Theme 5

THEME 5: Family Time
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Family Time

Selections
1 Brothers and Sisters
2 Jalapeño Bagels
3 Carousel
4 Thunder Cake
Birthdays

Display the poem “The People in a Family.”

SAY Let’s read a poem about families. Listen and watch as I read. Read the poem aloud, or sing it to the tune of “The Wheels on the Bus.”

As you sing, use appropriate motions, such as hugging yourself and pointing to the audience. Then have children read and sing the poem with you, including the motions. Have children answer the question the poem poses in the last line by identifying themselves as a particular family member.

SAY The poem we read is about families. Families have special times together. One special time many people celebrate is birthdays. Display objects commonly associated with birthday celebrations, such as a party hat, balloons, and candles. Help children identify each item and its use.

Birthday Party

Set up a birthday party dramatic play center. Encourage children to take turns pretending to be the birthday girl and boy and guests at the party. Lead children in singing “Happy Birthday to You.”

Vocabulary
mom, dad, sister, brother, aunt, uncle, grandmother, grandfather, cousin

Materials
• objects commonly associated with birthday celebrations
• Picture-Word Cards balloons, candles, cake (See Master ELL 5–3.)

Technology
Get Set for Reading CD-ROM
Brothers and Sisters

Education Place
www.eduplace.com
Brothers and Sisters

Audio CD
Brothers and Sisters
Audio CD for Family Time
Only Emily
Teacher Read Aloud, Teacher’s Edition

Display the illustration in the Teacher’s Edition. **SAY** In this story, a young girl is going to have a birthday. What do you know about birthdays and birthday celebrations? What is a birthday gift? Why do people give birthday gifts? Which things in the illustration might be birthday gifts? Does a birthday gift always have to be an object?

**The -er Ending in Two-Syllable Words**

Tell children to listen as you say these words: *winter, supper, under.* **SAY** All of these words end with the /\r/ sound. Repeat the words, emphasizing the əschwa plus r sound at the end. Write *winter, supper,* and *under* on the board. Underline the er at the end of each. Model how to blend the sounds and say each word.

Distribute index cards to children. Have them write er on their cards. Display the Phonics Library selection *My Sister Joan.* Read aloud pages 1 and 2 and have children listen for words that end with the /\r/ sound. Tell them to hold up their cards each time they hear a word that ends with the /\r/ sound. As each word is identified, write it on the board. After reading, have children blend sounds to read the words on the board.

Review by having children name words that end with the /\r/ sound. Write their suggestions on the board. Underline the er in each.
**Family Members**

**Vocabulary**
- family members, nephew, niece

**Materials**
- markers

**Pre-teach**

**ASK** What words do we use when we talk about the people in a family? What is another way of saying father? Brainstorm a list of family words with children, including various ways of saying father, mother, and so on.

On the board, draw a chart such as the following to help children record and classify family member names. Discuss the meaning of each word.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>father (pa, pop, papa, dad)</td>
<td>mother (ma, mom)</td>
</tr>
<tr>
<td>grandfather (grandpa)</td>
<td>grandmother (granny, grandma)</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>nephew</td>
<td>niece</td>
</tr>
<tr>
<td>cousin</td>
<td>cousin</td>
</tr>
</tbody>
</table>

Point out names used to identify the same family member, such as *papa* or *dad* for father. Ask children to tell what words they use for these terms in their primary languages. Then have children choose a family member from the list and give clues, such as *I am your father’s mother*. Have other children identify the family member name.

**Beginning/Preproduction**

Display “The People in a Family” and sing it with children, using the motions. Make word cards for the family member names in the poem. Distribute them have children match the cards to the words in the poem. Then display a portrait of a large family, perhaps from a magazine. Have children use the word cards as labels for the people in the portrait.

**Early Production/Speech Emergent**

Have children draw a self-portrait and complete the following sentence frame: *I am a _____, _____, and _____*. Encourage them to use all the family member names that apply, such as daughter, granddaughter, cousin, and so on.

**Intermediate/Advanced**

Organize children into pairs or small groups. Have the groups work together to write an acrostic poem about families using the word FAMILY, or another related word.
Get Set to Read

Being a Brother or Sister, pages 160–161

Have students find Anthology pages 160–161. Say: "When we talk about families, we use the words mother, father, sister, and brother. What does the word brother mean? What does sister mean? Do you have a brother or sister? Is your brother or sister younger or older than you? Do you and your brother or sister do things together? What is good about being a brother or sister? What can be hard about being a brother or sister?"

Brothers and Sisters

Pages 162–163: Describe the people in the photographs.

Pages 164–165: What do you see in these photographs? Have you ever held a baby? How did you feel?

Pages 166–169: What do you see the brothers and sisters in these photographs doing together?

Pages 170–171: Twins are brothers or sisters who are the same age and sometimes look alike. Identical twins are brothers and sisters who look exactly alike. Have you ever met identical twins?

Pages 172–173: What are the brothers and sisters in these photographs doing together? How do you think they feel?

Pages 174–176: How can an older brother or sister help a younger child?

Pages 178–180: Adults have brothers and sisters too. What word means "your mother's sister"? What word means "your mother's mother"?

High-Frequency Words

middle

Display the Word Card middle for children. Read the word and have children repeat it. Ask: "What is in the middle of your face—your nose or your ear?"

Display page 6 of the Phonics Library selection My Sister Joan and have children look for the high-frequency word middle.

Review by having children write middle in a sentence you dictate, for example, "Walk to the middle of the room." If children have not completed Practice Book page 98, preview it by reading the directions for all three activities.
Games

Help children find Anthology page 173. Read it aloud and have children describe what they see in the photograph.

What kinds of games do you like to play with family members? Record children’s responses. Encourage them to share experiences they have had when playing their favorite game.

Have children take turns giving oral directions for how to play their favorite game. Have other children ask questions about aspects of the game, such as how many players are involved or what materials are needed. If possible, have groups of children try to play a game that is being described.

Draw a Tick Tack Toe grid on the board. If necessary, review with children how the game is played.

As a group, write instructions for how to play the game. Ask children to imagine they are teaching the game to a younger brother or sister. Focus on game-related vocabulary, such as game, players, rules, turns, and so on. Play the game with children.

