Theme 5

THEME 5: Home Sweet Home
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Home Sweet Home
Today you will listen to a story about two frogs who each take a trip. Let’s talk about any trips you have taken.

Write the poem “Let’s Go!” on chart paper and display it.

Listen and watch as I read this poem about taking a trip. Read the poem aloud. Hold a make-believe steering wheel. Smile and pretend to beep the car horn. Invite children to follow your gestures and chime in on Beep, beep!

Distribute the ELL Picture-Word Cards car and suitcase. Tell children that bag is another word for suitcase. Listen as I read “Let’s Go” again. Hold up each card when you hear its name in the poem. Reread the poem.

Encourage children who have taken trips to share their experiences. Have you ever taken a trip to visit family members? How did you get to their home? Did you go somewhere on vacation in the summertime?

Put four chairs to represent the seats in a car. Where would you like to go? Assign groups of two to four children to choose a destination.

Have each group put their bags in the trunk, get inside, and wave goodbye. Have children say where they are going and for how long.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Where did you and your group (partner) decide to go? Tell where you put your bags.

**Early Production/Speech Emergent**

**ASK** What do some people ride in to go places? Where would you like to go on a trip?

**Intermediate/Advanced**

**ASK** Why do people beep their horns? Pretend you are looking out the car window. What do you see?
**The Two Japanese Frogs**

**Teacher Read Aloud, Teacher’s Edition pages T30–T31**

Display page T31. Explain that this illustration goes with a story called *The Two Japanese Frogs*. Have children look for details about the frogs. Then ask:

- What do you see in this picture?
- What are the frogs doing? What are the frogs wearing?
- Find the two roads in the picture. Why do you think there are two roads?

**Digraphs sh, th, wh**

**Display** *The Shed*, and lead children on a picture walk. **SAY** Listen as I read the title: *The Shed*. Say shed slowly. Think about how your lips, teeth, and tongue feel when you say the /sh/ sound. Have children repeat /sh/ a few times. Do the same for /th/, having children hold up their thumbs and say the word *thumb*.

**Repeat** for /wh/, using *what* and /hw/. As children say *what* slowly, have them hold their hands in front of their mouths. Ask if they can feel their breath.

**Write** *thing, ship*, and *when* on the board. Ask children to read the words. Have them underline the letters that stand for the beginning digraph sound. Repeat with the words *path* and *fish*, using the ending sounds.

**Preview** the Practice Book. On page 1, read the words below each sentence with children. On page 2, help children name the pictures and read each word.

**Skill Objective**

Children read words with the digraphs *sh, th*, and *wh*.

**Materials**

- Phonics Library selection *The Shed*
- Practice Book pages 1, 2
- index cards with the words *ship, shed, fish, wish, path, with, bath, thin, thick, what, when, whale*

**Language Transfer Support**

Spanish-speaking children may have difficulty pronouncing /sh/, since there is no sound for *sh* in Spanish. They may also have trouble with the sound for *th*, and may substitute /t/ for /th/.
Packing for a Trip

Reread this text from The Two Japanese Frogs: Once there were two frogs who longed to travel and see the world. Ask: What would you need to take with you if you were going to see the world? Let’s talk about something people need to do before they take a long trip.

Invite children to tell some things they think people need to do to get ready to take a trip. Bring in an old suitcase, if possible. Pantomime taking clothes out of a dresser drawer and placing them in a suitcase. After you have packed several items, close your suitcase and put it on the floor. Say: What did I just do? Right! I packed my suitcase. If I were going on a long trip, I would need to take along clothes and other things.

Have children name some things they would pack for a trip. Ask: Would you pack pajamas? Would you pack your toothbrush? Distribute the ELL Picture-Word Cards as appropriate to help children think of ideas or remind themselves of what they have said. Ask: Which card shows a suitcase packed and ready for a trip? Which card shows an unpacked suitcase?

Have a round-robin packing activity. Each child in turn names something to pack for a trip. If children’s interest holds, play a quick round using the alphabet to cue something each child will pack. The first child might pack an apple; the second, a bear. Invite children to pack silly things just for the fun of it!

Vocabulary
suitcase, toothbrush, pajamas, clothes, shoes, socks

Materials
• suitcase
• suitcase contents
• ELL Picture-Word Cards

BEGINNING/PRODUCTION
See Master ELL 5–1.
Display “Let’s Go!” Read it aloud once. Have children repeat each line after you and add the gestures from Day 1. Reread the first line of the poem. Ask: What do you think the people in the poem packed in their bags? Pantomime packing a suitcase. Say what you’re doing: I am packing my toothbrush. Call on children to do the same.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Say: Name some things you packed in your suitcase. Show how you would pack for a trip.

Early Production/Speech Emergent
Ask: What do people pack their clothes in? Name some things you would pack for a trip.

Intermediate/Advanced
Ask: Why do people need to take clothes on a trip? What toys would you pack for a trip? Why?
Get Set to Read
A Home in a Shell, Anthology pages 14–15

Read the title aloud with children. **SAY These are some words you will need to know to read the story Moving Day. Let’s read them together.** Read the Words to Know with children. Then read the sentences aloud as you track the print.

**Moving Day**

Lead children on a picture walk, helping them think about how the shells are alike and different.

**Pages 16–19:** This crab lives in a shell under the water. Point to the crab.

**Pages 20–35:** One shell is long. Show the long shell. One shell is heavy. Point to the long shell. Continue through each page, helping children identify each shell and the word that describes it.

**Pages 36–37:** How many shells do you see? Explain to children that this page shows all the shells the crab has tried in the story so far.

**Pages 38–42:** Tell what you see in each picture. What is the crab doing on page 41? How does the crab feel in the new shell?

