all the pictures and objects in each group.

**Skill Objective**

Children associate sounds with the clusters *bl, cl, fl, gl, pl, sl.*

**Materials**

- Phonics Library selections *Hot Dog* and *Tom’s Plan*
- Index cards with words *sled, blue, clock, flag, glass, clap, flower*
- Index cards with clusters *sl, bl, cl, fl, gl*
- Pictures of a sled, a fly, a flute, a slide
- Objects: block, blue crayon, black crayon, clock, globe, plant, plum, glue, glass

**Language Transfer Support**

Learners of English whose primary language is an Asian language may need extra attention when practicing the clusters with /l/, as these clusters are not common in Asian languages. Ask children to notice the position of the tongue needed to make the sound.
Pulling It All Together

**SAY** We have read stories this week about families and family life. Let’s end our week by talking about families one more time.

**SAY** We’re going to talk about some kinds of celebrations families have. Begin by telling something about a party or celebration your family has, such as Every year my family gets together for a cookout on July 4th. Everyone comes—grandparents, uncles, cousins. We have a big meal. We play baseball. We take photos of each other.

Call on children to tell about their family celebrations. Offer prompts or distribute ELL Picture Cards to get children started. **ASK** Who comes to the celebration? What happens? What food do you eat? What clothes do people wear? Why do families celebrate?

Children may enjoy drawing something that represents a special family celebration. It might be a special food or a decoration associated with the occasion.

**IT’S A PARTY!**

Help children label their family celebrations. Encourage them to name the holiday or special day and to tell who is in the picture.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Have children share their celebration drawings with a partner. **SAY** Show what is important to your family in the drawing.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What do you like to celebrate? Who always comes to family celebrations? Tell a partner about your drawing.

**INTERMEDIATE/ ADVANCED**

**ASK** What is a special day with your family like? Describe it. What is the best thing about being part of a family?
Is It a Sentence?

**Review** what children know about sentences. Write a simple sentence on the board: Jenna swims in the water. Read the sentence aloud. Act it out by making a swimming gesture. Ask children to act out the sentence with you. Read the sentence again, pointing to each word. Then circle the whole sentence. **SAY** This is a sentence. Which part is the naming part of the sentence? (Jenna) Which part is the action part of the sentence? (swims in the water) Say the whole sentence: Jenna swims in the water.

**Write** the sentence on a sentence strip. Hold up the strip. **ASK** Which part is the naming part? Which part is the action part? Children can point to each part or tell you what it is. Say the correct part with them.

**Ask** one child to come up and hold the sentence. Have the group read it with you. Have another child come up and point to the naming part. Ask the group: Is that right? Is that the naming part? Cut the naming part off the sentence. Ask another child to hold up the strip with the remaining phrase. **SAY** This is not a sentence. It has no naming part. Hand the naming part to another child. **SAY** How can we make a sentence now? Encourage the two children to stand next to each other so that the group can read the sentence.

**Continue** by making more simple sentence strips, cutting off the naming parts, and asking children to reform the sentences.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Have children use the cut-up strips from the main activity to make sentences. Read the sentences they make together. If possible, have them work with the Intermediate/Advanced children in their activity as well.

**Early Production/Speech Emergent**
Read the first two sentences of Tom’s Plan. Reread the second sentence with children. **ASK** Which part is the naming part? Which part is the action part? If possible, have children work with the Intermediate/Advanced children as well.

**Intermediate/Advanced**
Make simple sentence strips such as The dog digs in the garden. Cut each into its naming part and action part. Mix all the parts. **SAY** Choose a strip. Tell what part of a sentence it is. Then make a sentence with a partner. Some new sentences may be funny!
Today we will read about friends who are alike and different in some ways. Listen to this poem about friends. Then we will talk about some of your own friends.

Display the poem “Best Friends.” Read it aloud twice. Ask children what the poem is mostly about. Have them say some of the things the best friends do together. Distribute the ELL Picture Cards and name them with children. Are these things you like to do with your friends, too?