Vocabulary
- game, players, rules, turns

Materials
- Anthology

BEGINNING/PREPRODUCTION
See Master ELL 5–1.
Display “The People in a Family” and read it with children, using the motions. Provide children with props, such as neckties, hats, and gloves. Use word cards for family member names to create a necklace for each child. Have children dress up with appropriate props for the family member name they are wearing. Sing the song again, and ask children to stand when their word is sung.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
ASK What is the name of a game that you enjoy playing? Who plays it with you?

EARLY PRODUCTION/ SPEECH EMERGENT
ASK What must you follow in order to play a game correctly? What do you call the people who are playing the game?

INTERMEDIATE/ ADVANCED
ASK What is your favorite game to play with family members? What do you like about it? What do you do when players don’t agree about something that happens in a game?
**Vowel Pairs oa, ow**

**Write** snow and road on the board. **ASK** What vowel sound do you hear in each word? (long o) Have children read the words with you as you underline the vowel pair in each.

**Display** the Phonics Library selection *The Big Party Plan*. Have children search page 9 for words with vowel pairs oa and ow. Ask them to point to and read each word aloud. Children should identify the words coats, Willow, and town.

**Repeat** with page 10. (throwing, own, coats, snow)

**High-Frequency Words**

**trouble, uncle**

**Display** the Word Cards trouble and uncle. **ASK** Which word begins with a vowel? Which word rhymes with bubble? Have children point to the correct Word Card. Have them look through the Phonics Library selection *My Sister Joan* and read the sentence in which each high-frequency word appears. *(trouble, page 1; uncle, page 4)*

**Write** completion sentences on the board, for example, *My aunt and ___ came to visit us. The puppy gets into lots of ___.* Leave enough space for children to tape the correct Word Card in place.

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**Skill Objectives**

**Children**
- associate the long o sound with the vowel pairs oa and ow
- blend and read words with oa and ow
- read and write the high-frequency words trouble and uncle

**Academic Language**
- long o vowel sound
- vowel pairs

**Materials**
- Phonics Library selection *The Big Party Plan*
- Word Cards trouble, uncle
- Phonics Library selection *My Sister Joan*
- tape

**Phonics Library**

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

Help children find page 175 in the Anthology. Read it aloud.

*Say* This part of the story tells us about how people in a family sometimes feel. What is a word in this part of the story that names a feeling? *(mad)* What are some other feeling words you know? Record children’s responses.

Have children use facial expressions and body language to demonstrate different feelings. Have other children guess the feelings being pantomimed. Children may point to a feeling word on the board or say it aloud.

Give each child two paper plates. Have them draw faces on the plates to show two different feelings. Have them label each plate. Show children how to glue the paper plates back to back. Collect the plates and assemble a classroom *Feelings* mobile by hanging them together.
Brothers and Sisters

What is it like to have a newborn brother or sister? Sometimes having a baby in the family is fun. But sometimes a baby is not so much fun. Brothers and sisters might have to play by themselves if Mommy is busy taking care of the baby. Or they may help with the baby. Brothers and sisters can have fun together. An older sister can help her younger sister get ready for school. You learn to share when you have a sister or brother. Sometimes a brother or sister is your best friend. And sometimes it’s hard to be a brother or sister.

Twins are brothers and sisters who are the same age. Some twins look a lot alike, but they aren’t exactly alike. Adopted brothers and sisters came from a different mom and dad. But they are still part of the family. Grandmothers and grandfathers have brothers and sisters. And even after seventy years, they can still be best friends.

Comprehension Questions for the Anthology Selection

1. **What might be good about having a twin brother or sister? What might be difficult?** (There would always be someone to play and talk with. People might confuse the two.)
2. **Describe some of the things the brothers and sisters in the selection do together.** (They take care of one another, play together, and talk to one another.)
3. **What would or do you like best about being an older brother or sister?** (Answers will vary.)

Word Families

**Write** these words on the board: quickly, quickness, quicker. Read them aloud with children. Underline the base word quick in each word. **Say** All of these words contain the base word quick. They belong to the quick word family.

**Display** the following words and have children identify the common base word for each word family: hoping, hopeful; loudness, louder; rainfall, raining; softly, softer.

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**Restate:** newborn
just born, recently born

**Demonstrate:** share
Model sharing a limited number of objects, for example, six index cards or math manipulatives, with one or two students.

**Show:** seventy
Write the numeral 70 and number name seventy on the board. Lead children in counting to seventy by tens.
**Grades in School**

Help children find Anthology page 174. Read it aloud.

**SAY** This part of the story tells about which grade in school someone is in. It says that some older children are in middle school. Are you in middle school?

Lead children in a discussion about different grades and levels of school.

Discuss schools in your area—middle school, high school, or college, if appropriate. Ask children whether they have family members in any of those schools. Then draw a chart like the one below and help children categorize family members according to their level in school.

<table>
<thead>
<tr>
<th>School</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Revere Elementary School</td>
<td>sister (Carolina)</td>
</tr>
<tr>
<td>Lincoln Middle School</td>
<td>brother (Ernesto)</td>
</tr>
<tr>
<td>Martin Luther King High School</td>
<td>cousin (Luis)</td>
</tr>
<tr>
<td>Western Community College</td>
<td>cousin (Elena)</td>
</tr>
</tbody>
</table>

Have children copy the chart. Have them complete the chart using information pertaining to their own families. Use the information on children’s charts to generate a discussion about family members and the schools they attend.
**Verbs**

**Write** these words on the board: *jump, laugh, bear*. Read the words with children. **SAY** *These words are all verbs. They tell about actions.* Call on children to demonstrate *jump* and *laugh*. Remind children that some verbs tell about movements or actions that can be seen, while other verbs, such as *bear*, tell about actions that cannot be seen.

**Display** and read the following groups of words. Have children identify the word in the group that is not a verb: *sit, see, girl; chewed, chair; listens; basket, bakes, blew.*

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**Skill Objective**

Children
- identify verbs
- use expressions that convey strong feeling and conviction

**Academic Language**
- verb

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**Voice**

**Display** this sentence: *Cats make good pets*. Read it with children. **SAY** *This sentence tells what someone thinks, but it doesn’t really make me believe that cats are good pets*. Write this sentence: *I think cats make the best pets because they are small, quiet, and very clean.*

**Help** children compare the two sentences. Note that the word *good* in the first sentence has been changed to *best* in the second sentence and that the second sentence gives reasons why cats make the best pets.

**Pair** children to rewrite this sentence to make it stronger and more convincing: *Teamwork is good in sports*. Have children share and discuss their sentences.
Display the poem “Baking Cookies.” SAY Let’s read a poem about baking cookies. Listen and watch as I read.