**High-Frequency Words**

**light, long, more, these, small**

**Lead** a picture walk of Champ. Ask if the dog Champ is big or small. Write Champ is big. He is not small. Ask a child to underline the word small. Explain that big and small are opposite in meaning. Clap and spell the word small.

**Display** these words: light, long, more, these. Read, clap, and spell each word aloud with children. Say short. Ask a child to find its opposite. Do the same with heavy for light and less for more.

**Return** to Champ. **SAY** Find a picture that shows how long Champ is. Find a picture that shows a small person. Is Champ heavy or light? Find a picture that shows this. Have children point out heavy and light objects in the classroom.

**Show** a glass half-full of water to children. Add water until the glass is almost full. **SAY** Is there more or less water in the glass now? Then **review** all the words by repeating the clap-and-spell activity.

**Skill Objective**

Children read and write the words light, long, more, these, and small.

**Materials**

- Phonics Library selection Champ
- word cards light, long, more, these, small
Moving Away

**SAY** Today we will read a story about a crab that must move to a new home. Let’s think and talk about moving before we read.

Ask children who have moved from one home to another to share their experiences. If no one volunteers to share, tell about a time you have moved.

**SAY** When I moved to a bigger house I had different kinds of feelings. I was excited about having a brand new house and a yard. I was also sad because I would miss my friends. I had to leave the school I was teaching in and go to a new school. That was a little scary.

Invite children to talk about how they might feel if they were to move.

After some initial discussion, coach children to use this pattern when responding: *If I moved away, I would feel ___ because ___.*

**ASK** What are some reasons that people move? Talk briefly with children, prompting as necessary with suggestions such as a parent getting a new job in a different place, a family needing more space if a new baby is born or a grandparent comes to live with them, or people wanting to move closer to where other family members live.

**Let’s Move!** Have pairs of children role-play moving day. Model packing up a car or a truck, moving furniture, shaking hands, saying good-bye, and waving. Use expressions such as *I’ll miss you, So long!* and *I’ll write to you soon.*

**Vocabulary**
moving, move, moving day, feelings, good-bye

**IF NEEDED ...**

**Beginning/Preproduction**
See Master ELL 5–1.
Display the poem “Let’s Go!”
Read it aloud, tracking the print. Have children chime in as much as they are able.
Then reread the fourth, fifth, and sixth lines. Ask: *How do the people in the poem feel about traveling to different places? Do they feel happy or sad? Do you think they will come back home after their trip?* Read the poem once more with children.

**Display the poem “Let’s Go!”**
Read it aloud, tracking the print. Have children chime in as much as they are able.

Then reread the fourth, fifth, and sixth lines. Ask:

*How do the people in the poem feel about traveling to different places? Do they feel happy or sad? Do you think they will come back home after their trip?* Read the poem once more with children.

**Ask** What are some reasons that people move? Talk briefly with children, prompting as necessary with suggestions such as a parent getting a new job in a different place, a family needing more space if a new baby is born or a grandparent comes to live with them, or people wanting to move closer to where other family members live.

**Let’s Move!** Have pairs of children role-play moving day. Model packing up a car or a truck, moving furniture, shaking hands, saying good-bye, and waving. Use expressions such as *I’ll miss you, So long!* and *I’ll write to you soon.*
High-Frequency Words

grow, other, right, room

Point to a plant in the classroom (or to a picture of a plant). SAY Name one thing a plant needs in order to grow. Name one thing that helps a child to grow. Write grow on the board. Have children clap and spell the word.

Write other on the board. Read the word. ASK What other things do plants need in order to grow? What other things do children need to grow?

Review the word light with children. Then write light and right. Read both words. Have children compare the words, letter by letter. ASK Which word means “not wrong”? Which means “not heavy”? If appropriate, tell children that light can also mean “not dark,” and that right can mean the opposite of left.

SAY Name your favorite room at home or at school. Write room on the board, and read it aloud. Below room, write more. Help children note that both words use the letters r, o, and m but that the letters are not in the same order. Ask which word begins with /r/. Ask which begins with /m/.

Display the word cards grow, other, right, and room. Have children clap and spell the words to review them.

Preview the exercises on Practice Book pages 5–6. Read through the directions and the first item on each page with children.
Measurement

Read pages 22–23 of Moving Day: This shell is too long. This shell is too wide. Recall with children that the hermit crab was trying to find a shell just the right size for himself. SAY Today we will talk about how we can find out the sizes of different things.

SAY One way to find the size of something is to measure it. Display a ruler and a tape measure for children. SAY You can use both a ruler and a tape measure to measure the size of something. But today we will use things in our classroom to measure other things.

Have children watch as you measure a pencil by using small paper clips. SAY This pencil is five paper clips long. Emphasize the measurement word long. Then use the paper clips to measure the width of a storybook. Use the word wide as you report the measurement to children.

Use other nonstandard measures to find out how long or wide things in your class are. Help a child measure the length of a tabletop by using one of his or her hands. Have children stand side by side to measure how wide the classroom doorway or the chalkboard is. As they measure, coach children to use the words long and wide to report their findings.

**Vocabulary**
size, measure, wide, long

**Materials**
- Anthology
- ruler
- tape measure
- small paper clips

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 5–1.
Display the poem “Let’s Go!” Read it and invite children to chime in. Ask: What do the people in the poem use to travel in? What are some other ways people can travel? If possible, bring in pictures out of magazines or from other sources that show people riding in a plane, a bus, and a train. Help children name each form of transportation. Help children compare the speeds of a plane, bus, train. Say: Yes. A plane goes faster than a bus.

**Measure It**
Use other nonstandard measures to find out how long or wide things in your class are. Help a child measure the length of a tabletop by using one of his or her hands. Have children stand side by side to measure how wide the classroom doorway or the chalkboard is. As they measure, coach children to use the words long and wide to report their findings.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
SAY Show how you measured the tabletop. Tell how long your shoe is in paper clips.