Ask children to make up actions to represent reading together, snacking, and playing. Read the poem once more. Have children chime in and add the actions they created. What kind of friend is Nate?

Then have children think about their own friends. Ask them to think about how they are like their friends and how they are different. Offer prompts to get the discussion going: Are you and your friends the same age? Do you and your friends all like to play ball? Do you like chocolate ice cream, but some of your friends like other flavors? What do you do when you are with your friends?

Sum up by asking children how it feels to have good friends. What do you like best about having friends?

**Beginner/Preproduction**

**SAY** Draw something you like to do with your best friend. Have children dictate a sentence about their drawings.

**Early Production/Speech Emergent**

**ASK** Are your friends girls, boys, or both? What do you like to do with your friends? Tell a partner about it.

**Intermediate/Advanced**

**ASK** Do you like to make new friends? Why? Why are friends important? How does having friends make you feel?
**The Secret Code**

**Pages 37–43:** Read the title. Explain what a secret code is. Point out Oscar and his special book. Show children who Lucy is. Have children repeat the names.

**Pages 44–47:** Ask how Lucy reads. Ask how Oscar reads. Explain, if necessary, that Oscar reads with his fingers.

**Pages 48–55:** Explain that Oscar’s book is written in Braille. Oscar feels the bumps with his fingers. Each set of bumps is a letter. Ask why Oscar reads with his fingers. If necessary, explain that Oscar is blind.

**Pages 56–65:** **ASK** What is Oscar teaching Lucy? What is happening in the last picture?

**Blending More Short e Words**

**Display** *Knock, Knock* and lead children on a picture walk. Explain the jokes on pages 18 and 20 as necessary. **SAY** *Listen as I read this name:* Ken. Write Ken on the board. Have children repeat the sounds and blend them to say the word: /k/ɛ/ɛ/ɛ/. **SAY** Let’s say Ken one more time. How do your mouth and lips feel when you say the sound /ɛ/? Is your mouth wide open? Open just a bit?

**Name** each picture on *Practice Book* page 181 with children. (Use *jet* for picture 11.) Write each picture name. Have children blend the sounds. Show them where to write the letter e when the picture has the short e sound.

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**Skill Objective**
Children associate the sound /ɛ/ with the letter e.

**Materials**
- Phonics Library selection *Knock, Knock*
- *Practice Book* page 181
- Anthology
Book Talk

Read page 64 of *The Secret Code: Isn’t reading fun?* Give each child the ELL Picture Card book. **ASK** Do you like reading? Hold up the picture of a book if you like reading. Then hand out the ELL Picture Card of the children reading together. **ASK** Do you like reading a book with someone? If you do, hold up the picture that shows children reading together. That’s great. Now let’s talk about some books we like to share.

Begin by telling children the name of a storybook you particularly like. Give a synopsis of the book and say why you like it. Encourage children who may be familiar with the same book to express their feelings about it.

Do a quick review of storybooks the class has experienced together. Then pair children. Have each one recommend a favorite storybook to the other. Have children tell the title of the book, say what it is about, and say why they like it.

If possible, have children actually share their books, taking their partners on a picture walk as they express their feelings about the book.

**Vocabulary**
book, title, like, don’t like

**Materials**
- Big Book *The Secret Code*
- different storybooks
- ELL Picture Cards

(See Master ELL 4–4.)
Zack and His Friends

Pages 149–151: Point to and name the characters: Zack, Ann, Glenn, and Pat. Say: The children are acting in a play. Look at the picture. Can you tell what play they are doing?

Pages 152–153: Who acts as bears? Who acts as a girl?

Pages 154–155: Why is the girl surprised? Why are the bears surprised? What play do the children do?

High-Frequency Words
friend, play, read, she, write

Write friend, she, and play on the board. Have children spell and repeat each word after you, clapping for each letter. Write read and write on the board. Have children compare the two words. Point out that each word begins with the sound /r/ and that write begins with the silent letter w.

Skill Objective
Children read and write the words friend, play, read, she, and write.