As you read the poem aloud, use appropriate motions, such as pouring, mixing, dropping spoonfuls of dough, and passing out cookies. Then have children read the poem with you, using the motions.

**All Mixed Up**

Have partners or small groups write out the steps involved in making cookies on sentence strips. Have them “mix up” the sentence strips, then put them back in the correct order.

Turn one set of sentence strips face down. Have individual children select a sentence strip and pantomime the step described. Have children describe the step being pantomimed.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

SAY Show how you mix up cookie dough. Show how you drop spoonfuls of dough on a cookie sheet.

**Early Production/Speech Emergent**

ASK What is the first step in making cookie dough? What ingredients are in the cookie dough?

**Intermediate/Advanced**

SAY Tell a partner how to make cookies, step by step. What would happen if you performed the steps out of order?
Jennifer and Granddad’s Garden

Teacher Read Aloud, Teacher’s Edition

Display the illustration in the Teacher’s Edition. Say: In this story, a girl named Jennifer helps her grandfather plant a vegetable garden. Have you ever worked in a garden? What do you know about planting and growing flowers or vegetables? The tool in the illustration is called a trowel. What do you think a trowel is used for?

Contractions

Write I’ll, can’t, don’t, and won’t on the board. Remind children that a contraction is a shorter way of writing two words. Explain that the apostrophe takes the place of letters that have been dropped. Ask children to tell the meaning of each contraction. Write the words on the board beside the contractions.

Distribute five index cards to each child. Have them copy the following from the board, one contraction and its meaning per index card: you’re, you are; we’ll, we will; isn’t, is not; he’s, he is; I’m, I am. Have children identify the missing letters, then use their cards to help them write meanings for these contractions: be’ll, they’re, it’s, aren’t.

Review by displaying page 20 of the Phonics Library selection Lost and Found. Have children find, read and give the meaning of each contraction.

Skill Objectives

Children
- identify contractions and understand their meanings
- read and write contractions

Academic Language
- contraction
- apostrophe

Materials
- index cards
- Phonics Library selection Lost and Found

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write the following contractions and their meanings randomly on the board: you’re, don’t, we’ll. Have children match the meaning to the contraction.

Early Production/Speech Emergent
Write pairs of contractions on the board. Have children say which contraction completes an oral sentence you provide, for example, ____ going out now (We’re/Don’t).

Intermediate/Advanced
Have children write sentences that include these contractions: it’s, they’re, and she’s.
Day 2

**Theme 5/Selection 2: Jalapeño Bagels**

**Bakery Items**

*SAY* I am going to describe a place somewhere outside the classroom. Raise your hand when you know what it is. In this place, someone is working behind a counter and is wearing a tall white hat and a white apron. The whole place smells warm and delicious. There is a glass case filled with cookies, doughnuts, bread, cakes, and bagels.

If necessary, help children identify the location as a bakery. *ASK* Have you ever been in a bakery? *ASK* What kinds of things are for sale in a bakery? Record children’s responses on chart paper. Distribute magazine pictures of common bakery items and have children tape the pictures next to the item name.

Organize children into small groups. Have groups make a menu sign for a bakery that lists at least four items and shows an image of each.

Model a role-play in which you are the customer in a bakery ordering baked goods. Have children in the group take turns being customers and bakery employees.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*SAY* Name something that you can buy in a bakery. Name your favorite bakery item.

**Early Production/Speech Emergent**

*ASK* Would you like to work in a bakery? Why or why not?

**Intermediate/Advanced**

*ASK* What is your favorite bakery item? Why? Compare two bakery items you like. Tell how they are alike and different.

**Vocabulary**

bakery, doughnuts, bread, cakes, bagels

**Materials**

- magazine pictures of common bakery items
- tape
- chart paper
- crayons or markers
- Picture-Word Cards doughnuts, bread, cookie, cake

(See Master ELL 5–6.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 5–4.

Display “Baking Cookies” and read it with children, using the motions. Bring in real objects mentioned in the poem, such as a measuring cup, an empty egg carton, a bag of sugar, a spoon, and a cookie sheet. Distribute the items among the children. Repeat the poem, having children hold up their item when it is mentioned in the poem. Redistribute the items and repeat several times.
Get Set to Read

Inside a Bakery, pages 190–191

Help children find Anthology pages 190–191. SAY These photographs show what happens inside a bakery. What is a bakery? What would you expect to find inside a bakery? What does the small picture on page 190 show? What is the man in the photograph on page 191 holding? What is he wearing? What do you call someone who works in or owns a bakery? Have you ever been in a bakery?

Jalapeño Bagels

Pages 193–195: This selection is about a boy named Pablo and his mother and father. Pablo’s parents own a bakery. Describe Pablo. Describe his mother and father.

Pages 196–198: What are Pablo and his mother doing? What are they using? How does Pablo help his mother?

Pages 199–201: Pablo is trying to choose a food for an International Day celebration at school. What might an International Day celebration be like?

Pages 202–203: Pablo’s father asks Pablo to help him make bagels. What is a bagel?

Pages 204–207: Pablo’s mother helps them make jalapeño bagels. She cuts the jalapeños. What are jalapeños?

Pages 208–209: Pablo still hasn’t decided what to bring to school for International Day. What do you think he should bring? Why?

Page 210: Pablo decides to bring jalapeño bagels to school for International Day. Why do you think he chose jalapeño bagels?

High-Frequency Words

early

Display the Word Card early. Read the word for children and have them repeat it. Use the word in a sentence, for example, I wake up early in the morning. Then have children use the word in an original sentence.

Review by having children look for the high-frequency word early on page 17 of the Phonics Library selection Lost and Found.
Day 3

**Theme 5/Selection 2: Jalapeño Bagels**

**Vocabulary**
- bake, stir, pour, bowl, spoon

**Materials**
- Anthology
- baking tools
- magazine pictures related to baking
- Picture-Word Cards
  - spoon, bowl
(See Master ELL 5–6.)

**IF NEEDED...**

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

Display “Baking Cookies” and read it with children, using the motions. Say: A baker is a worker who makes baked goods, such as cookies, cakes, and breads. We are going to play a following-directions game called “Baker Says.” I’ll give directions from the poem. Move only if you hear me say “Baker says” first. Say: Baker says Add the eggs.

**Pre Teach**

**Language Development**
15–20 minutes

**Baking**

Help children find Anthology pages 196–197. Read page 196 aloud and have children describe what they see in the illustration on page 197.