**Early Production/Speech Emergent**
ASK Tell what I did to find out how long the pencil was. What was the most fun to measure? Why?

**Intermediate/Advanced**
ASK What could you use to find out how long your arm is? Why do people measure things?
Moving Day

Read aloud the Selection Summary for Moving Day (Master ELL 5–2). Then ask children to retell the story as you display the Anthology for them. Encourage them to think about each different shell as they tell the story. Then ask:

1. Look at the shells on pages 36–37. Tell why the crab did not like these shells.
2. Choose your favorite picture in the story. Tell what is happening in it.
3. Do you think the crab made a good choice for his new home? Tell why.

Digraphs ch, tch

Display page 5 of The Shed. SAY The boy’s name is Chad. Say Chad. Listen for the /ch/ sound. Say cb, ch, cb, cb. If your name begins with /cb/, come up and say your name. SAY Sometimes the /cb/ sound comes at the end. Listen for /cb/ in these words: much, each, rich, such. Repeat the words with children.

Write much, chick, chin, rich, and such. SAY Read each word. Underline the letters that stand for /ch/. Is /ch/ at the beginning or at the end? Write pitch and catch on the board. Read the words. Underline tch. SAY Sometimes at the end of a word, the /cb/ sound is spelled with three letters: tch.

Review Practice Book page 3. Read the sentences with children. Then have them write the /ch/ words that name the pictures. On Practice Book page 4, help children read the word choices and decide which one completes each sentence.

Skill Objective
Children read words with the digraph ch (tch).

Materials
• Phonics Library selection The Shed
• Phonics Library selection Hen’s Chicks
• Practice Book pages 3, 4

Language Transfer Support
Spanish-speaking children may need extra practice with /ch/ at the end of a word. In Spanish, /ch/ occurs infrequently at the end of a word. (It does occur, however, at the end of some words from the Catalan language.)
Pulling It All Together

**SAY** This week we have talked about taking trips and moving from one home to another. Let’s end our week by thinking about moving some things in our classroom.

Select a section of your classroom, such as the book nook, that could be moved to another space in the room. Tell children that they will help you move all the things in that section of the room.

Have children help you find a new space in the classroom. Remind them to think about how long and wide any furnishings may be. Things must fit in the new space! **ASK** Will our bookcase fit in that corner? Is it too wide? What can we do to find out?

Once the new site has been chosen, ask children to say what must be done to actually move the things from one place to another. Talk about packing, transporting, and unpacking.

**Move It** Have children role-play the move. Have them pretend to pack up the things, move furnishings, and so on. Then have them say good-bye to the old space and hello to the new one. Wrap up the week by revisiting the poem “Let’s Go!” Encourage children to shout out the final sentence *Let’s go!*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show what you did when we pretended to move. What would you really like to move in our classroom?

**Early Production/Speech Emergent**

**ASK** What did we pretend to move in our classroom? What job did you do when we pretended to move?

**Intermediate/Advanced**

**ASK** What is the hardest job when you move? Why? Should we really move something in our classroom? What? Why?
Exclamations

Display Champ. Ask a child to read aloud page 9. Have children name the punctuation mark that ends the first sentence. Tell them that the mark at the end of the next sentence is called an exclamation point. SAY This mark shows that the sentence should be read with strong feeling. Model how to read the sentence.

Write an exclamation point on the board. Contrast it with a period and a question mark. Then write these sentences:

That was fun.
That was fun!
Was that fun?

Model how to read each sentence. Then point to the sentences in random order. Ask children to read the sentences with appropriate expression. Children might first read chorally, then independently.

Return to Champ, and have children find another sentence that ends with an exclamation point (page 12). Have children read the sentence. Tell them that a sentence that ends with an exclamation point is called an exclamation.

Review Practice Book page 14 with children. Ask how they decided which sentences to circle. Be sure children understand that the directions asked them to circle the whole sentence—the exclamation—not just the exclamation point.

Skill Objective
Children identify exclamation points and read exclamations with appropriate expression.

Academic Language
- exclamation point
- exclamation

Materials
- Phonics Library selection Champ
- Practice Book page 14
- Phonics Library selection Hen’s Chicks

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write an exclamation such as I can do it! Read the sentence; then ask a child to point out the end punctuation mark. Repeat with a few other sentences. Some children may be ready to read one of the sentences on their own.

Early Production/Speech Emergent
Have children find both a question and an exclamation in Hen’s Chicks. Ask them to take turns reading each sentence aloud, using appropriate expression.

Intermediate/Advanced
SAY Draw a picture of yourself doing something you like. Write a caption that tells about it. Provide a sentence frame: I am ______ and I can ______! Have children share their pictures. Children at other proficiency levels might be included as well.
Today you will listen to a story about a city mouse and a country mouse. How are the city and the country different? Let’s talk about the city and the country.

Display the poem “City or Country?”

Listen as I read this poem about the city and the country. Read the poem, emphasizing the words city and country.

Show children pictures of city and country settings. Read the poem one line at a time. Look at the pictures. Raise your hand when you find something that is in the poem. Pause as children find images. Name the items with them.

Help children name things in the city pictures. Would you see buses in the city? tall buildings? Repeat with the second verse and the country pictures.

Help children compare both settings. Do you live in the city or in the country? How do you know?

Reread the poem. Ask children if they would like to visit the country (or city, depending on where they live). What would you like to see on your visit?

City or Country?

Come visit the city with me.
There’s plenty to do and see.
There are big buses, fast trains,
And tall buildings, too.

Come visit the country with me.
There’s plenty to do and see.
There are farms, little ponds,
And woodlands, too.

City or country.
Come visit them with me.

