We Can Work It Out
In the Garden

**Vocabulary**
- share, garden, grow, flowers, vegetables

**Materials**
- chart paper
- real vegetables or pictures of them
- fresh flowers
- drawing materials
- ELL Picture-Word Cards
carrots, peas, corn, beans, roses, rock
(See Master ELL 7–3.)

**Text**

**SAY** One of our stories this week is about a man who grows vegetables on his farm. A vegetable farm is like a very big garden. What kinds of gardens do you know about? Let’s talk about them.

**Display the poem “Sharing a Garden.”**
Read it aloud two or three times.

**ASK** What kind of garden does the poem tell about? How do you know?

**Talk with children about what grows in the vegetable garden. Show real vegetables, or use pictures and the ELL Picture-Word Cards. Read the poem aloud again. **SAY* Hold up a picture of each vegetable as you hear its name.*

Discuss other kinds of gardens, such as flower gardens or rock gardens. Bring fresh flowers to class. Invite children to tell about flower gardens they have seen.

Ask about the colors and the smells. **ASK** Did you know that some people have rock gardens? They gather different shapes, sizes, and colors of rocks. They arrange them in a garden, along with a few plants. Ask children if they think a rock garden is easier or harder to take care of than a vegetable or flower garden. Encourage them to explain their thinking.

**Have each child draw a garden they have at home or a garden they would like to have. Help them label what is in their garden.**

**Multi-level Response**

**Beginning/Preproduction**

**SAY** Show the garden you drew. Show and name one or two things that are in your garden.

**Early Production/Speech Emergent**

**ASK** What kind of garden did you draw, a vegetable garden or a flower garden? Tell about it.

**Intermediate/Advanced**

**SAY** Tell a partner about the garden you drew. Ask questions about your partner’s garden.
**Tops and Bottoms**

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

Display page T31. Tell children that this picture goes with a story about a greedy giant and a smart farmer. Explain that the giant wants all the farmer’s crops—everything that the farmer is growing in his fields. **SAY** Look at the picture. How does the giant feel? How does the farmer feel? Will the giant get what he wants?

Explain that some vegetables grow under the ground—potatoes, carrots—and that others grow on plants above the ground—beans, peas, tomatoes. Use the ELL Picture-Word Cards to demonstrate. Tell children that thinking about the tops and bottoms of vegetables will help them understand the story.

**Vowel Pairs** *oa, ow*

**Say** go and rope with children and write them. Ask children which letter stands for /oː/ in each word. Repeat the long o sound with children.

**Display** Pet Show. **SAY** Listen to the title: Pet Show. What vowel sound do you bear in show? Say show. Say /oː/. Write show. Underline ow. **SAY** The letters ow sometimes stand for the long o vowel sound. Guide children to build several ow words, such as grow, low, row, slow, and crow, using the letter index cards.

**Read** page 6 of Pet Show aloud. Have children find each animal. Write goat and toad. Repeat the ow process, having children build oa words.

**Preview Practice Book** pages 103 and 104 with children. Help them name what they see in the pictures, read and understand the directions, and complete the first exercise on each page with you.
Top, Middle, Bottom

Read these sentences from Tops and Bottoms: “You can’t have them,” said the farmer. “They are the bottoms. I get to keep the bottoms, and you get the tops. That was our bargain.” Today we will use the words top, middle, and bottom to tell where things are.

Fold a large sheet of paper vertically to form three parts (top, middle, bottom). Then

• draw a ball and a cup on the top part;
• draw a cat and a box on the middle part;
• draw a bird, a fish, and a flower on the bottom part.

Use the words top, middle, and bottom to describe the location of the objects on the paper. Model for children: The ball and the cup are at the top of the paper. Hand out the ELL Picture-Word Cards. Have children match each card to the drawing you have made. Have them describe the top, middle, and bottom of each picture, following your model.

Write the words top, middle, and bottom on several self-sticking notes. Have children attach the labels to objects in the classroom—the top of a desk, the middle of the chalkboard, the bottom of the door.

Give partners a sheet of paper. Have them follow a set of verbal directions, such as Draw a box at the bottom. Draw a circle at the top. Draw a wiggly line in the middle. Ask children to use the words top, middle, and bottom to tell about their drawings.
Get Set to Read
Our Pet Toad, Anthology pages 14–15

Display pages 14–15. SAY Point to the toad. Read the title and the paragraph with children. ASK How do you think the boys might share a toad? Discuss briefly, then read the Words to Know and the sentences with children.

That Toad Is Mine!

Pages 18–23: SAY The boy with black hair is telling the story. His friend’s name is John. What things are the boys sharing in the pictures? Read aloud page 18 so that children hear the rhyming pattern.

Pages 24–33: What do the boys find? Why are they mad? What does the toad do when the boys aren’t looking? Why does the boy kick the stone?

Pages 34–37: Why does kicking the stone help the boys be friends again?

High-Frequency Words

both, gone, turn, want

Lead a picture walk through Nick Is Sick. Help children see that Nick’s mom and dad are gone for three days. Write gone. Clap and spell it with children.

Read page 13 aloud. SAY Nick says, “I want Mom and Dad.” What do you want when you are sick? Write want and read it with children. ASK Has just one of Nick’s parents gone away? No, they are both gone. Write both. SAY Hold up both your hands. How many hands are you holding up?

Display page 18. Ask children to show how Miss Pim will turn each page of the book as she reads to Nick. Write turn and read it with children.
More, Fewer, Same

**SAY** One of our stories this week is about two boys who usually share everything. They try to share so that each of them has the same number of things or the same amount of something. Let’s look at groups of things and decide which show more, which show fewer, and which are the same.