**SAY** In this part of the story, Pablo and his mom are baking. We’ve talked about baked foods such as cake, cookies, bread, muffins, and bagels. Now we’re going to talk about how those things are made. Have you ever helped someone bake? What did you do?

Record key words and phrases from children’s responses. Then create a chart to help children categorize words related to baking.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Ingredients</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>stir</td>
<td>sugar</td>
<td>bowl</td>
</tr>
<tr>
<td>pour</td>
<td>eggs</td>
<td>spoon</td>
</tr>
<tr>
<td>bake</td>
<td>flour</td>
<td></td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show me how you pour something. Point to the eggs and flour.

**Early Production/Speech Emergent**

Provide children with magazine pictures related to baking, such as people baking, or of ingredients for baking. Have children write captions for their photos.

**Intermediate/Advanced**

Have children write to tell about an experience they have had or would like to have with baking.
SKILL FOCUS: PHONICS REVIEW

10–15 MINUTES

The -er Ending in Two-Syllable Words

Say water, mister, danger, and flipper. Point out that all the words end with the /ɔr/ sound and that they are all two-syllable words. Have children clap out the syllables with you. Then write water, mister, danger, flipper on the board. Have children underline the er at the end of each.

Display page 28 of the Phonics Library selection What Will Lester Be? Have children search the page for words with er at the end. Have them point out and read each word aloud. (Lester, sister, teacher, rulers, paper)

High-Frequency Words

hair, instead

Use completion sentences to revisit the high-frequency words. Write these sentences and others that you create on the board: She washes her ___ with shampoo. For his birthday gift, he wants a book ___ of a truck.

Display page 21 of the Phonics Library selection Lost and Found. Have children find and read the sentences on page 21 in which hair and instead appear. Have partners work together to use hair and instead in sentences.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Say each word, one at a time. Have children repeat the word and then point to the corresponding Word Card.

Early Production/Speech Emergent
Have children read each word with you, then point to and say the word that completes this sentence: He would like to rest ___ of playing.

Intermediate/Advanced
Have children write sentences that you dictate: He’ll have a cold drink instead of a hot drink. Brush your hair.

Skill Objectives
Children
- associate the /ɔr/ sound with er at the end of words
- read words that end with er
- read and write the high-frequency words hair and instead

Academic Language
- syllables

Materials
- Phonics Library selection What Will Lester Be?
- Word Cards hair, instead
- Phonics Library selection Lost and Found

phonics Library

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

SELECTION 2: Jalapeño Bagels

DAY 3
Cooking Measurements

Help children find Anthology page 211. Read it aloud.

**SAY** This page tells us how to make a kind of baked good called chango bars. It is a recipe for making the chango bars. A recipe tells what ingredients are needed for making something, and how much of each ingredient is needed. Recipes use measurement words. Find these measurement words in this recipe: cup, tablespoon, and teaspoon.

Bring in several measuring cups and measuring spoons. Help children identify each. Talk about the various amounts, such as 1/2 cup and 3/4 teaspoon.

**Measure It** Organize children into small groups. Give oral directions and have children in the groups take turns measuring various amounts of water.

Then have each child write a task card using the following sentence frames: **Pour ____ of water. Add ____ of water.** Tell children to use a cup measurement for “pour” and a spoon measurement for “add.” Have children trade task cards and measure the water.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

**SAY** Show how to pour water from a measuring cup. Show how to pour water into a measuring cup.

**ASK** Is the word tablespoon in your recipe? Show the word cup in your recipe.

**EARLY PRODUCTION/SPEECH EMERGENT**

Provide recipes cut from magazines. Have children find and circle measurement words.

**INTERMEDIATE/ADVANCED**

Have children write a recipe using the vocabulary they’ve learned. Have them be sure to include measurement words.
Jalapeño Bagels

Pablo is a boy whose parents own a bakery. Some days, Pablo helps his parents in the bakery. This Sunday, Pablo is trying to pick a food from his culture to bring to school for International Day. But Pablo's parents are from two different cultures. Pablo thinks about the foods he likes. Should he bring Mexican sweet bread to school? Should he bring pumpkin turnovers? Or maybe chango bars? His father calls from the back room. He wants Pablo to help him make bagels. First he makes the dough in a metal bowl. He shows Pablo how to connect the ends in a circle. Then he boils the bagels in water and puts them in the oven. Soon Pablo's mother joins them. They make bagels with green peppers called jalapeños. Pablo's parents have a special recipe for jalapeño bagels. Pablo's mother asks Pablo if he has decided what he wants to bring to school. He tells his parents that he wants to take jalapeño bagels to school, because they are a mixture of both of them, just like he is.

1. What steps do Pablo and his father follow to make bagels? (They make the dough, roll it out, cut and form it into circles, let it rise, then boil the bagels in water.)
2. What tools do Pablo and his mother use to make empanadas de calabaza? (bowls, a rolling pin, fork and spoon, metal tray and a wooden paddle)
3. What food would you take to school for an International Day celebration? (Answers will vary but should include foods that reflect cultural heritage.)

Dictionary: Word Meanings

Write the following dictionary entry on the board.

foot 1. Part of the leg used for standing or walking.
       2. An amount of length equal to 12 inches.

Display and read this sentence: He cut his foot on a sharp rock. Ask children which meaning the word foot has in it. Have them say what clues in the sentence helped them decide on the meaning. If children have not completed Practice Book page 131, read the directions and the two meanings for each entry word.
Foods from Different Countries

Help children find Anthology page 204. Read it aloud.

This part of the story tells about a kind of food that is special to Pablo and his father because it is a kind of food from Papa’s family. People everywhere make food that is special to them. What kinds of foods are special to you? Guide children’s discussion about foods that are special to them. Talk about which countries, cultures, or holidays the foods are associated with.

Encourage children to ask one another questions about special foods. Model with questions such as Does it taste sweet? What do you eat with it?

Have children draw a food that is special to them and their family and to write about it. Invite children to share their work. Display children’s pictures near a world map. Attach pieces of yarn with each picture on one end and a country the food is associated with on the other end.

**Vocabulary**
- names of special foods children mention

**Materials**
- markers
- world map
- yarn

**Beginning/Preproduction**
See Master ELL 5–4.
Have each child make a name card. Read the poem and perform the motions, having children join in. Say: I’m going to read the poem again. Listen and watch for your name. When I say your name, stand up and do the motion for that line. Reread the poem, adding a name card to the front of all but the first two lines.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**Favorite Foods**

Name a food that is special to you and your family.