Materials
• Phonics Library selection Miss Nell
• index cards with words friend, play, read, she, write
• index cards

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Give each child index cards with friend, play, she, read, and write on them. Say: Match your words with a partner’s. Say, spell, and clap each word.

Early Production/Speech Emergent
Distribute the word cards. Write five sentence frames, each with one high-frequency word missing. Read each sentence. Invite children to place the cards and read the words.

Intermediate/Advanced
Give children the word cards. Encourage pairs of children to make up their own sentences using these words and to recite them for the class.
Possessives

**SAY** Today we are going to read about a girl named Peg. Peg has a cat named Flower. Peg’s cat makes a new friend. Let’s talk about how we say that something belongs to someone.

**ASK** In the story, whose cat makes a new friend? That’s right, Peg’s cat makes a new friend. It is Peg’s cat.

Walk around the room. Point out different items owned by children. **SAY** Mark has a backpack. This is Mark’s backpack. Have children repeat the second sentence in each pair you create.

Call on children to assume your role. Have them point out something a classmate owns and then use the possessive form to make a statement.

Next, have children ask each other questions about the items they just pointed out: Is this Gina’s sweater? Yes. This is Gina’s sweater. Is this Emily’s pen? No. This is Mark’s pen. Coach children to include a possessive in their responses.

Have children form a circle. Display and name each ELL Picture Card. Have children repeat each name as you hold it up. Then hand out one ELL Picture Card to a child. Have the child say his or her name in the possessive form (This is ___’s pencil) and then pass the card to the next child, who repeats the sentence with his or her name. Repeat for each card.

**Vocabulary**

learning and using the possessive case

**Materials**

- Anthology
- ELL Picture Cards
- book, pencil, parrot, backpack, house, pen
(See Master ELL 4–4.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 4–3.

Display the poem “Best Friends.” Remind children that you have read the poem to them before. Read the poem aloud. Then reread the last three lines. Ask: Whose house does the speaker in the poem go to? Yes, Nate’s house. The house belongs to Nate. Invite children to substitute other names for Nate in the phrase Nate’s house.

**Who’s Is It?**

Have children form a circle. Display and name each ELL Picture Card. Have children repeat each name as you hold it up. Then hand out one ELL Picture Card to a child. Have the child say his or her name in the possessive form (This is ___’s pencil) and then pass the card to the next child, who repeats the sentence with his or her name. Repeat for each card.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have partners take turns giving each other one of the ELL Picture Cards and saying, This is ___’s parrot. This is ___’s pencil.

**Early Production/Speech Emergent**

Have partners take turns asking each other questions about objects in the classroom, such as Is this Tina’s book? No. This is Angel’s book.

**Intermediate/Advanced**

Have partners conduct a short tour of the classroom, pointing out objects that belong to them and to other children.
Two Best Friends

Pages 157–163: Read the title and the head “Chapter 1.” Identify Peg, Jan, Mom, and Dad. ASK What is Peg’s family doing? Why do you think Peg is sad?

Pages 164–171: This is Chapter 2. Where are Peg and her family now? Identify Kim. Tell what Peg and Kim do together. How does Peg feel about her new friend, Kim?

Pages 172–175: How does Peg feel at the end of the story? Why do you think so?

High-Frequency Words

girl, know, sing, today

Ask one of the girls in the class to stand. SAY I know that girl. That’s Paula. Write I know that girl. Underline know and girl. Spell and clap them with children. Call on children to introduce other girls in the group the same way. Have children point to the words know and girl.

Write this sentence frame: Today we’re going to sing ___. Ask children to finish the sentence by suggesting song titles. Write suggestions on the board. Underline the words Today and sing. Repeat as above, spelling and clapping each word and calling on children to complete the sentence.
Friends

Read this sentence from page 161 of Two Best Friends: “I know you will find new friends,” Mom said. Tell children that before they reread the story they will talk about their own friends.

Tell children about one of your friends. Say why you are friends and tell some of the things you like to do together. Model how to say why someone is your friend by using this pattern: Margo is my friend because she tells me jokes when I feel sad. I like Margo because she makes me feel better.