Draw a set of three circles on the chalkboard. Count the number of circles with children. Then draw a set of five circles for children to count out with you. **ASK** Are the groups of circles the same? Which group has more? Which group has fewer? Continue with other sets of circles for children to compare.

Leave a set of five circles on the board. **SAY** Come up and draw more circles than you see here. Repeat for fewer and the same. Continue until each child has demonstrated one or two of the terms.

**Vocabulary**
more, fewer, same

**Materials**
- crayons
- paper clips
- paper squares

**LANGUAGE DEVELOPMENT** 15–20 MINUTES

**BEGINNING/REPRODUCTION**

See Master ELL 7–1.

Display the poem “Sharing a Garden” and read it aloud. Model how to substitute in the first line other activities that friends can share: Together we’ll buy some ice cream. Together we’ll share it, too. Together we’ll bake a cake. Together we’ll share it, too. Ask children for ideas. Work with them until they feel confident enough to repeat their ideas in the context of the pattern.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

**SAY** Draw three circles. Now draw a group that has more than three circles. Repeat for fewer and same.

**EARLY PRODUCTION/ SPEECH EMERGENT**

Show two unequal sets of items. Point to one set. **ASK** Does this group have more or fewer things than the other? Repeat for the other set. **SAY** Now make two groups that are the same.

**INTERMEDIATE/ ADVANCED**

Have children count how many are in the class. Then have them count out more drinking straws than are needed. Have them describe the experience using the terms more and fewer.
High-Frequency Words

*again, hard, or*

**Give** a child two different markers—one red and one blue. **SAY** ____, *please give me the red marker or the blue marker*. If the child does give you only one of the markers, write *or* on the board. Read the word aloud. Have children take turns asking each other for one thing or another. If the child does not follow the direction correctly, continue to ask the question until children catch on.

**Hand out** two markers to a child. **SAY** ____, *give me both markers*. Write *both* on the board. Remind children that they know this word. Have children practice using *or* and *both* to ask each other for things.

**Write** *hard* on the board. **SAY** *This word means the opposite of easy. It begins with h, which stands for /h/*. Try and read the word. Add more clues if necessary, such as *This word also means the opposite of soft*. Read, clap, and spell the word with children.

**Write** *again* on the board, and read the word for children. Use the word in a sentence, such as *I read that book yesterday. I’ll read it again today*. Ask children to say *again* several times. Then have them tell about something they did yesterday that they will do *again* today.

**Review** children’s completed **Practice Book** pages 105 and 107, or complete the pages with children as appropriate. Have children share their completed pages with each other.

---

**Skill Objective**

Children read and write the words *again, hard, or*.

**Materials**

- red marker
- blue marker
- **Practice Book** pages 105, 107
- index cards with words *again, hard, or*
- blank index cards

---

**Phonics Library**

*We Can Work It Out*

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

Take a brief picture walk through That Toad Is Mine! Then read page 36: A kick for me. A kick for John. We kick until our mad is gone. We kick until we’re home, and then, John and I are friends again. **SAY** Today we’ll talk about making up with a friend after being angry.

**ASK** Do you sometimes get angry with a friend? Why? How do you feel while you are not friends? Then have children tell how they might make up with others after being angry. Together brainstorm appropriate language to use: I’m sorry. Let’s not fight anymore. Let’s be friends again. Can we still be friends? I’m not mad anymore. Are you?

**Friends Again** Have partners role-play two children who are making up after being angry with each other. Encourage children to use language that will help them become friends again. Offer support as needed with prompts such as Does your friend know you’re sorry? What can you and your friend do instead of fighting?

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how you look when you feel angry. What is a good thing to say when you have made a friend angry or sad?

**Early Production/Speech Emergent**

**ASK** How do you feel when your friend won’t play with you? What can you say to let someone know you want to be friends again?

**Intermediate/Advanced**

**ASK** Why should friends try to be kind to each other? What would you tell two friends who were mad at each other?
**That Toad Is Mine!**

Read aloud the Selection Summary for *That Toad Is Mine!* (Master ELL 7–2). Ask groups of three children to role-play the story (include the toad). Coach each group as necessary. Then ask a few questions.

1. *Why do the boys like to share everything?* (They are friends.) *Why do they get mad at each other?* (They don’t agree on how to share the toad.)

2. *Point to the pictures where the boys are mad. Show how you look when you are mad.* (pages 27, 29, 31, 33; answers will vary.)

3. *Do you think the boys will get mad at each other again? What things make you mad at your friends sometimes?* (Answers will vary.)

**Vowel Pairs oa, ow**

**Remind** children that they have learned that the letters o, oa, and ow can all stand for the sound of long o. Then display *Nick Is Sick*. Read page 13 with children. **SAY** Find two long o words on this page. Write moaned on the board. Under moaned, write throat. Continue through page 17. Your lists should be:

- moaned
- know
- go
- throat
- bowls
- no
- groaned
- blow
- both
- toast
- croaked

**Point to** each word and read it with children. Then say one of the words. Call on a child to come up, find the word, read it, and underline the letter or letters that spell the long o sound in it. Repeat for each word and every child.

**Skill Objective**

Children read words with the vowel pairs *oa* and *ow*.

**Materials**

- Phonics Library selections *Nick Is Sick* and *Pet Show*
- index cards

**Multi-Level Practice**

**Beginning/Preproduction**

Write several *oa* and *ow* words on index cards. Have children sort the words according to vowel pairs, and then take turns reading them.

**Early Production/Speech Emergent**

Read *Pet Show* aloud. **SAY** Raise your hand when you hear a word with a long o sound. After reading, ask children to find long o words on page 5.

**Intermediate/Advanced**

Have pairs of children read *Nick Is Sick* together. Partners can list long o words from the story after they read.
Pulling It All Together

**SAY** We have read two stories this week that were about finding ways to share. Let's end our week by talking more about sharing.