**SAY** Name a food that is special to you and your family.

**ASK** Which of these foods would you like to try? Which food have you tried?

**FAVORITE FOODS**

**INTERMEDIATE/ADVANCED**

**ASK** Do you like trying new foods? Why or why not? What can you learn by trying new foods?

**MULTI-LEVEL RESPONSE**
Verbs That Tell About Now

Write these sentences on the board: The dog hides. The dogs hide. Read the sentences aloud with children. Point to hide and then hides. Have children say how they differ. Remind children that words that tell about actions are verbs, and that in these sentences the actions take place now. Help children recall that when just one person or animal does something, the verb usually has an s at the end.

Display the following and have children choose a verb to complete each sentence. The duck ___ (swims/swim); The children ___ (plays/play);

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Prepare several word cards with present-tense verbs such as jumps/jump, runs/run, eats/eat, and so on. Say a verb and have children point to or pick up the card that shows the correct form.

Early Production/Speech Emergent
Have children listen to sentences and tell what the verb in each is. SAY The cat sleeps in the sun. The dogs bark at night.

Intermediate/Advanced
Have children illustrate and caption the first three pages of an animal counting book. Each page should have a sentence that tells what the animal or animals are doing.

Skill Objectives
Children
• use the correct forms of present tense verbs
• identify sentences that do not keep to the point of a paragraph

Academic Language
• verbs

Materials
• index cards

Keeping to the Point

Read aloud these sentences: I like all kinds of sports. I play soccer at school. I have a dog. My best sport is baseball.

SAY All of these sentences, except one, tell about playing sports. The sentence about the dog does not belong with the others. It does not keep to the point of the paragraph.

Pair children to read this paragraph and find the sentence that does not keep to the point. Mike has red hair. He has freckles, too. Mike has bright blue eyes. He likes peach ice cream.
Display the poem “Get the Chores Done.” **SAY** Let’s read a poem about doing chores, or jobs.

**Read the poem aloud.** As you read, use appropriate motions, such as beckoning to others, bending over, reaching up, dusting hands, and putting them on your hips. Then have children read the poem with you, including the motions. **ASK** What is the poem about? Show how you pick something up. Show how you put something away. What types of things do you pick up and put away at home or at school?

**On the board, draw a Venn diagram.** **SAY** Think about chores you do at home and chores you do at school. Which ones do you do just at home? Which ones do you do just at school? Which ones do you do in both places? Guide children in using their responses to complete the Venn diagram. Use the information in the diagram to ask and answer questions, such as **Do you put away your books at home and at school?**

Finally, have children choose one of the chores listed on the diagram and pantomime completing it. Have group members guess and describe which chore they are performing.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Do you do chores at home? What chores do you do in school?

**Early Production/Speech Emergent**

Direct children to draw a picture of themselves doing a chore at home or at school. Have them write a caption for their picture.

**Intermediate/Advanced**

Ask children to think about all the chores that must be done at home or at school. Have them write about a fair way to share the chores.
Great-Aunt Martha
Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. SAY In this story, a relative named Great-Aunt Martha comes to visit her family. What is an aunt? What is a great-aunt? What else can the word great mean? The girl in the illustration looks unhappy. What do you think she might be unhappy about?

The Prefix un-

Write unhappy, unlock, and unfair on the board. Read the words, emphasizing the prefix un-.

Underline the prefix in each word, then draw a line between the prefix and the base word. Have children read each base word with you. Explain that un- at the beginning of a word often adds the meaning not to the word. SAY If you are unhappy, you are not happy.

Display these words and help children identify the base word and then say what the prefixed word means: unseen/untrue; unkind/unable; unlucky/unpacked.

Review by displaying pages 34 and 35 of the Phonics Library selection Aunt Lizzy Finds Her Cake. Have children find and read words with the prefix un-. Ask for the meanings of untie and unwise.
Moods

**SAY** We’ve talked about doing chores. How do you feel when it is time to do the chores? How do you feel after the chores are done? List children’s responses.

Show children magazine pictures that depict different moods, such as happy, sad, or angry. Help children identify the mood shown in the photo. Show children how to fold a piece of drawing paper into thirds. Have them draw and label three faces to show three different moods, such as happy, sad, and angry.

Play a variety of music with different tempos and volume. Have children respond to the music with different facial expressions. As the music changes, ask children to describe how the music makes them feel.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how you look when you are happy. Then demonstrate a facial expression, such as a frown.

**ASK** How do you think I feel now?

**Early Production/Speech Emergent**

**ASK** How do you feel when you win a prize? How do you feel when someone does something to you that is unfair?

**Intermediate/Advanced**

**ASK** What can put you in a happy mood if you are in a sad mood? How can you help yourself calm down when you are feeling angry?
Get Set to Read

A Bad Day, pages 218–219

Have children find Anthology pages 218–219. SAY: This illustration shows a young girl having a bad day. What happens to cause her to have a bad day? (She is woken up by pets fighting; her brother argues with her at breakfast; she loses her dance shoes; she falls on stage.) What happens to make her bad day turn out well? (Her dog brings her dance shoes to her.)

Carousel

Page 221: Describe what you see on the cover page. The horse in the illustration is a carousel horse. What is a carousel?

Pages 222–223: Alex, the girl in the illustration, is wearing special clothes and is having her hair combed. Where might she be going?

Pages 224–225: Alex is angry because her father is not at her party. What sort of party is it? Who do you think the other people at the party are?

Pages 226–227: What are the two gifts that Alex opened? Do you think she is happy with her gifts?

Pages 228–231: Why do you think Alex’s mother sent her to her room? What did Alex do in her room?

Pages 236–243: Alex fell asleep and had a dream. What did Alex dream about? Name the animals in Alex’s dream. Why did Alex dream about these animals?

Pages 244–249: When she woke up, Alex saw her father. What is Alex showing her father? How do you think Alex feels about seeing her father?

High-Frequency Words

aunt

Conduct a picture walk of the Phonics Library selection Aunt Lizzy Finds Her Cake. Read the title aloud. Ask children who they think the woman on page 36 is. Ask: What is an aunt?

Display the Word Card aunt. Read the word for children and have children repeat it. Have children use the high-frequency word aunt in a sentence, for example, Her aunt took her to the zoo.
Zoo Animals

Help children find Anthology page 240. Read it aloud and have children describe what they see in the photograph on pages 240 and 241. Say: In this part of the story, Alex is with animals. Some of the animals are the kind that live in a zoo. Have you ever been to a zoo? Can you name some of the animals Alex sees? What kind of animals usually live in a zoo? Record children’s responses.