Visit, see, city, country, farms, ponds, buses, trains

Materials
• chart paper
• pictures showing city and country settings

Vocabulary

Technology
Get Set for Reading
CD-ROM
Me on the Map

Education Place
www.eduplace.com
Me on the Map

Audio CD
Me on the Map
Audio CD for Home Sweet Home

Language Development 15-20 minutes

Come and Visit
Choose one picture. Is it a picture of the city or the country? Name some of the things you see there.

Do you live in the city or in the country? What can you see in the city? What do you like to see in the country?

Where do farmers live, the city or the country? Tell how you know. How is the city different from the country?
The City Mouse and the Country Mouse

Teacher Read Aloud, Teacher’s Edition pages T118–T119

Display page T119. **ASK** Which mouse is the country mouse? Why do you think so? Is this house in the country or in the city? Tell why you think so. Read the first paragraph of the story to children. Ask what might happen when City Mouse visits Country Mouse. Tell them they should think about what they know about the city and the country to help them understand the story.

**Blending Long a Words (CVCe)**

Display *Pets in a Tank*, and lead children on a picture walk. Have children listen for the vowel sound in the names Kate and Jake. **SAY** The vowel sound in Kate is /æ/. Say /æ/ with me. Say the long a sound several times. Point out that the long a sound is just like the letter name a. Have children say Jake again. **ASK** What vowel sound do you hear? What do we call this sound?

**Write** Kate and Jake. Point out the a-consonant-e pattern. Add these words: lake, gate, race, cage, fade. Read the words with children. Ask children to underline each a and e, and to circle the consonant letter between them.

**Preview** Practice Book pages 19 and 20. Help children name the pictures, read the directions, and practice a few of the exercises.
Inside a House

Display the illustration in the Teacher’s Edition as you read this sentence from The City Mouse and the Country Mouse: The City Mouse sat down at an old table upon which were a couple of berries and a salad of roots and small leaves. **SAY** The two mice sat down at the table. Where is the table in this picture? Do you have a table in your house? Where is it? What do you use it for?

Tell children that a table is a piece of furniture. **ASK** What did the mouse sit on when she ate at her table? Yes. A chair. Chairs are furniture, too.

Have children think about the furniture in their homes. **SAY** Let’s list different kinds of furniture. **Think about the living room. What do people sit on in the living room?** As children name items, begin a list on the board. List each piece of furniture beneath the room in which it is found.

<table>
<thead>
<tr>
<th>Living Room</th>
<th>Kitchen</th>
<th>Bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>sofa</td>
<td>table</td>
<td>bed</td>
</tr>
<tr>
<td>lamp</td>
<td>chair</td>
<td>lamp</td>
</tr>
<tr>
<td>chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distribute the ELL Picture-Word Cards. Ask children to match the cards to items on the chart. If not all the items have been mentioned, add them to the chart. Help children see that many furniture items can be placed and used anywhere.

Have children draw a large house on mural paper. Label each room with them. Have them place furniture by drawing it, placing Picture-Word Cards, or writing labels.

**SAY** Show a table and a chair. Name some furniture in a bedroom. Draw a piece of furniture from your house. Help children label their drawings.

**ASK** What do you sleep on? Where are there lamps in your house? Draw the furniture in your kitchen. Help children label their drawings.

**ASK** Why are chairs good to have in a house? Draw your favorite room in your house. Help children write labels for their drawings.
Get Set to Read

Where in the World?, Anthology pages 52–53

Display pages 52–53. **SAY** The boy is standing in front of a map of the United States. A map shows where places are and how to get from one place to another. Read the Words to Know with children. Then read the pages together. If possible, find your state on the map.

Me on the Map

Lead children on a picture walk. Help them think about what maps tell us.

**Pages 55–57:** **SAY** In this story, a girl tells where she lives and how she finds her place on the map. Where does she start her story? (in her room) Read pages 56 and 57 aloud to show children the pattern of the story.

**Pages 58–65:** Help children understand the pattern of the story through the pictures. Use the words house, street, town, and country in the discussion.

**Pages 66–69:** Explain that the map on pages 68–69 shows our round world unrolled to lay flat. Help children find the United States on the map.

**Pages 70–73:** **SAY** Now the girl shows how she finds her own special place on the map. She finds her way back through all the maps to her own house.

**Pages 74–79:** **SAY** The girl thinks about how everybody can find their own special place on the map. Point to some of the different maps she made.

High-Frequency Words

could, house, how, so

Display Gram’s Trip, and lead children on a picture walk. Then read page 21 aloud. Write so and could on the board. Reread the sentence, pausing at so and could and having children supply the words. Ask children to read the sentence. **SAY** Look at the picture on page 21. Where does this part of the story take place? Write house on the board, and ask children to read the word with you.

Write bow below house. Read both words with children. Compare the two words, letter by letter and sound by sound. Then clap and spell each word. Tell children that we often use bow to ask a question. Provide an example: How old are you? Then ask children to suggest other questions beginning with How.

Review all the words by repeating the clap-and-spell activity.
Our Street Addresses

**SAY** Today we will read a story about a girl who tells where she lives. One thing that helps us tell others where we live is a street address. Street addresses tell where people live and where stores and businesses are.

**SAY** Many people live on a street with a name or number. Each house or building on that street has a number, too. My friend Maggie Brown lives at 224 Elm Street, Apt. 6, Newtown.

Write the school’s address for children, excluding the state and zip code. Tell children this address says where their school building is. Read the school name and address line by line as children listen. Point out and identify the parts of the address.

**ASK** Do you know your own street address? Would you like to tell the group? As children volunteer, write each address on the board. Help them identify the house number, the street name, and the apartment number as appropriate.

Talk with children about why it is important for them to know their addresses. Help them see that they need to know their address in case there is a fire to report, in case someone needs medical help, or in the event they become lost.

Have partners practice giving each other their address or the address of the school. Model for them: *My address is _____.*

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**Materials**
- plain envelopes

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 5–4.