**SAY** Think about this. When you share with someone, do you always have to have the same amount of what you're sharing? Can you sometimes keep more and give your friend fewer? Encourage children to express their opinions.

Have children draw and cut out six paper cookies. Tell children to decide how they will share their cookies with a friend. Have them form groups of the items to show how they will share. Ask individuals to explain their plan for sharing. Ask them to tell which groups have more, fewer, or the same number of cookies.

Give each child a sheet of drawing paper. Ask children how they would share the sheet of paper with a classmate. Would they cut it into two pieces? Would they use the top and give their classmate the bottom?

**Once Again** Revisit the poem “Sharing a Garden.” Read it through to familiarize children with it again. Then encourage children to chime in on a final reading. Ask if they think tops or bottoms are better in a garden. Ask if they would like to share a garden with a friend. Have them explain their thinking.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how you shared your make-believe cookies with a friend. Name something you like to share.

**Early Production/Speech Emergent**

**ASK** How many make-believe treats did you give your friend? How would you share your lunch with a friend?

**Intermediate/Advanced**

**ASK** Should friends always share things? What are some things we share in our classroom?
Proper Nouns (People and Animals)

Display *Pet Show*. Remind children that the two girls pictured on page 5 are Joan and Liz. Write the first column of words shown below.

Point out that *Joan* is the name of one girl in the story. Have children point to Joan in the picture. Explain that we begin a person’s name with a capital letter. Ask a child to underline the *J* at the beginning of *Joan*. Repeat for *Liz*.

Write the second column of words shown below on the board. Lead children to conclude that a boy’s name, such as *Rob*, also begins with a capital letter. Have children point out Rob in the picture on page 7.

Add the third column shown below to the board. Ask if children recall who Oats is in the story. *(the goat)* Explain that if an animal has a special name, that name begins with a capital letter too.

Review or help children complete *Practice Book* page 114. Remind them to look for capital letters at the beginning of special names.

<table>
<thead>
<tr>
<th>girls</th>
<th>boys</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan</td>
<td>Rob</td>
<td>Oats</td>
</tr>
<tr>
<td>Liz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Problems and Solutions

Our stories this week are about characters who are trying to solve problems. Before we start reading, let’s talk about some problems and how to solve them.

Display the poem “A Bad Day” on chart paper. Read the poem at least twice as children listen. **Why is the poem called “A Bad Day”? What are some of the problems in the poem?**

Reread the poem, emphasizing go away and What a bad day!

Hand out the ELL Picture-Word Cards. Read “A Bad Day” once more. Have children hold up the cards when they hear you say the matching words. Then have them describe the problems in their own words.

Talk with children about some problems they might face on a typical day. Make suggestions such as missing the school bus, forgetting lunch or lunch money, losing a book, breaking a sneaker lace. Present one problem at a time and encourage children to think of possible solutions. **Can you solve the problem yourself? Who can you ask for help?**

Call on several children to address each problem they have discussed. Tell children to say what the problem is before they state their solution. Model: I missed the school bus. I went back home and asked Dad to take me to school in the car.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

Have children draw a picture of a problem they have had. Ask them to show how they solved it.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Which of these is a problem, winning a prize or dropping your book in a puddle? Who can help you solve problems?

**INTERMEDIATE/ADVANCED**

**SAY** Tell about a time you solved a problem. What would you do if you broke a favorite toy?
The Crow and the Pitcher

Teacher Read Aloud, Teacher’s Edition pages T112–T113

Display page T113. **ASK** What animal is this? Yes, it’s a bird called a crow. In this story, the crow is very thirsty. He is trying to get some water out of the pitcher. **How do you think he is going to solve his problem?** After some discussion, tell children that later, they should listen to find out what the crow does first, next, and last. This will help them understand how he solves his problem.

**Sound for oo**


**Underline** the o’s in *book*. **SAY** These two letters spell the / ōo/ vowel sound. List some words that rhyme with *book*, such as *cook, book, look, took, sbook*. Call on children to read each word and to underline the letters that spell / ōo/.

**Write** *good*, and ask children to read it. **ASK** Does *good* have the same vowel sound as *book*? **What letters spell the / ōo/ sound in *good*?** Write *good, hood, wood, and stood under good*. Have children read the words.

**Preview** the Practice Book. For page 119, read the directions with children. Explain the word *slide*. Read the story on page 120 with children. Have them identify the cook and the book. Explain they will complete these pages later.

**Skill Objective**

Children read words with oo, as in *book*.

**Materials**

- Phonics Library selection *Chan’s Gift*
- Practice Book pages 119, 120
- index cards with words *book, cook, foot, hood, took, wood, wool*

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Hand out the word cards. Say each word. Have the child with that card stand. Ask another child to show what the word means, either by pointing or by acting it out.

**Early Production/Speech Emergent**

Point out a book, a foot, a hook, and a hood. Call on children to write each object’s name. Ask others to check spelling. Have children use the words in oral sentences.

**Intermediate/Advanced**

Have pairs of children read the Phonics Library selection together. Ask them to list any words they read that have the vowel sound / ōo/.
Words Used Two Ways

Revisit *The Crow and the Pitcher* by reading: “Lucky me!” he thought when he saw some water at the bottom of the pitcher. “At last I can have a refreshing drink.” Tell children they will talk about the word *drink* and some other words that can be both naming words and action words.

Have children listen carefully as you say this sentence: *I drink juice.*

**SAY** Let’s make believe. Show me how you drink something. The word *drink* tells about an action. Listen again. *I drink juice.* Now, ask children to listen as you say this sentence: *Please get me a drink of juice.* Explain that here the word *drink* names something; it is a naming word. Repeat the two sentences, one after the other, for contrast.