Show a variety of pictures of zoo animals. Help children identify the animals and match a written label to each picture. Display the pictures and have children study the collection carefully. While children close their eyes, remove one of the pictures. Have volunteers tell which animal picture is missing.

Have one child choose a label from a container containing animal’s names on index cards. Have group members ask questions about the animal, such as What color is this animal? Is it a large or small animal? How many legs does this animal have? Have the child answer their questions without giving away the name of the animal. Continue until each child has had a turn answering questions.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Say: Name some of the animals on pages 240 and 241. Point to the flamingo.

**Early Production/Speech Emergent**

Have children select one of the animals discussed above. Have them write and illustrate a short description of the animal.

**Intermediate/Advanced**

Help children write a group story about an imaginary trip to a zoo.

**Vocabulary**

zoo animals

**Materials**

- Anthology
- pictures of zoo animals
- index cards
- Picture-Word Cards
  - zebra, giraffe, elephant, flamingo
  (See Master ELL 5–9.)
The -le Ending in Two-Syllable Words

**SAY** little, whistle, paddle, and candle. Repeat the words and ask children what two things are the same about all the words. Children should notice that the words all end with the /ə/ sound and that they are all two-syllable words. Have children repeat the words and clap out the syllables with you. Write little, whistle, paddle, and candle on the board. Have children underline the le at the end of each.

**Display** the Phonics Library selection *My Brother*. Focus children’s attention on page 43. Have them point out and read words with le at the end. Children should identify wiggle, bottle, and giggle.

**High-Frequency Words**

*million, pair*

**Use** the Phonics Library selection *Aunt Lizzy Finds Her Cake* to revisit the high-frequency words. Display page 35 and then page 39. Point to the words pair on page 35 and million on page 39. Have children read the sentences in which they occur. Write these sentences and others that you create on the board: She has a new ____ of mittens. He knows a ____ funny jokes to tell. Have children identify the word that completes each sentence. Write the word in the sentence and have children read the completed sentence with you.

**Have** partners work together to use million and pair in sentences.

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**Skill Objectives**

- Children
  - associate the /ə + l/ sound with le at the end of words
  - read words that end with -le
  - read and write the high-frequency words million and pair

**Academic Language**

- syllables

**Materials**

- Phonics Library selection *My Brother*
- Word Cards million, pair
- Phonics Library selection *Aunt Lizzy Finds Her Cake*

**Phonics Library**

*Family Time*

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

Help children find Anthology page 234. Read it aloud. **SAY** In this part of the story, Alex has just broken the little zebra off the carousel. She is thinking about fixing the carousel before her dad gets home. How might she do that?

Bring in several items associated with making repairs, such as glue, a hammer and nails, and a needle and thread. Discuss how they are used and what you would fix with them.

Organize children into small groups. Assign each group an imaginary problem, such as a backpack with a zipper that doesn’t work, a broken vase, a torn poster, and so on. Direct groups to decide on the best way to solve their problem.

Set up a repair shop dramatic play center. Model for children a dialogue in the shop, using key vocabulary, such as *My ___ is broken. Can you fix it?* Have children take turns being customers and workers in the repair shop.

**Vocabulary**

- glue, hammer, nails, needle, thread

**Materials**

- Anthology
- items associated with making repairs
- Picture-Word Cards hammer, needle
  (See Master ELL 5–9.)
Comprehension Questions for the Anthology Selection

1. Do you think Alex’s mother was right to punish Alex by sending her to her room during her birthday party? (Answers should include judgments about Alex’s behavior and the effect it had on the people at her party.)

2. Describe the carousel that Alex’s father bought for her. (Answer should include the number or names of the carousel animals.)

3. Which carousel animal do you think was Alex’s favorite? Which do you like best? (Alex seemed to like the zebra best. Children’s answers will vary.)

Homophones

Write these words on the board: week and weak. SAY These words sound alike but have different spellings. Point to the vowel spellings ee and ea in the words. Point out the meanings of week (seven days) and weak (not strong). Use each word in an oral sentence. Continue with these word pairs: see/sea, meet/meat, and plain/plane.

Display the sentence and word pair that follow. Have children choose the correct word for the sentence: The fastest boy ___ the race. (one, won)
Clothes and Shoes

Help children find Anthology pages 222–223. Read both pages aloud. SAY: This part of the story tells about things that Alex is wearing as she changes for her birthday celebration. Let’s find the words that talk about things Alex is wearing.

Help children identify shoes, dress, sneakers, bows, and jeans. Point out that sneakers names a specific kind of shoe. ASK: What other kinds of shoes do you wear? Guide children to list sandals, boots, dress shoes, and so on.

Lead children in playing a variation of “Pin the Tail on the Donkey.” Make a large paper doll cutout. Then cut out various clothing items, such as a shirt, pants, shoes, and a hat.

As you distribute the clothing items, have each child name the article of clothing. Blindfold children and have them take turns trying to attach the clothing to the correct part of the doll.

Vocabulary
shoes, sneakers, sandals, boots, dress shoes, bows, jeans, dress

Materials
• Anthology
• chart paper
• scissors
• markers
• tape
• Picture-Word Cards
shoes, sneakers, sandals
(See Master ELL 5–9.)

Beginning/Preproduction
See Master ELL 5–7.
Display the poem. Read it and perform the motions, having children join in. Bring in an assortment of real objects that are commonly left lying around a house, such as shoes, toys, and towels. Say: I’m going to put something on the floor for you to use to act out the poem. Use the name of the object instead of the word things when you say the poem. Use a self-stick note for each word to mask the word things in the poem, then lead children in reading the poem.
Verbs That Tell About the Past

**Write** this sentence on the board: *The boy played ball.* Read the sentence aloud and have children identify the verb. **Ask** *When does the action in this sentence take place?* Call attention to *ed* at the end of *played* and circle it. Point to *played* and explain that it tells about an action that happened in the past.

**Remind** children that *ed* at the end of a verb signals that the action took place in the past.

**Review** by having children use these words in oral sentences: *looked, wanted,* and *opened.*

### MULTI-LEVEL PRACTICE

**Beginning/Preproduction**
Prepare word cards with a mix of present tense and simple past tense verbs such as *helped, likes, played, asked, jumps.* Have children point to and read cards that show verbs that tell about actions in the past.