Read the poem “City or Country?” aloud. Focus on the second verse. Say: *When I say “Come visit the country with me,” get up and follow me. We will see some country things.* Read the second verse, beckoning children to come with you for a country walk. As you read, point out the farms, ponds, and woodlands. At the end, have children say where they visited with you.
Soft c and g

Remind children of the story *The City Mouse and the Country Mouse*. Write *city* on the board, underlining the initial *c*. Point out that in this word, *c* stands for the */s/* sound. Do the same with *giant*, explaining that *g* stands for the */j/* sound.

Circle the *i* in *city* and *giant*. Tell children that often before *i*, *c* stands for */s/* and *g* stands for */j/*. Provide a few other examples, such as *cent, circle, cinema, gentle, ginger, giraffe*, writing each on the board for children to see.

High-Frequency Words

*over, own, world*

Point to a globe. SAY: *This is a model of the world*. Write *world* and read it with children. ASK: *What shape is the world?* Find the blue parts of the globe. *The blue parts show the water in the world.*

Write *over* on the board and read it with children. Hold something over your head. SAY: *This is one meaning of *over*. But sometimes we use *over* in a different way. If I say, “I walked all over town,” I’m using the word *over* to mean “through.”* Give other examples, such as *I’d like to travel all over the world.*

Write *own* under *over*. SAY: *The words *own and over* begin with the same sound and letter*. Have children compare the words letter by letter. SAY: *Tell about something you own*. Provide this frame: *I own ____.* Then display the index cards with the words *own, over, and world*. Have children clap and spell each word.

Review children’s completed *Practice Book* pages 22 and 23, or help children complete them. Have them share their drawings with the group.
Helpful Signs

Read pages 72–73 of Me on the Map: Then I look at the map of my town and find my street. And on my street I find my house. **SAY** Maps help us find places. Today we will talk about other things that help us find places.

Ask children to tell about or draw the kinds of signs they see all the time. Talk about traffic signs, store signs, restroom signs, no smoking signs, and so on. Help children realize that some signs have words and some are just pictures. Make the point that all signs give people important information.

If children can see street signs from the classroom window, use those signs to begin a discussion. You may also distribute the ELL Picture-Word Cards, draw some street signs on the chalkboard, or construct simple signs from oaktag. **SAY** If I know someone’s street address, I can find the house by looking at the street signs. When I find the right street, I look at the number signs on the houses until I see the one I want. Street signs help people find places. Read the street signs outside and the ones you have distributed to children. Call out each street and ask children to locate the correct sign.

Use the street signs to create a small neighborhood in the classroom. Write some simple street addresses on strips of paper for children. Have partners work together to find the correct street in the neighborhood. Then have children exchange addresses.

**MULTI-LEVEL RESPONSE**

**BEGINNING/REPRODUCTION**

**SAY** Make a picture sign that would help someone find our classroom. Make a street sign that tells what street our school is on.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** If you are trying to find someone’s house, what do you need to know? A map can help you find a place. What else can help you find a place?

**INTERMEDIATE/ADVANCED**

Have children draw a map from their house to the school. Ask them to add street signs and other landmarks that would help people find their way.
Me on the Map

Read aloud the Selection Summary for *Me on the Map* (Master ELL 5–5). Then ask children to retell the story as you display the Anthology for them. Encourage them to think about the order of the maps as they retell the story. Then ask:

1. *What does the girl use the maps to show us?* (where she lives)
2. *What do maps help people do?* (find places to go and places where people live)
3. *What would you put on a map of your home?* Draw a map of your home or of your street, with your house labeled.

Final *nd, ng, nk*

Display *Stuck in the House*. **SAY** This story begins with sound words: Plink, plink, plop, plop! Look at page 25. What do plink and plop mean in this story?

**Write** plink. Underline the letters *nk*. Have children say the word several times, listening for the ending sounds. **SAY** Think of some words that rhyme with plink. Write suggestions under plink.

Return to *Stuck in the House*. **ASK** What game are the girl and her mom playing? Write ping and pong. Repeat the process above. Then write *and* and *end* in a column. Point to *and*. **SAY** Read this word you know. Now read both words. Listen for the sounds for *nd* at the end.

**Review** children’s completed *Practice Book* page 21, or work with partners to complete it. Read the sentences together.

**Skill Objective**
Children read words with final *nd, nk, and ng*.

**Materials**
- Phonics Library selection *Stuck in the House*
- Phonics Library selection *Pets in a Tank*
- *Practice Book* page 21
- index cards with *sing, think, bend, thank, wink, stand*
Pulling It All Together

SAY This week we have read stories about places to live. We talked about addresses, signs, and what’s inside our homes. Now we’re going to do something special.

Tell children they are going to go shopping for some new furniture. Create a furniture store area with children, using a simple picture sign to label the store, Picture-Word Cards (enlarged perhaps) as items for sale, and street signs. Decide what street the store will be on.

Assign pairs of children to shop together. Give each pair one or two ELL Picture-Word Cards and a piece of paper with a street address. SAY These are the items you want to buy. This is where you live. Practice how to buy your items. Model how to place an order: I want to buy this sofa. Please send it to my house. I live at 25 King Street. Look at the street signs to find my house.

Have pairs of children walk around the store area to look at the furniture. Have one child be the buyer and the other the clerk. After the buyer completes a purchase, the children should reverse roles. Coach children as necessary. ASK What do you want to buy, a chair or a table? What is the name of the street you live on? If possible, have pairs exchange addresses and Picture-Word Cards and continue to shop. Have the group come back together again to share their shopping experiences.

BEGINNING/ PREPRODUCTION

SAY Tell what you bought. Where did you tell the store to send the ___? Draw or tell about some stores you like to go to.