Continue in a similar way for the words *walk* and *water.* Use these pairs of sentences: *We walk on the beach. A walk in the park is fun.* *They water the plants. Pour water from the pitcher.* Ask children to demonstrate walking. Note that walk in the second sentence names something that is fun. Have children demonstrate watering plants. Say that *water* in the second sentence names something that is in the pitcher.

Hand out the word index cards from the Materials list. Have children work with a partner to demonstrate two uses for each word they have. Encourage children to think of other words they know that can be used as both naming words and action words.

**Beginning/Preproduction**

Revisit “A Bad Day.” Reread the poem as children listen. Then read the poem again, emphasizing the rhyming words *bear, hair; rain, train; today, away, day.* Then repeat *bear and hair.* Ask: Do these words sound alike? Yes. They rhyme. Say *bear and hair* with me. Can you think of another word that rhymes with *bear and hair?* Yes. *Chair* is a good choice. Repeat the procedure with the other rhyming words.

**Take Two**

Hand out the word index cards from the Materials list. Have children work with a partner to demonstrate two uses for each word they have. Encourage children to think of other words they know that can be used as both naming words and action words.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** I will water the plants. Cold water is good to *drink.* Have children show the meaning of *water* in each sentence.

**Early Production/Speech Emergent**

**SAY** Finish these sentences: Milk is my favorite __. I __ milk every day.

**Intermediate/Advanced**

**SAY** Draw a picture of your favorite drink. Tell about the picture. Use the word *drink* two ways.
Get Set to Read
A Bear Book, Anthology pages 44–45

**Ask** What animals do you see here? Read the title, paragraph, and Words to Know with children. **Say** These words will help you read our next story. What do you know about bears? How do you think a bear would feel in a city? Let’s read these sentences to find out a little more about bears.

**Lost!**

**Pages 47–52:** Read the title aloud. **Ask** Who is lost? How does he get to the city? Have children look closely at page 48 to answer. **Ask** How does the bear feel now?

**Pages 53–59:** The boy and the bear go looking for the bear’s home. Name some of the places they go. Why do they think the park might be the bear’s home?

**Pages 60–66:** Is the park the bear’s home? Why do they go to the library? Where are they going on the bus?

**Pages 67–69:** Why is the bear happy? What problem does the boy have now? Where are the boy and the bear going at the end of the story?

**High-Frequency Words**

**afraid, bear, idea, water**

**Lead** a brief picture walk through *Ann Can’t Sleep*. Show page 38. **Ask** Why was Ann afraid? Write and read afraid. Tell children that afraid has two parts, or syllables. Underline the letters ai in the second syllable. Remind children that these letters stand for long a, as in rain. Say afraid several times. **Say** Listen for the two parts: a/fraid.

**Show** page 43 of *Ann Can’t Sleep*. **Ask** What is Ann holding? Write and read bear with children. **Ask** Is sleeping with a bear a good idea? Write and read idea. Have children say the word several times. Explain that an idea is something that you think of. Ask who in the story has ideas about how to help Ann sleep.

**Ask** what Dad’s idea was (page 41). **Say** Dad put milk in the glass. He could have put water in the glass, too. Write water, and help children read it. Ask children to name some places where they might see water. Then review the words by having children clap and spell each one.
Tell children that they will read a story about a lost bear. The bear gives a boy clues that help the boy lead the bear home. **SAY** Before we read, you will use clues to find things in our classroom.

**I Spy**

Play “I Spy” with children. Tell children to listen carefully to clues you will give them. The clues will help them find something in the classroom. **SAY** I spy something round like a circle. It is black and white. It has twelve numbers on it. It helps me tell time. What do I spy? Repeat the clues several times while children look around the room. **SAY** Yes. You’re right. I spy a clock!

Continue with several other “I Spy” descriptions. **I spy something with legs but no arms. It has a seat.** What do I spy? **(a stool)**

**I spy something small and white. I can write with it, but I cannot write on paper with it.** What do I spy? **(chalk)**

Now have children give descriptive “I Spy” clues. Ask prompting questions, as needed, to guide children in formulating clues: **What shape is it? Is it big or small? What is it used for?**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Play “I Spy” with children. Give clues in pantomime as well as in words. Then have them name words that helped them find the object.

**Early Production/Speech Emergent**

**SAY** Name something I gave you clues about. Give one good clue to help someone find a chair.

**Intermediate/Advanced**

**SAY** Give three clues to help someone find a table. How do you play the game called “I Spy”?**
High-Frequency Words

any, follow, most, tall

**Explain** how to play “Follow the Leader.” Play the game, with you as the leader, for a few minutes. Use the phrase *Follow me!* as you play. Write *follow* on the board, and read it for children. Ask what they did to follow you during the game.

**Display** a few books. Ask a child to bring you most—but not all—of the books. Ask children if there are any books left on the table. Write *most* and *any* on the board. Help children read the words. Call on children to give you directions using *most* and *any*.

**Point** to something in the classroom that is tall, such as a bookcase, a window, or the door. *Say* *The ___ is tall. Tall is the opposite of short.* Write *tall* on the board. Ask children to name people or things that are tall. Help them compare objects, such as *The door is tall. The desk is short.*

**Review** the words by displaying the word index cards and having children clap and spell each word. Children can share their completed *Practice Book* pages 122 and 123. If necessary, assist children in completing the pages. Children can work with partners or independently as appropriate.