Encourage children to express reasons why others are their friends. As needed, provide prompts such as, Is José your friend because he plays with you at recess? Is Tina your friend because she likes to ride her bike just as you do? Coach children to use your questions to help them frame their responses.

Have children role-play some of the activities they have talked about doing with their friends. Frame dialogue for them such as, I like to ride my bike with Tina. I like to play with Chen on the swings. Hand out the ELL Picture Cards if children need ideas.
Zack and His Friends and Two Best Friends

Review the Get Set Story and Main Story with children.

- Think about Zack and His Friends. Why do Zack, Glenn, and Pat dress as bears? Is Ann really afraid of them?
- In the story Two Best Friends, how can you tell Peg and Kim are friends?
- Tell what kinds of things friends do together.

Clusters with s

Explain to children that many words start with the letter s and another consonant. On the board, write the clusters sc, sk, sl, sm, sn, sp, st, and sw. Say When you see words that begin with these letters together, start by saying the sound /s/, then blend the sound of the next consonant.

Write the words sled, smile, scarf, swim, and snail on index cards. Display and name the matching pictures from Practice Book page 183 (items 1, 2, 3, 5, and 12). Demonstrate how to blend the sounds of s clusters as you read each word. Have children pantomime the words smile and swim as they say them.

Read Knock, Knock together. Have children stop at these words: stop, Skip, step. Say each word slowly. Call on children to help blend the sounds.

Skill Objective
Children associate sounds with the clusters sc, sk, sl, sm, sn, sp, st, and sw.

Academic Language
- consonant
- consonant cluster

Materials
- index cards with the clusters sc, sk, sl, sm, sn, sp, st, sw
- Phonics Library selection Knock, Knock
- Practice Book pages 183 and 184

Language Transfer Support
Although many Spanish words have s followed by a consonant such as t or c, there is usually a syllable break between the two consonants. Therefore, Spanish-speaking children may be used to hearing these sounds as parts of distinct syllables and not as a cluster. When reading clusters with s, children may precede them with a short e or a long a sound and have difficulty pronouncing s clusters at the ends of words.
Pulling It All Together

**SAY** This week we talked about friends and the things friends do together. Let's end our week by talking more about our friends.

**SAY** When I tell someone about one of my friends, I say her name. I tell some things we like to do together. I also tell a reason that she is my friend. Listen and I will show you how I tell about my friend Margo. Use a simple puppet to take the role of Margo, or invite a child to take the role.

**SAY** This is my friend Margo. We both like to listen to music. I go to Margo’s house sometimes. She is my friend because she shares things with me.

Have children work with partners. Tell them that they are friends and that they are going to practice introducing each other to someone else. As partners work, move around the room. Offer prompts, such as What do you and ___ like to do together? Why is ___ your friend? or refine children’s language. Call the group back together and have partners tell about one another to the class.

Wind down by revisiting “Best Friends.” Read the poem through once. Reread it, pausing to have children supply the rhyming words great/Nate and day/play.

Remind children of the actions they used while listening to the poem on Day 1. Read the poem, having children chime in and use the actions they created.

**IF NEEDED . . .**

**Beginning/Preproduction**  
See Master ELL 4–3.

Read the poem “Best Friends,” sweeping your hand beneath each line as you read. Invite children to chime in. Reread, emphasizing the rhyming words. Say: Listen to these words: great/Nate. They sound alike, don’t they? The words great and Nate rhyme. Can you think of another word that sounds like great and Nate? Repeat for day/play.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**  
**SAY** Tell a partner the name of one of your friends. Show what you like to do together.

**Intermediate/Advanced**  
**ASK** What are some things friends do together? Can a boy and a girl be friends? Why? Why not?
Telling Sentences

Write these sentence frames on the board:

- My name is _____.
- Today our class is going to _______.
- I like to ______.

Call on children to come to the board and write their first names in the first frame. After each child has done the first frame, have children suggest words for the other sentence frames. Tell children that they are helping you write sentences. SAY Each of these lines is a telling sentence. When you say “I like to swim,” you are telling something about yourself: A telling sentence tells about somebody or something.