BEGINNING/ PREPRODUCTION

ASK What did you buy? What did your partner buy? Tell about some stores you go to with your family.

INTERMEDIATE/ ADVANCED

ASK What kind of stores do you go to with your family? Suppose we all went to a food store. Tell about or draw what would be on a sign for a food store.
Kinds of Sentences

Display page 21 of *Gram’s Trip*. Write these sentences on the board:

Gram packed a big trunk.
Why did Gram pack a trunk?

**ASK** Which sentence tells something? Which sentence asks a question? What helped you figure out these answers? Underline the first word in each sentence.

**ASK** What kind of letter does a sentence always begin with? Call on a child to read page 21 aloud. Then have the group answer the question about Gram, using what they just heard.

Make two punctuation cards: a period and a question mark. Give the question mark to a child. Have the child hold it up while asking a question about another page in *Gram’s Trip*. Give the period to another child to answer the question. For page 22, a child might ask: *Where is Gram now?* Another might answer: *She is in a hot place.*

Review children’s completed copies of *Practice Book* page 30. If children have not completed the page, have partners work together to do so.

**Skill Objective**
Children identify different kinds of sentences.

**Academic Language**
- telling sentence
- question

**Materials**
- Phonics Library selection *Gram’s Trip*
- large index cards
- *Practice Book* page 30

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write a telling sentence and a question, without end punctuation. Read the sentences for children.

**ASK** Which sentence is a question? Put a question mark at the end. Which sentence tells something? Put a period at the end.

**Early Production/Speech Emergent**
Ask a question and have the group answer it. Write both the question and the answer on the board, without end punctuation. Ask children to punctuate each sentence.

**Intermediate/Advanced**
Write several sentences on the board, such as *who will brush the dog, we will brush the dog,* without capitalization or end punctuation. Have children correct the sentences and identify each kind.
Animal Homes

SAY One of our stories this week is about how some make-believe animals find a home to share. Do you know some places where real animals live? Let’s talk about real animals and their homes.

ASK Do you ever see birds? Many kinds of birds live outdoors in the trees. Name other little animals that live outdoors. Create a list of small wild animals, such as squirrels, ducks, rabbits, chipmunks. If necessary, distribute the ELL Picture-Word Cards as discussion starters.

SAY All the animals on our list live in different places outdoors. Tell where each lives. List the homes next to each animal.

Display “Where Do They Live?” Read the title. Have children repeat it. Read the poem several times. Help children identify the animals and where they live. ASK Do the fox, rabbit, duck, and squirrel live outdoors or inside with people? Where does the cat live, indoors or outdoors? Point out that the cat is a pet. Say that pets are animals that live with people.

In or Out? Give each child the ELL Picture-Word Cards for indoors and outdoors. SAY Listen as I name some animals. Hold up the card that shows where the animal lives. Name several animals.

Vocabulary
den, pond, nest, outdoors, indoors

Materials
• chart paper
• ELL Picture-Word Cards
  fox, rabbit, duck, squirrel, outdoors, indoors
  (See Master ELL 5–9.)

Technology
Get Set for Reading
CD-ROM
The Kite

Education Place
www.eduplace.com
The Kite

Audio CD
The Kite
Audio CD for Home Sweet Home

MULTI-LEVEL RESPONSE

Beginning/Preparation
Hand out the ELL Picture-Word Cards. ASK Which card shows a fox? Where does a fox live? Repeat, including some animals not on the cards.

Early Production/Speech Emergent
ASK Where does a fox live, indoors or outdoors? Where does a duck live? What animals do you know that make nests?

Intermediate/Advanced
ASK What outdoor animals can you name? Cats often live indoors with people. What other animals live indoors with people?
The Mouse’s House
Teacher Read Aloud, Teacher’s Edition pages T190–T191

Display page T191. ASK What animals do you see? Let’s name them. Explain that the animals are all trying to squeeze into one red sock. SAY Each animal thinks the sock will make a good home. In the story, a fox and a rabbit get inside the sock, too. Do you think they will all stay inside the sock? What might happen?

skill objective
Children blend long i words.

Academic Language<br>• vowel sound

Materials<br>• individual copies of the Phonics Library selection Pine Lake<br>• ELL Picture Cards slide, bike (Theme 1); knife (Theme 3); smile (Theme 4); kite (Theme 5)<br>• Practice Book pages 33, 34<br>• index cards with the words Pine, like, hike, ride, bike, wide

Language Transfer Support
Spanish-speaking children may vocalize the final e in CVCe words. Provide extra practice with CVCe words; you may want to put a line through the final e of such words to reinforce that the e is not pronounced.

PRETEACH<br>LITERATURE FOCUS 10–15 MINUTES

The Mouse’s House

Skill Focus: Phonics 10–20 MINUTES

Blending Long i Words (CVCe)

Display page 29 of Pine Lake. SAY One boy has a bike. His name begins with /r/. It has a short i sound and ends with /k/. What is his name? The other boy likes to bike. His name begins with /m/ and rhymes with hike. Name him.

Write Rick and Mike. Say the names. SAY Listen for the vowel sounds. Say the vowel sound in Rick. Say the vowel sound in Mike. The vowel sound in Mike is called the long i sound. It sounds just like the name of the letter.

Write wade and wide. Point to wade. Remind children of the CVCe pattern in this word. Ask what vowel sound they would expect to hear. Point to wide. ASK What vowel sound do you expect to hear? Have children say both words.

Display the ELL Picture Cards. As children name each picture, write the word. Ask children to read the words. Have them identify the CVCe pattern.

Preview the Practice Book pages with children. Help them name the pictures and read the directions. Then complete one or two of the exercises together.

MULTI-LEVEL PRACTICE

Beginning/Preproduction<br>Give children the word cards from Materials. Read the words with them, and use each in a sentence. SAY Find these words in the story Pine Lake.