**Early Production/Speech Emergent**
Have children listen to sentences and tell what the past tense verb is in each, for example, *The kitten played with the ball.*

**Intermediate/Advanced**
Have children write two or three related sentences describing, for example, a movie they enjoyed. Have them include past tense verbs in each sentence.

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### SKILL FOCUS: WRITING

**Combining Sentences**

**Display** and read these sentences: *Paco plays the guitar. Paco sings.* **SAY** *The same person is doing something in each sentence. I can put the two sentences together because they both tell about Paco.*

**Model** how to rewrite the sentences as one: *Paco plays the guitar and sings.* Repeat by having children combine these two sentences: *Rita feeds the fish. Rita waters the plants.*
Display the poem “How Much Longer?” SAY Let’s read a poem about waiting for a celebration. Read the poem aloud. As you read, use appropriate motions such as crossing arms or tapping a foot to indicate waiting, raising hands in a questioning gesture, pointing down to indicate now, and tapping your wrist as if checking a watch. Then have children read the poem with you, including the motions. SAY Show how you wait.

ASK What might the people in the poem be waiting to celebrate? What do you celebrate? Record children’s responses, prompting them as necessary to identify special occasions such as birthdays, anniversaries, graduations, and weddings. Help children understand each word’s meaning.

Organize children into small groups and assign each a special occasion. Provide simple props or art materials for creating props. Do not let the groups know the others’ assigned occasion. Have children arrange themselves in a tableau of the special occasion. Then have groups take turns freezing in their tableau position while other groups describe and guess the special occasion scene.

BEGINNING/PREPRODUCTION

ASK Have you ever been to a birthday celebration? Have you ever been to a wedding?

EARLY PRODUCTION/SPEECH EMERGENT

ASK At what celebration do people get married? Have you ever been to a wedding? Describe it.

INTERMEDIATE/ADVANCED

SAY Describe a special occasion you’ve taken part in. If you could take part in a special celebration tomorrow, which one would you want it to be and why?
Sophie’s Special Sponge Cake
Teacher Read Aloud, Teacher’s Edition

Display the illustration in the Teacher’s Edition. SAY This story is called Sophie’s Special Sponge Cake. What is a sponge cake? Have you ever eaten sponge cake? When do people eat cakes? Do you like to eat cake? Do you have a favorite type of cake? Describe the cake in the illustration.

Silent Consonants gh, kn, b

Display the word crumb and have children repeat it with you. ASK Do you hear the sound /b/ at the end of crumb? Explain that in this word the letter b is silent. Repeat with the words knead and dough, helping children understand that the k in knead and the gh at the end of dough are silent.

Write these words on the board and help children use blending to read them: knock, bigb, know, climb, light, lamb, and knit. Underline the silent letter or letters in each word.

Review by displaying page 53 of the Phonics Library selection Eight Daughters! Point to the words Daughter, knack, limbs, knees, and sight. Have children use what they know about blending and silent letters to read the words.

Skill Objectives
Children
• understand that the letters gh, k, b can be silent in some words
• read and write words with silent gh, k, b

Academic Language
• silent letters

Materials
• Phonics Library selection Eight Daughters!

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Display and read these word: bomb, knob, and straight. Have children identify and then underline the silent letters in each word.

Early Production/Speech Emergent
Display and read these words: fight, fist, now, knot, crumb, and crayon. Have children identify and circle the words that have silent consonant letters.

Intermediate/Advanced
Have children write sentences that you dictate, for example, I know how to make a cake. She sleeps at night. The little lamb is with its mother.
Storms

**SAY** We’ve talked about celebrations. Sometimes they are held outdoors. How could weather affect a celebration outdoors? Have you ever been to an outdoor celebration where it rained? What happened?

**SAY** When it rains, we usually say that the weather is stormy, or that there is a storm taking place. What do you know about storms? On the board, draw a chart like the one below. As children list elements of storms, such as rain, wind, and so on, list those words in the left-hand column and words describing what each storm element does on the right.

<table>
<thead>
<tr>
<th>What Is It?</th>
<th>What Does It Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>thunder</td>
<td>rumbles</td>
</tr>
<tr>
<td>lightning</td>
<td>flashes</td>
</tr>
<tr>
<td>rain falls</td>
<td>wind blows</td>
</tr>
</tbody>
</table>

**Sound Effects**

Call out some of the words listed on the board, and create a sound effect to match. For example, for rain, you might drum your fingertips on a desktop. Have children repeat the word and join you in making the sound effect.

Then lead children in singing the following to the tune of “Here We Go ‘Round the Mulberry Bush” while making the sound effects. **SAY** *This is the way the thunder rumbles, the thunder rumbles, the thunder rumbles/This is the way the thunder rumbles, when there is a thunderstorm.*

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  **SAY** Show how thunder rumbles. Show how wind blows.

- **Early Production/Speech Emergent**
  Have children draw a picture of stormy weather and use the words from the board to label at least three parts of their drawing, for example, rain, lightning, and wind.

- **Intermediate/Advanced**
  Direct children to write a paragraph or several sentences about what they like about stormy weather. Invite children to share their writing.
Get Set to Read

Thunder and Lightning, pages 258–259

Have children turn to Anthology pages 258–259. The photograph shows a type of storm. During this type of storm, you might see lightning and hear thunder. Describe lightning. Thunder is the loud noise you hear after you see lightning. Have you ever heard thunder? Many people are afraid of thunder and lightning. Why do you think this is?

Thunder Cake

Page 261: Thunder Cake is a story about a young girl and her grandmother. Where are they? What is the grandmother pointing at?

Pages 262–263: Grandma lives on a farm. Name some of the animals on the farm. Grandma thinks that a storm is coming. Why does she think that?

Pages 264–265: Why do you think the girl is hiding?

Pages 266–269: Grandma tells the girl not to be afraid. She tells her that they will bake a special cake, a thunder cake, together. They will need to get special ingredients for the thunder cake. What are ingredients?

Pages 270–271: Where do Grandma and the girl go to get the first ingredients? What do they get there?

Pages 272–273: What is Grandma doing?

Pages 274–277: What do you think is in the large bags?

Pages 280–281: What are Grandma and the girl doing? Where are they?

Pages 282–285: What do Grandma and the girl do before they eat the cake?

Pages 286–291: How do you think the girl feels now? There is a recipe for thunder cake on page 255. What is a recipe?