Explain to children that telling sentences always begin with a capital letter and end with a period. Have children come to the board and point to the capital letters and periods in the sentences you wrote.

Display the pictures on Practice Book page 193. Have children look at each picture while you read the sentence and the sentence fragment next to the pictures. ASK Which of these is a telling sentence? Does it begin with a capital letter and end with a period? Does it tell about someone or something? Have them underline the telling sentence that goes with each picture.

Skill Objective
Children identify telling sentences.

Academic Language
- telling sentence
- capital letter
- period

Materials
- crayons, drawing paper
- Practice Book page 193

Beginning/Preproduction
Invite children to stand one at a time and say My name is _______. After each child’s turn, say: His/her name is _______. Coach the group to respond this way after each child speaks.

Early Production/Speech Emergent
Ask each child to tell about something they like to do. Write one of each child’s sentences on the board, with children’s help. ASK What should the sentence begin with? What should it have at the end? Does it tell about somebody or something?

Intermediate/Advanced
Provide the following sentence frame: I am _____ and I can ____. Have children finish the sentence and then use it as the theme and caption of a self-portrait. Have children share their pictures and captions.
This week we will read more stories about friends. Let’s talk about places where we can meet new friends.

Display the poem “A New Friend” on chart paper. Point to each word in the title as you read it. Have children listen as you read the poem once. Then reread the poem, emphasizing the places children can meet a new friend. Call on children to name those places after you complete the poem. Explain the idiom just around the bend for children.

Sometimes when you go on a trip or to visit family members, you can make a new friend. Other times someone new might move into a house on your street. Ask children to tell about their experiences.

Reread the last three lines of the poem. **ASK** Do you think a pet can be a good friend? Why? Have children say where they would go to find a new pet.

**Make a Friend**

Suggest other places children might make new friends—at the library, on a playground, or in an after-school club. Have pairs of children practice making new friends in these places. They should choose a place and then take turns introducing themselves, sharing something they like to do, and asking each other questions they would ask a new friend.
Caribbean Dream

Pages 67–69: Read the title. SAY These children live on an island. An island is piece of land that has water all around it.

Pages 70–75: Explain that the children in the story do special things at different times of the day. SAY Tell what you see in each picture. Find the children on page 75. The children are at the market in the morning.

Pages 76–83: Ask where the boys and girls are and what time of day it is.

Pages 84–89: SAY The children are playing in the rain. What do you think they are doing on pages 87 and 89?

Pages 90–96: Tell what the children do in the evening.

Skill Objective

Children associate the sound /u/ with the letter u.

Materials

• Phonics Library selections Buzzing Bug and Duff in the Mud
• Practice Book page 196
• Index cards with picture of a bug

Blending More Short u Words

Display Buzzing Bug and read aloud the title. ASK What is this book about? Write bug on the board. ASK What do you think this bug says? Write buzz on the board. Then lead a chant: What did the bug say? Buzz, buzz, buzz!

Model how to blend the sounds in bug and buzz. Underline the letter u in both words. Tell children to listen to the sound /u/ as you read the words again. SAY The sound /u/ is sometimes called short u. The letter u stands for this sound in bug and buzz. Write the words gum, fun, cut, mud, rug, bun, nut. Call on children to show how they blend the sounds to read each word.

Preview Practice Book page 196. Read the directions to children. Complete the first exercise. Explain that exercise 7 will tell about the picture.
How We Feel

Read page 72 of Caribbean Dream: Where friends meet friends, we smile. The children we read about yesterday smile when they are together. When you smile, how do you feel inside? Are you happy, or are you sad? Let’s talk about the different ways we feel and how we show them.

I smile when I am happy. Have children repeat the sentence and take turns showing you their biggest smiles. Then make an exaggerated frown. A frown is the opposite of a smile. How do you think I feel when I frown? I frown when I am sad. Have children show their biggest frowns and repeat the sentence. Hand out ELL Picture Cards to remind children of these expressions.