**Skill Objective**

Children read and write the words *any, follow, most, tall.*

**Materials**

- index cards with words *afraid, any, bear, follow, idea, most, tall, water*
- *Practice Book* pages 122, 123

**Skill Focus**

10–20 MINUTES

**Phonics Library**

*We Can Work It Out*

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

Read page 67 of Lost! Finally, we are there. “This is where I live!” says the bear. He gives me a hug and thanks me again for my help. Then he waves goodbye and disappears into the forest. SAY We will talk about hugs and waves and other things we often do to show how we feel.

Tell children to watch your face carefully. Smile broadly. Ask children what you are doing with your face. Ask them how they think you feel. SAY A smile lets others know that I am happy. I don’t have to say a word. The smile says I’m happy. Let me know you’re happy. Smile back at me.

One by one, demonstrate a frown, a wave, a handshake, a hug, shaking your head from side to side, shaking your head up and down, giving thumbs up/down, stamping your foot. Have children repeat each action and tell about it. Ask them to tell what the action means. If children do not readily understand the meaning of an action, give them choices. For example, for a thumbs up, say: Do I show a thumbs up when I like something or when I don’t like something? Right. I give a thumbs up when I like something.

Have children add other actions that they can think of and explain what they mean.

Hand out the ELL Picture-Word Cards. Have partners demonstrate each action and tell what it means. Then call on each pair to “talk” to the class with their bodies. Have them do an action and use this language pattern: When I see someone I know, I wave. When I am happy, I smile.

Vocabulary
hug, wave, smile, frown, handshake

Materials
• Anthology
• ELL Picture-Word Cards
hug, wave, smile, frown, handshake
(See Master ELL 7–6.)

Beginning/Preproduction
See Master ELL 7–4.

Revisit the poem “A Bad Day.” Read it aloud and have children echo each line. Ask: How do you think the child in the poem feels? Is she happy or sad? When I am sad, I frown. Look at my face now. Do you see the frown? Show me you are sad. Frown back at me. Repeat the activity for the concepts happy and smile. Encourage children to tell about things that make them frown or smile.

Body Talk

Hand out the ELL Picture-Word Cards. Have partners demonstrate each action and tell what it means. Then call on each pair to “talk” to the class with their bodies. Have them do an action and use this language pattern: When I see someone I know, I wave. When I am happy, I smile.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY Show what you do when you are angry. Show how to say “yes” with just your head.

Early Production/Speech Emergent
ASK What do you do with your face to show you’re happy? Say No without talking.

Intermediate/Advanced
SAY Show two ways you can greet someone. Tell me what you are doing each time.
Lost!

Read aloud the Selection Summary for *Lost!* (Master ELL 7–5). Ask children to retell the story as they page through the Anthology. Remind them to tell the important things that happen first, next, and last in the story. Then ask:

1. *How does the bear get lost?* (takes a nap in a truck) *How does the boy find him?* (hears crying)
2. Tell about some of the places the boy and the bear visit in the city. (Answers will vary.)
3. What problem does the boy have at the end of the story? What do you think will happen when the bear takes the boy home? Will the bear be able to find his way home again? Tell why you think so. (boy is lost now; answers will vary)

**Compound Words**

Display *Chan’s Gift*. Remind children that Chan wanted to buy a cookbook for his mother. Display the word card *cookbook*. Cut it into two words. Have children read each word. Then ask a child to make the word *cookbook*.

Explain that *cookbook* is a compound word. Write other examples: *raincoat, backpack, bathtub, snowman*. Say: Find and read the two words in each compound word. Then hand out the word cards that make up the compound words on the board. Ask children to put two cards together to make a compound word. Have them tell what the object is. Repeat for each compound.

Review compound words using *Practice Book* page 121. Have children share their completed pages, or complete the page with them as necessary.
Pulling It All Together

SAY This week we have read stories about problems and how they were solved. Now you will work together to solve a problem.

Tell children to listen very carefully to the problem. SAY Make believe I have to go to a special meeting. Our principal tells you all to find something to do until a new teacher can come. He says you must work quietly and not move around the room much. Everyone must do the same activity. Repeat the three things the principal wants. Have children repeat them.

Tell children they have three choices of things to do. There are lots of storybooks to read with partners. There are song tapes and a tape player. And there is a large floormat game called “Jump and Hop” they can take turns playing. ASK What do you think a game called “Jump and Hop” would be like? Would it be a quiet game or a noisy game?

Have children work with partners to talk over what everyone in the class should choose to do. After a short time, gather the group. Have children express their ideas. Offer gentle reminders to help children: The principal said to be quiet. Is jumping a quiet activity? The principal said not to move around much.

Ask children to describe how they made their decisions. If possible, have them tell what they did first, next, and last to solve the problem.

**Vocabulary review of the week**

**Materials**
- storybooks
- song tapes
- tape player
- floormat game

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 7–4.

Share the poem “A Bad Day.” Read the poem and have children listen. Read it again and model how to read the last line expressively with a large sigh. Then read the poem and have children follow your lead in dramatizing What a bad day!
Proper Nouns (Places and Things)

Display *Chan’s Gift*. Remind children that Chan goes to two places to try to find a book for his mother. Write the first column of words shown below.

Help children find the picture that shows a store named *Bill’s Books*. Point out the sign and the use of capital letters to begin each word in the store’s name.

Repeat for *Nell’s Nook*. Ask if children can think of another place name to add to the list on the board. If they need prompting, ask for the name of your school or the name of your town or city. Add names that children suggest to the list.

Explain to children that the names of some special things also begin with capital letters. Ask a child to name their favorite sports teams. List them on the board, in the second column, as shown below. Then have children name their favorite brands of cereal or other food products. Add these to the list.