Early Production/Speech Emergent<br>Write nine on the board. SAY Think of words that rhyme with nine. Write the words under nine. Read the list together. Continue with smile.

Intermediate/Advanced<br>Have pairs of children read Pine Lake together. Suggest that they make a list of long i words from the story.
Read this text from *The Mouse’s House*: “Doesn’t this look like a cozy place to stop,” thought a fox who was passing by. **SAY** Yesterday we talked about some real animals. We also read a story about some make-believe animals. Let’s talk about how we can tell real animals from make-believe ones.

Begin by talking about some of the real animals you introduced yesterday. **SAY** I know that a real duck can swim. I know that a real squirrel can climb a tree. Can a real duck talk? Can a real squirrel talk? Did the duck and the squirrel in the story *The Mouse’s House* talk? Make the point that if an animal in a story does something that only people can do, then that animal is a make-believe animal.

Distribute the ELL Picture-Word Cards. **SAY** Listen as I say some things about these four animals. If the animal I talk about is real, hold up the Picture Card and say “real.” If it is a make-believe animal, say “make-believe,” and tell something the real animal might do. Describe and pantomime a few actions for each animal, for example, a duck cooks dinner; a fox sleeps; a squirrel sings; a rabbit laughs.

**Is It Real?** Distribute the ELL Picture-Word Cards. **SAY** Listen as I say some things about these four animals. If the animal I talk about is real, hold up the Picture Card and say “real.” If it is a make-believe animal, say “make-believe,” and tell something the real animal might do. Describe and pantomime a few actions for each animal, for example, a duck cooks dinner; a fox sleeps; a squirrel sings; a rabbit laughs.

Now give children a turn. Invite individuals to tell about and/or pantomime an animal action. Have the group say what they think the animal is and whether it is real or make-believe.
Get Set to Read

Flying a Kite, Anthology pages 86–87

Ask What do you see on these pages? Read the title with me. Have you ever made a kite? Read the paragraph aloud. Read the Words to Know with children. Have partners match some of the words in the list with the words in the Practice Sentences. Read the sentences together.

The Kite

Help children think about what happens and why as you preview the story.

Pages 89–91: The children are happy. What do you think the good news is? Read pages 89–91 aloud to show children the pattern of the story.

Pages 92–95: Everyone looks sad. Say “The bad news is . . . ” Complete the sentence for children. What is the weather like? Why do they need perfect weather to fly a kite?

Pages 96–99: What happens to the kite? What surprise do the children find?

Pages 100–101: Will Mama let the children take the cat home?

High-Frequency Words

was, good, little, try, fly

Display Fun Rides. Lead children on a picture walk. Then return to page 34.

Ask Was the big slide a good ride? Write children’s response: It was good! or It was not good. Read the sentence(s) for children, then chorally. Ask one child to underline the word was and another to circle the word good. Point out the two o’s in good.

Write try and fly, read them, and have children clap and spell them. Point to try.

Say I try to ___ . Tell something you try to do. Do you ever try to fly? That’s pretty silly, isn’t it? Name an animal that can fly: Display this sentence: The little bird will try to fly. Point to the word little without reading it. Say This word means the same thing as small. What word is it? Let’s take turns reading the sentence. Review all five words by repeating the clap-and-spell activity.

Preview Practice Book pages 36 and 37. Read the directions and talk about the picture together.
Time for Art

**SAY** Today we will read a story about a mother who makes a kite for her children. We’ll see what she uses to make the kite. Let’s talk about the things we use in the classroom to draw and do projects.

Display the art supplies children typically use in class: paints, paintbrushes, paper, crayons, scissors, markers, paste, clay, and so on. Help children name the items, one by one. Then go back and talk about how each item is used.

Talk with children about projects you have done in class. **SAY** I remember the pictures you all drew for our class book. What did we use to draw the pictures? Encourage children to tell about their favorite projects. Ask them to recall the materials they used for each one.

Give each child the ELL Picture-Word Cards kite and sky. **SAY** Show the kite. Read the card together. Where do you fly a kite? Hold up that card. Read it with me. Ask children what they would need to make a kite. As children mention string, hand out that card. Have them choose from the displayed materials as well. **ASK** Would clay be a good material for making a kite? Why not?

Give each child a small kite shape cut from construction paper. Have children color them and then paste or tape short pieces of yarn to their kites. Encourage children to tell the group about their kites. Children can use their kites as bookmarks as they read the story *The Kite*.

**Vocabulary**
art, make, kite, draw, pictures

**Materials**
- art supplies
- small kite shapes made from construction paper
- glue, tape, yarn
- ELL Picture-Word Cards kite, string, sky
(See Master ELL 5–9.)

**IF NEEDED . . .**

**Beginning/Preproduction**
See Master ELL 5–7.
Share the poem “Where Do They Live?” Have children echo each line. Review the names of the animals mentioned in the poem. Tell something about each one: A rabbit has very long ears. A duck has feathers. Have children repeat each sentence after you. Then use the information you have shared with children to have them answer simple riddles: I have very long ears. What am I? I have feathers. What am I?

**Color a Kite**
Give each child a small kite shape cut from construction paper. Have children color them and then paste or tape short pieces of yarn to their kites. Encourage children to tell the group about their kites. Children can use their kites as bookmarks as they read the story *The Kite*.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**SAY** Show what you would make out of clay. What did you use to make your kite? Tell a partner about it.

**Early Production/Speech Emergent**
**ASK** What can you use to color a picture? What do you use to cut paper? Do you like to use crayons or clay to draw something?

**Intermediate/Advanced**
**ASK** Do you like to color with crayons or markers? Why? If I give you paper and crayons, what will you draw? Why?
**High-Frequency Words**

*give, her, our*

**Ask** a child to give you something, such as a book. Write *give* on the board, and read the word for children. Point out that even though this word has the CVCe pattern, the *i* stands for short *i*. Have children clap and spell *give* several times.