Continue by demonstrating an angry pout and a scared, wide-eyed, open-mouthed expression. Use the sentences I pout (or I put on a mean face) when I am angry and I open my eyes and mouth wide when I am scared.

Show how you look when you are happy. Tell a partner what you do when you are sad. Have children stand in a circle. Stand in the center and point to a child. Call out an emotion—happy, sad, angry, scared. Have the child demonstrate the appropriate facial expression. Have the group supply the correct “feelings” sentence. After a few times, call on children to take over your role as you join the circle.

Vocabulary
smile, frown, feel, happy, sad

Materials
• chart paper
• ELL Picture Cards
  smile, frown
  (See Master ELL 4–6.)

IF NEEDED...

Beginning/Preproduction
See Master ELL 4–5.

Display and read “A New Friend” aloud. Say: This poem is about meeting a new ___. Have children complete the sentence. Read the poem again. Ask: How do you feel when you meet a new friend? Are you happy, or are you sad? Say: When I am happy, I smile. Do you smile when you’re happy? Show me how you smile. Read the poem one more time as children chime in.

Show Your Feelings

Have children stand in a circle. Stand in the center and point to a child. Call out an emotion—happy, sad, angry, scared. Have the child demonstrate the appropriate facial expression. Have the group supply the correct “feelings” sentence. After a few times, call on children to take over your role as you join the circle.

Multi-Level Response

Beginning/Preproduction

SAY Show how you look when you are happy. Tell a partner what you do when you are sad.

Early Production/Speech Emergent

ASK How do I feel if I frown? What do you do when you are happy? Show a partner.

Intermediate/Advanced

ASK What are some things that make you feel scared? What makes you angry? Why?
LITERATURE FOCUS 10–20 MINUTES

**Dad’s Big Plan**

Pages 183–185: Point to and name the characters: Dad, Stef, and Mick. Where are the animals? Dad has a plan. What is Dad’s plan?

Pages 186–187: Do you think Dad’s plan will work? Why?

Pages 188–189: Who is helping to build the sandcastle? How does everyone feel when the sandcastle is finished?

SKILL FOCUS 10–15 MINUTES

**High-Frequency Words**

*down, hold, hurt, learn, their*

**Display** *Duff in the Mud.* Lead children on a picture walk. **ASK** Why is Gus going to wash Duff? Yes, Duff is down in the mud.

**Write** down, hurt, learn, and hold on the board. Clap and spell each word with children. Call on two children. Give each child an object. **SAY** Please hold the __. **Put the __ down.** Give two children an object to hold together. Point to the object. **SAY** This is their truck. Display the Word Card their. Repeat with other children and different objects.

MATERIALS

- Phonics Library selection *Duff in the Mud*
- index cards with words down, hold, hurt, learn, their

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**

Have partners use two sets of word cards to play Concentration, turning over two cards, reading the words, and keeping the cards if they match.

**Early Production/Speech Emergent**

Write simple sentence frames, such as Sit __, Bud. Have children use the word cards to complete each sentence.

**Intermediate/Advanced**

Have children make a set of word cards. Partners can read *Duff in the Mud*, matching their cards to words in the story.
Wild or Tame?

SAY Today we are going to read about a boy and his dog. Before we read, let’s talk about different kinds of animals. Let’s try to think of as many animals as we can.

Tell children you will make a list of animals as they name them. Get children started by naming a few animals, wild and tame, and writing their names on the chalkboard. If children run out of ideas, offer prompts. SAY A tiger lives in the jungle. What other animals live in the jungle? A rabbit is a small animal. What are some other small animals? Add to the list yourself as needed to include several wild and tame animals.

Explain that a wild animal usually lives outdoors and gets its own food. A tame animal can live indoors and needs someone to take care of it. Then review your list of animals one by one, asking children if they think each is a wild animal or a tame animal.

Distribute the ELL Picture Cards. Name them with children. Have children sort the cards into wild and tame animals. Point out that some of the animals, such as the parrot, the turtle, and the rabbit can be both wild and tame.