<table>
<thead>
<tr>
<th>places</th>
<th>things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill’s Books</td>
<td>Mets</td>
</tr>
<tr>
<td>Nell’s Nook</td>
<td>Red Sox</td>
</tr>
<tr>
<td></td>
<td>Lakers</td>
</tr>
</tbody>
</table>

Review by using *Practice Book* page 129 and the ELL Picture-Word Cards. Hand out the cards and ask children to place them in the correct column on the board. Then children can share their completed *Practice Book* pages with partners, or work together to complete them as necessary.
Cause and Effect

**Master ELL 7–7**

**Oh, No!**

Jon jumped on the bed
And banged his head.
Mara spilled the glue
And got stuck in the goo.
Tanesha let go of the kite
And now it’s flying out of sight!
Oh, no!

**SAY** One of our stories this week is about a grasshopper who has no food for the winter. He has no food because he did not work hard to gather food in the summer. It is important to think about why something happens so that you can understand things better. Listen as I read this poem.

Display the poem “Oh, No!” on chart paper. Read it aloud twice. Have children listen to find out what happens to each child and why.

**What happened to Jon?**

Jon banged his head. Why did Jon bang his head? Jon banged his head because he jumped on the bed.

Continue in the same way for the rest of the poem. Emphasize because in each cause/effect statement.

Demonstrate some cause/effect situations in your classroom. Have a child turn off the classroom lights. **ASK** What happened? Why did the lights go off? Coach children to respond: **The lights went off because ___ flipped the switch.** Fan your face. Then open the window. Have children explain why you opened the window, using the model.

**Why? Because**

Hand out the ELL Picture-Word Cards. Read “Oh, No!” again. Have children pantomime the poem, using the cards as prompts. Ask them to explain each action, using why and because.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

**SAY** Draw a picture that shows something that happens in “Oh, No!” Help children label their drawings using the words why and because.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What did I do because I felt warm? Why did the pencil fall on the floor?

**INTERMEDIATE/ ADVANCED**

**ASK** Why do many people wear warm clothes in the winter? Why do people sometimes laugh?
The Grasshopper and the Ant

Teacher Read Aloud, Teacher’s Edition pages T184–T185

Display page T185. **Ask** Name the animals you see here. **What is the ant carrying?** **What is the grasshopper doing?** Discuss any stories about these characters that children know. **Say** Ant is working hard. **Why isn’t Grasshopper working too?** **What time of year does the picture show?** **What will happen to them both when winter comes?** Have children share their predictions. Then tell them that they will listen to this story later on.

Vowel Pairs oo, ew, ue, ou

**Display** page 53 of *Clues from Boots*. Point out Drew and Sue. Read the title aloud. Ask children who Boots is. Write the names Boots and Sue. **Ask** Which word is Boots? Which is Sue? **How do you know?** Listen for the vowel sound. Say Boots and Sue with children. Then repeat just the vowel sound: / ōo/.

**Write** books below Boots. Have children compare the two words. Underline oo in each word. **Say** The letters oo can stand for different sounds. Slowly say / ōo/ and / ōu/. Help children hear the difference and say the vowel sounds.

**Ask** if Sue has the same vowel sound as Boots. Point out the ue spelling for / ōu/. Explain that there are also two other spellings for / ōu/. Write soup and stew. Read the words with children. Then have them underline ou and ew.

**Preview** Practice Book pages 132 and 133. Do the activity on page 132 orally, and read the puzzle clues on page 133. Show how to fill in the first answer.

### Skill Objective

Children read and write words with the vowel pairs oo, ew, ue, ou.

### Materials

- Phonics Library selection *Clues from Boots*
- Practice Book pages 132, 133
- Blank index cards
- Index cards with words Sue, Drew, Boots, you, clues, threw, food
MONTHS OF THE YEAR

Read this sentence from *The Grasshopper and the Ant*: “Winter will be here before you know it.” **SAY**. Name a winter month. Yes, January is a winter month. Today we will talk about all the months in the year.

Write the numerals 1 to 12 on the chalkboard. Tell children there are twelve months in the year. Write the names of the months children have already identified beside the appropriate numerals. **ASK**. Who knows the name of another month? When a response is given, write the name of the month next to the correct numeral. **SAY**. Yes, March is the name of a month. March is the name of the third month in the year. Continue asking for children’s responses. Fill in the remaining names of the months.

Go through the list of months one by one. **ASK**. Who was born in January? Who was born in February? As children identify themselves, help them respond: I was born in January. I was born in February.

Recall with children that they have talked about the four seasons of the year. Show them how to group the names of the months by season. Make lists headed **Winter**, **Spring**, **Summer**, **Fall**. List December, January, and February under **Winter**; March, April, and May under **Spring**; June, July, and August under **Summer**; and September, October, and November under **Fall**. Have children use a calendar to find each month and tell what season it is part of.

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th><strong>BEGINNING/ PREPRODUCTION</strong></th>
<th><strong>EARLY PRODUCTION/ SPEECH EMERGENT</strong></th>
<th><strong>INTERMEDIATE/ ADVANCED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAY</strong> Show the spring (winter, summer, fall) months on the calendar. What month were you born in?</td>
<td><strong>ASK</strong> What is your favorite month? Tell why. What month of the year did you start school? Name the months in your favorite season.</td>
<td><strong>ASK</strong> What are the names of the summer months? Name the months from August to December. Tell which months are your favorites and why.</td>
</tr>
</tbody>
</table>
Get Set to Read

Build a House, Anthology pages 76–77

**ASK** What animal do you see? What is the pig holding? Read the title, the paragraph, and the Words to Know with children. **ASK** What are the two children doing? Read the sentences together. Then have partners match some of the words in the list with the words in the sentences. Explain that knowing these words will help them read the next story about a pig and a pancake.

If You Give a Pig a Pancake

**Pages 79–83:** Read the title and these pages aloud. Explain to children that in this story, one silly thing causes another silly thing to happen.