**Explain** *her* and *him*. Give a book to a girl. **SAY** *I gave the book to you. Now you give it to another girl.* Write *Did you give the book to her?* Ask children to read and respond to the sentence. Circle *her*, and explain that we use *her* when talking about a girl or a woman. Repeat with a boy, and have children compare the words *her* and *him*.

**Display** the following sentences, underlining as shown. **ASK** *What words do we use for a boy? (he, him)* *What words do we use for a girl? (she, her)*

- He is a boy. I will give the book to **him**.
- She is a girl. I will give the book to **her**.

**Write** this sentence: *This is our room.* Read the sentence with children, pointing out that *our* means “belonging to us.” Have children take turns using the word *our* in sentences that tell about other things in the classroom.

**Review** with the word cards, having children clap and spell each word. Have children share their completed *Practice Book* pages 36 and 37, or help them finish them as necessary.
Learning to Do Something

Read pages 92–93 of The Kite: The bad news is . . . A kite isn’t easy to make. The good news is . . . Mama didn’t give up. What a beautiful kite! SAY Mama learned how to make a kite. She read a book to find out how to do it. Now we’ll talk about things that we have learned to do.

Work with children to brainstorm a list of things that they learned to do since they were babies. The list might include dress myself, tie my shoes, brush my teeth, ride a bike, skate, and so on. SAY Tell bow you learned to do that. Did someone help you? Did you watch someone do it? Did you practice a lot? Was it easy or hard to learn to do it?

Review children’s list with them. ASK What is something you have learned to do that was hard at first? Spark responses by saying something about yourself, such as It was hard for me to learn to swim at first. My brother showed me how to move my arms in the water. I practiced in the pool. Now I am a good swimmer. Offer question prompts to help children elaborate on their initial responses: Who helped you learn to do that? Make the point that it often takes time and patience to learn something and that it is important not to give up.

Have children create a mural of the things they have learned to do. Have each child draw a picture showing something he or she has learned how to do. Help children label their drawings. Use one large sheet of paper or several smaller sheets taped together.

**Vocabulary**
learn, learned, practice, hard, easy

**Materials**
- drawing paper
- crayons or markers

**BEGINNING/PREPRODUCTION**
See Master ELL 5–7.

Display “Where Do They Live?” Read it aloud, pausing for children to supply the animal names. Reread the last two lines, emphasizing the words outdoors and indoors. Say: These words mean the opposite. Let’s talk about some more opposites. Begin with over and under. Have children hold their hand over their head. Then have them hold their hand under their chin. For up and down, have children stand up and sit down. For close and open, have children close and open their eyes. Encourage children to say the words as they perform the actions.
The Kite

Read aloud the Selection Summary (Master ELL 5–8). Have partners retell the story, using the “good news, bad news” phrases. Then ask a few questions:

1. What does Mama learn how to do? (make a kite) What kind of weather do they need to fly the kite? (good, perfect)
2. What happens to the kite? (gets lost) What do the children find? (a cat)
3. Tell about some good news and some bad news in school today.

Contraction

Write the four sentences below, underlining as shown. Read the first column with children. SAY Tell or show how the underlined words are different.

Mike doesn’t ride. It is good!
Rick does ride. It’s good!

Explain that doesn’t has a mark called an apostrophe, followed by the letter t. Tell children that doesn’t is a short way of saying does not. Ask children to read the second column of sentences, sounding out the word It’s. ASK The word it’s is a short way of saying what two words?

Tell children that they can often sound out words with apostrophes, just as they can sound out other words. Have them practice with these sentences: Let’s go for a ride. She’s on her bike. He’s on skates. Wasn’t that fun!

Review by asking children to find and read contractions in Pine Lake and on their Practice Book pages. If necessary, complete the exercises with them.
Pulling It All Together

This week we have talked about some make-believe animals and some real animals. Now, let’s think some more about animal homes.

Have children pretend that they are going to make a special home for an animal. It can be a real home or a make-believe home. **SAY** I might make a pond for a duck to live near. Or, I might be funny and make an apartment house for a rabbit. Have children share their ideas as a group. Distribute ELL Picture-Word Cards to remind children of animals and to help them think about indoor and outdoor settings for their animal homes.

Then pair children so they can talk more about their ideas. Move around the room, offering suggestions and comments. As children decide which animal home ideas to create, help them choose materials. **ASK** What would you use to make your animal home? I would use blue paper to make a pond for a duck. Or, I would use a box to make an apartment house for a rabbit. You may wish to display a variety of scrap and art materials to spark children’s imaginations. If time permits, have children create their animal homes.

Ask each child in the group to pretend to be the animal they made a home for. Have them use this pattern to tell about their new home: *I am a ___. I live in a ___.* Then display and reread “Where Do They Live?” to bring the week full circle.
Using I or Me in Sentences

Display page 36 of Fun Rides. Call on a child to read aloud the last paragraph: “This is fun,” said Kim. “I can’t drive our big car!” Point out that Kim is talking about herself when she uses the word I.

Write the sentence frames shown. Ask children to take turns completing the sentences. Ask the child saying the sentence to tell who he/she is talking about.

I can ___.
I can’t ___.

Follow with this sentence frame: You gave me a ___. Give something to a child, and have him/her complete the sentence. Then circle the word me. Tell children that both I and me are used to talk about oneself.

Explain that I is used in the naming part of the sentence. Display these sentences, and have children use I or me to complete each one.

___ will read a book.
Will you read to ___?

Review using Practice Book page 45. If children have completed the page, have them read through it with a partner. If children have not yet finished the page, read the directions with them, complete the first exercise, and then have them work with a partner to finish it.