Have children imitate the animals of their choice, moving and making sounds. Encourage them to say the animal’s name and whether it is wild or tame: I am a dog. I am a tame animal.

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

Have partners sort the ELL Picture Cards into wild and tame animals. Ask them to choose one animal and tell about it.

**Early Production/Speech Emergent**

**ASK** Which one is a wild animal, a goldfish or a lion? Name one wild animal we talked about.

**Intermediate/Advanced**

**ASK** What is the difference between a tame animal and a wild animal? Is a giraffe tame or wild? What does a giraffe look like? Where does it live?
**LITERATURE FOCUS**

**Dog School**

**Pages 191–195:** Point to the dog. *This is Spritz. Tell what Spritz likes to do.*
What trouble does Spritz get into?

**Pages 196–199:** Mom says Spritz should go to a class for dogs. What might Spritz learn in class?

**Pages 200–203:** What does the boy try to teach Spritz? Does Spritz do what she’s told?

**Pages 204–209:** On the last day of class, Spritz takes a test. Does she pass the test? How can you tell that Mom, the boy, and Spritz are happy?

**High-Frequency Words**

**car, hear, walk, would**

**Display** *Jess and Mom.* Point to the car on page 37. SAY, *This is a very old car. Will the boy and his mother get in the car? Would you get in that car? Maybe they will walk.* Write the words *car, would,* and *walk.* Then have children clap and spell them.

**Read** the book aloud with children. Reread the first sentence on page 39: *Jess can hear gulls on the strip.* Write the word *bear* on the board. Cup one hand to your ear, and point to the word *bear.* SAY, *I can hear a truck coming down the street.* Call on children to point to the word *bear,* and say a sentence beginning with “I can hear...” Review or complete *Practice Book* pages 199 and 200 with children.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give each child the four word cards. SAY, *Hold up the card that says ___.* Repeat for each word: *car, walk, hear, would.* Have children draw a picture illustrating one or two of the words. Help them label it.

**Early Production/Speech Emergent**

Give each child one of the word cards. Write the four words on the board. Point to a word. ASK, *Who has this word?* Ask the child who has the card *Is this word ___ or ___?* Repeat, redistributing cards as necessary.

**Intermediate/Advanced**

Write simple sentences on the board, such as, *I hear a dog. I would go in the car. Let’s walk to the park.* Give each child a word card. Ask each child to read the word and find it in a sentence. Read the sentence together.
Pets

Read page 193 of Dog School: Spritz likes a scrub in the tub and she loves to go for a walk. *Say* Yesterday we talked about wild animals and tame animals. Is Spritz a wild animal or a tame animal? Today we will read the story about the boy and Spritz again. First, let’s talk more about animals.

Make the point that the boy and Spritz live in a neighborhood. Say that many people and animals live in a neighborhood. *Ask* What animals do people have as pets in your neighborhood? Provide prompts as needed: Are there dogs in your neighborhood? cats? Do you know anyone who has a small bird? a turtle?

Quickly review some of the features of city and country life. Then begin a discussion of which animals would be good pets in the city and in the country. *Ask* What kinds of pets would be good to have in a city neighborhood? in the country? Why are ___ good pets to have in a neighborhood like yours?

Have children sit in a circle. Give each child one or two of the ELL Picture Cards. *Say* Hold up one of the cards. Name the animal. Would it be a good pet or not? Tell why. Model for children: *This is a tiger. It would not be a good pet because it is a wild animal.* Go around the circle at least once.
Dad’s Big Plan and Dog School

Review the Get Set Story and Main Story with children.

- **Think about Dad’s Big Plan.** What kind of plan did Dad have? Talk about his plan.
- **In the story Dog School,** why does the boy say that Spritz is a bad dog? Do you think Spritz is really a bad dog? What plan does Mom have for Spritz?
- **Compare the way the boy helps Spritz in Dog School with the way Stef, Mick, and Dad help each other in Dad’s Big Plan.