**Pages 83–93:** Help children understand what happens on each page. Ask what they think the pig will want next. Talk about how they can tell that this is a fantasy story.

**Pages 94–100:** Continue the picture walk. On page 100, point out that the pig has gotten sticky again. Ask when the pig was sticky before.

**Pages 101–103:** Ask what being sticky reminded the pig of doing. Ask why the girl and the pig go back to the house.

High-Frequency Words

**old, shoe(s), very, wear**

**Lead** a picture walk through *Lou’s Tooth*. Point out, if necessary, that Lou had a loose tooth and that Lee was jealous. **ASK** What do you think makes Lee fall at the end of the story? Write shoe, and help children read it.

**Write** these sentences: Did you wear old shoes today? Are they very old? Read the sentences aloud. Then have children read them. Ask them to find and underline the words *old, very, shoes,* and *wear.* Have children use one or more of these words to tell about the shoes they are wearing today.

**Place** the word cards facedown. Ask a child to turn over a card and read the word. Have that child lead a clap-and-spell. Continue until each child has read at least two words. Then have partners take turns clapping and spelling each new word and using the words in oral sentences.

**Skill Objective**

Children read and write the words *old, shoe, very, wear.*

**Materials**

- Phonics Library selection *Lou’s Tooth*
- index cards with the words *old, shoe, very, wear*
Visiting Someone

SAY One of our stories this week is about a pig that visits a girl and does some silly things. What do you do when you visit someone? Let’s talk about what it is like to visit someone.

Ask children to recall a time when a visitor came to their classroom. Ask a child to play the role of a visitor to the class. Work with the class to welcome the visitor, invite the visitor to sit down, say goodbye, and thank the visitor for coming. Model how to interact with the guest. SAY Please come in. Have a seat. Thank you for visiting with us today. Invite children to suggest other meet-and-greet responses.

When children feel comfortable with the language of role-playing a visit, invite them to work with a partner. Ask partners to take turns meeting and greeting a visitor. After pairs have worked together, bring all children together to discuss what happened: Someone came to visit. The visitor sat down and talked with us. We showed the visitor our work. The visitor promised to visit us again soon.

Invite children to name some people they would like to have come to visit their classroom. To get started, suggest the author of a book children especially like to read. Have children discuss what they would ask the person and what they would show them in the classroom.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show how you would greet a visitor to the class. Name someone you would like to have visit the class.

Early Production/Speech Emergent

ASK Who visits your home sometimes? What do you say to them when they leave? Who do you like to visit?

Intermediate/Advanced

ASK What do you do when a visitor comes to your home? Why is it important to treat visitors kindly?
High-Frequency Words
build, piece, start, under

Turn to page 64 of Lou’s Tooth. Ask what the children are building. Display these words: build, piece, start, under. Clap and spell each word with children.

Guide children to use the words to tell what the children pictured on page 64 might say. Model: Lou might say, “Before we start to build, let’s spread out paper to work on.” Have partners role-play a dialogue with their sentences.

Review by displaying the word index cards and having children read each word. If children have completed Practice Book pages 135 and 137, have them share their stories and illustrations, or if not, help them complete the pages now.

Long i (ie, igh)

Write time and tie on the board. Help children compare them. Say, Both of these words have a long i vowel sound. Say /ı/ . Tell children that in tie, the letters ie together stand for the long i sound. Then write pie, die, tries, flies. Have children read the words and underline the letters that stand for long i.

Write tight on another part of the board. Read the word. Ask if it too has a long i sound. Underline the letters igh. Point out that in tight, we don’t hear any sound for the letters gb; they are sometimes called “silent letters.” Then write light, sight, might, night, bright. Have children read the words and underline igh.

Complete Practice Book page 134 if children have not already done so.
Things That Go Together

Read pages 97–98 of If You Give a Pig a Pancake: She’ll want to build a tree house. So you’ll have to get her some wood, a hammer, and some nails. **Say** A hammer and nails go together. Let’s talk about other things that go together.

Place pictures of things that go together in an easily viewed place. Start with the ELL Picture Cards listed in Materials. Add other objects such as paper, pencil, soap bar, running water, pancakes, syrup, pepper, salt, bread, butter. Display the pictures and objects randomly. Have children identify each one.

**Model** how to match pictures of things that go together. **Say** Here is a picture of a lock. I will look for a something that goes with a lock. Here it is. A key goes with a lock. Continue making other matches. Then call on children to follow your model. Help them describe the process. As each match is made, write the names of things that go together on the board. Attach pictures beside each pair if possible.

After all the matches have been made, talk with children about why pairs of things go together. **Say** You need both soap and water to clean up. What do you use a hammer and nails to do? What do you do with bread and butter?

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have children match up the ELL Picture Cards. <strong>Say</strong> Name the things that go together. Show why they go together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Production/Speech Emergent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask</strong> What goes together, a toothbrush and toothpaste or a toothbrush and soap? Finish the sentence: Milk and ___ go together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask</strong> Why do an envelope and stamps go together? What is something that goes together with a table? Tell why they go together.</td>
</tr>
</tbody>
</table>

**Vocabulary**

names of various objects that go together

**Materials**

- Anthology
- objects, or pictures of them, that go together
- ELL Picture-Word Cards
  - lock, key, brush, comb, hammer, nails; shoes, socks; table, chair (See Masters ELL 7–9, 5–3, and 5–6.)
- ELL Picture Cards
  - coat, hat; knife, fork (See Masters ELL 1–4, 1–6, and 3–4.)

**Beginning/Preproduction**

See Master ELL 7–7.

Display “Oh, No!” Read it aloud and have children echo each line. Then reread the third and fourth lines. Say: Glue is sticky, isn’t it? Let’s talk about other things that are sticky. Sometimes when I make a jelly sandwich, I get jelly on my fingers. The jelly is sticky. Have you ever touched wet paint on a wall? Wet paint is sticky. Continue with other examples, always ending with ___ is sticky. Encourage children to suggest sticky substances, too.
**If You Give a Pig a Pancake**

Read aloud the Selection Summary for *If You Give a Pig a Pancake* (Master ELL 7–8). Have the group retell the silly story as you display the Anthology. Encourage children to pantomime the action. Then ask a few questions.

1. **Tell a few silly things the pig does.** Was it easy to tell what was going to happen next in this story? Tell why. *(Answers will vary.)*
2. **What things in this story could happen in real life? Which things could not? Is this a fantasy story? How do you know?** *(Answers will vary. Yes, because many things in it could not happen in real life.)*
3. **Was the pig a good visitor to the girl’s house?** Was the girl happy or angry about the pig’s visit? Would you like to have a pig or another kind of animal visit you? Tell why. *(Answers will vary.)*

**Vowel Pairs oo, ew, ue, ou**

**Display** page 61 of *Lou’s Tooth*. Ask a child to read the title. **Ask** What vowel sound do you hear in Lou and tooth? / oo / Look at the vowel letters. What letters spell / oo / in Lou? (ou) In tooth? (oo)

**Make** a chart as shown. Read *Lou’s Tooth* with children. Pause after each page. Have children find words with / oo /. Ask them which column to list the word in. List each word only once. If children note that shoe has the / oo / sound, add a column for it. Have children add other words as they read other stories.

<table>
<thead>
<tr>
<th>ou</th>
<th>oo</th>
<th>ew</th>
<th>ue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lou</td>
<td>tooth</td>
<td>chew</td>
<td>true</td>
</tr>
<tr>
<td>you</td>
<td>loose</td>
<td>knew</td>
<td>glue</td>
</tr>
<tr>
<td>group</td>
<td>Moon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td>too</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pulling It All Together

Read pages 81–82 of If You Give a Pig a Pancake: If you give a pig a pancake, she’ll want some syrup to go with it. Say. Today we will talk some more about things that go together, just like pancakes and syrup or a hammer and nails go together.

Begin by showing children a box of crayons and a sheet of construction paper. Have children name the items. Ask. What can we do with crayons and paper? Model a “one thing leads to another” sentence: If we have crayons and paper, we can draw a picture.

Continue to suggest other pairings of items. Hand out the ELL Picture Cards as suggestions as well. Have children create sentences for each pair that follow this pattern: If we have ____, we can ____. Possible pairs include bread and jam to make a sandwich, umbrellas and raincoats to go out in the rain, milk and chocolate syrup to make chocolate milk.

Encourage children to link together two or three pairs and their sentences, following the pattern of If You Give a Pig a Pancake. Model with an example: If we have bread and jam, we can make a sandwich. If we have a sandwich, we’ll want a plate. If we have a plate, we’ll need a knife and fork. Help children make connections between the items. Encourage them to be creative and silly as they do.

If Needed...

Beginning/Preproduction

Share the poem “Oh, No!” with children. Read it aloud once and have children listen. Then reread it, pausing to have children supply the words that rhyme with bed (head), glue (goo), and kite (sight). Then reread the poem. Invite children to add the movements you demonstrated on Day 3. Read the last line, Oh, no! dramatically and have children repeat it.

Vocabulary

Review of the week

Materials

- Anthology
- Box of crayons
- Construction paper
- ELL Picture-Word Cards
- Lock, key, brush, comb, hammer, nails; shoes, socks; table, chair (See Masters ELL 7–9, 5–3, and 5–6.)
- ELL Picture Cards
- Coat, hat; knife, fork (See Masters ELL 1–4, 1–6, and 3–4.)

Pre-Teach

Language Development

15–20 minutes

Theme 7: We Can Work It Out

Week 3

Multi-Level Response

Beginning/Preproduction

Say Name two things that go together. Show what you can do with those two things. Draw a picture that shows what you would do.

Early Production/Speech Emergent

Ask When it rains, what are two things you need outdoors? Which of these things does not go together with the others: fork, book, spoon?

Intermediate/Advanced

Ask What could you do if you have a ball and a bat? What could you make with a piece of paper and scissors?
Skills Focus: Grammar

15-20 Minutes

Pronouns

Write these sentences on the board or on chart paper:

Ana came into the room.
Ana got a pencil. Ana sat down.

Read the sentences with children. Point out that each sentence begins with the girl’s name: Ana. Erase the second, third, and fourth Ana’s—but not the fifth. Model for children how to use the word She to begin the second sentence. Explain that She takes the place of the name Ana. Ask children to write She to begin the next two sentences. Then read the new sentences.

Replace the name Ana with a boy’s name. Repeat the procedure, using He in place of the boy’s name. Repeat with the compound subject Tony and Kim. Replace these names with They.

Explain to children that It is another word that can take the place of a naming word. Display these sentences. Have children replace The book in two of the sentences with It.

The book is good. The book is not too long.
The book is not too short. The book is just right.

Skill Objective
Children substitute pronouns for naming words.

Academic Language
• naming word

Materials
• index cards with words he, she, it, they

Beginning/Preproduction
Hand out the he, she, it, they cards. Say a simple sentence beginning with a naming word. Repeat the naming word. Ask children to hold up the word that can replace it. Repeat the sentence with the pronoun.

Early Production/Speech Emergent
Have partners take turns saying naming words and choosing the pronoun that can replace that word. Suggest they use each word in a sentence.

Intermediate/Advanced
Have children work with partners. One partner says a sentence beginning with a naming word. The other repeats the sentence, using he, she, it, or they instead of the naming word.