**Skill Objective**

Children associate sounds with the clusters *scr, spl, spr,* and *str.*

**Materials**

- Phonics Library selection *Jess and Mom*
- *Practice Book* page 198
- Anthology

**Triple Clusters**

Write *splat* on the board. **SAY** *I drop an egg. It goes splat!* Have children say splat chorally. Underline the triple consonant cluster *spl.* **SAY** *This word starts with three consonants: s, p, l.* Blend the three sounds with children. Then say the whole word: *Splat!* Repeat for *scrub.*

**Review Practice Book** page 198. Have children identify the triple cluster words. Have children underline the first, second, and third consonants and read the word.

**MULTI-LEVEL PRACTICE**

- **Beginning/Preproduction**
  Write *strap, stop, splash, scrap, string, stick,* and *slip.* **SAY** *Raise your hand when you see words that begin with three consonants.* Blend the words with children.

- **Early Production/Speech Emergent**
  Read *Jess and Mom* aloud. **SAY** *Raise your hand when you hear a word that starts with three consonants.* Say the words together.

- **Intermediate/Advanced**
  Have children look through the Anthology selections for words with triple clusters. Have them list the words and share them with the class.
Pulling It All Together

**Say:** This week we have read about children who are friends and what they do together. And we have read about a boy and a pet dog that is his friend. Let’s end our week by doing an activity together. We will pretend to make new friends!

Use a puppet to model the activity. The idea is to tell about a make-believe new friend. Give the friend a name. Tell if it is a person or a pet. Say where you met your new friend and what you like to do together. Show you are happy to have a new friend by smiling at him or her as you talk. **Say:** This is my new friend. His name is Rusty. He is a puppy. I got him at the pet store. We play ball together. Provide several models.

**A New Friend**

Have children work with partners. Have children draw a face on their thumbs with washable markers. They can use these puppets as stand-ins for their make-believe friends.

Move around the room as children talk, coaching or providing prompts as needed. After some practice time, call the group together. Call on children to introduce their make-believe new friends. Remind children to smile to show how they feel about their friends.

**Multi-Level Response**

**Beginning/Preproduction**

**Say:** Show how it feels to make a new friend. Tell what you like to do with your friends.

**Early Production/ Speech Emergent**

**Ask:** Where did you meet your make-believe new friend? What do you both like to do?

**Intermediate/Advanced**

**Ask:** Why did you choose a person (pet) to be your new friend? Show how you would feel if your new friend moved away. Tell why.
Asking Sentences

**Play** the game “I’m thinking of a ...” with children. Children must ask questions which you can answer with yes or no and which will eventually lead them to guess the object, person, or place that you are thinking of.

**Write** each question children ask on the board. After they have guessed the secret object, review the sentences on the board. **SAY** To find out what I was thinking about, you asked me questions. Here are the questions. They are all asking sentences. They all start with a capital letter and end with a question mark.

**Hand** out a copy of **Practice Book** page 206 to each child. **ASK** What is happening in this drawing? (There is a performance. Children are in the audience.) Then read each pair of sentences with children. Have children say which is the asking sentence. **ASK** Does it end with a question mark? Does it ask something? Have children underline the asking question in each exercise.

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**Beginning/Preproduction**

Read a list of paired telling and asking sentences. Tell children to raise their hand every time they hear an asking sentence. Use sentences such as We’re going to play ball today. Are we going to play ball today? George has a cold. Does George have a cold? I have a red truck. What color is my truck?

**Early Production/Speech Emergent**

Write these words: Who, What, Where, When, Why. Read the words aloud. Have children repeat each word. **SAY** What letter begins each word? Asking sentences often start with a “w” word. Have children make up asking sentences that start with a “w” word.

**Intermediate/Advanced**

Have pairs of children interview each other. Tell children they should think of things to ask that would reveal interesting things about each other. Children might role-play an interview for the group.

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**Language Transfer Support**

Spanish-speaking children may be familiar with the inverted question mark that is used at the beginning of Spanish interrogative sentences. This mark immediately lets the reader know what kind of sentence they are about to read. English has no equivalent preview. Readers must jump to the end of the sentence or use other contextual clues to determine the type of sentence.