High-Frequency Words

air, child

Display the Word Cards air and child. Read the words aloud and have children repeat them. Use air and child in sentences, for example, Open the window and let in some fresh air. The child takes a nap each day.

Guide children through the Phonics Library selection Eight Daughters! Read the title aloud. Pause at pages 51 and 52 for children to search for and read the words child (51) and air (52).
Places on a Farm

Help children find Anthology page 268. Read the last paragraph aloud. SAY In this part of the story, the granddaughter and grandmother go out of the farmhouse and to another place on the farm. Where do they go? Think about what you know about farms. What are some places on a farm? As children respond, draw a quick sketch on the board. Guide children to name and label a shed, a pond, a farmhouse, a barn, and so on.

Organize children into small groups. Play a singing and movement game with one group at a time. Make large word cards of places on a farm, using the list from the board. Place them on the floor.

Lead children in singing the following to the tune of “The Farmer in the Dell.” The farmer’s in the barn, the farmer’s in the barn, /Hi-bo, the derry-o, the farmer’s in the barn! Have children find and move to the word card you name. Repeat with the other places on a farm.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**ASK** Where on a farm do cows live? Where does the farmer live?

**Early Production/Speech Emergent**
**SAY** Name some places on a farm. Have you ever been on a farm?

**Intermediate/Advanced**
Have children give an imaginary tour of a farm. Have them include and describe the places named on the word cards.
Sound of \( y \) at the End of Longer Words

**SAY** beavy, story, angry and sunny. Repeat the words and ask children what sound they hear at the end of each word. Write the words on the board. Underline the final \( y \) in each word. Have children blend the sounds in each word to read it with you. Emphasize the final /e¯/ sound.

**Display** the Phonics Library selection *The Family Garden*. Read the title aloud and have children identify the word that has the long e vowel sound at the end. Have children look on page 62 for words with a final \( y \). Have them point out and read each word aloud. Children should identify family, sunny, beavy, thirsty, dirty, and happy.

High-Frequency Words

**heavy, hour**

**Display** the Word Cards beavy and hour. Provide children with two index cards each. Have them copy one high-frequency word on each card. Hold up one of your Word Cards. Have children say the word with you. Then have them hold up their matching card.

**Distribute** individual copies of the Phonics Library selection *Eight Daughters!* Have partners read together, alternating pages of text. When they come across a high-frequency word, have children circle it in their copy of the story.

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Skill Objectives

- Children
  - associate the /e¯/ sound with \( y \) at the end of words
  - read words that end with \( y \)
  - read and write the high-frequency words heavy and hour

Academic Language

- long e vowel sound

Materials

- Phonics Library selection *The Family Garden*
  - Word Cards heavy, hour
  - index cards
  - Phonics Library selection *Eight Daughters!*

Phonics Library

*Family Time*

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

Help children find Anthology page 270. Read it aloud. SAY In this part of the story, the grandmother is talking about how far away the storm is. She says it is about an hour away. An hour is a length of time. What other words do you know that tell about time? Record children’s responses, prompting them as necessary to include second, minute, day, week, month, and year. Record children’s responses in a chart like the one shown.

Show children a calendar and a clock or watch. Point out that these are tools that we use to help measure time. Explain that a calendar helps us keep track of days, weeks, and months, and that a clock or watch helps us keep track of seconds, minutes, and hours. Explain that some watches and clocks also indicate days of the week, month, and year.

Give children a specific task to do, such as write their name or count to twenty. Ask them to predict how many times they can do the task in one minute and to record their prediction. Then time children for one minute and have them count the number of times they were able to complete the task. Throughout the day, use expressions of time.

**Vocabulary**
clock, second, minute, hour, calendar, day, week, month, year

**Materials**
- Anthology
- a calendar
- a clock
- Picture-Word Cards
  calendar, clock, watch
(See Master ELL 5–12.)

**BEGINNING/PREPRODUCTION**
See Master ELL 5–10.
Display the poem. Read it and perform the motions with children. Explain to children that calendars help measure the units of time day, week, month, and year. Explain to children that clocks and watches help measure seconds, minutes, and hours. Have children do a quick drawing of a calendar and a clock or watch. Tell children to point to the calendar or clock when they hear a time word in the poem to show which tool measures that length of time. Read the poem again.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**ASK** Do you use a calendar or a clock to tell what time it is? to tell what month it is?

**Early Production/Speech Emergent**
**ASK** Is the end of the school day in a few hours or a few minutes? Do you measure the time it takes to brush your teeth in minutes or months?

**Intermediate/Advanced**
**ASK** How long does it take you to get to school in the morning? How long is it until your birthday?
Selection Review

**Strategies for Comprehensible Input** Use the Selection Summary and suggested strategies to support student comprehension.

- **Explain:** hen
  A hen is a fully grown female chicken.

- **Show:** strawberries
  Display real strawberries or magazine photographs of strawberries to children.

- **Restate:** set the table
  put the silverware, dishes, glasses, and napkins on the table

**Comprehension Questions for the Anthology Selection**

1. **Where did Grandma and the girl have to go to get the ingredients for the thunder cake?** (The chicken house for eggs, the barn for milk, the dry shed for chocolate, sugar, and flour, and the garden for tomatoes and strawberries)

2. **Name some of the animals that live on grandma's farm.** (Geese, a cow, goats, chickens, and a cat)

3. **Do you think you would like to live on farm like Grandma's? Why or why not?** (Answers will vary.)

**Dictionary: Finding Words with Endings**

**Write** the word *climbing* on the board. **Say** I want to find the word *climbing* in the dictionary. If I take off the *-ing* ending, I see *climb*. I'll try looking for *climb*. Read the entry, noting that the word *climbing* is mentioned as a form of *climb*. Make the point that if a word has an ending, children must first take off the ending and then look for the base word in the dictionary.

**Model** taking off endings to find base words. Use *shopping*, *cared*, and *berries*.

**Skill Objective**

Children separate base words and endings to find the base words in the dictionary.

**Academic Language**

- dictionary entry
- base word
- ending

**Materials**

- classroom dictionary
Help children find Anthology page 268. Read the last paragraph aloud. SAY On this page, the girl starts counting when she sees the lightning and stops when she hears the thunder. Let’s count from one to ten the way the girl did. As we count, use your fingers to show the numbers.

As you count together, write the numerals on the board. SAY You used your fingers and I wrote the numerals. We can also write number words. Distribute number word cards to children and have them match them to the numerals on the board. Create a chart like the one shown.

### Numerals and Numbers

<table>
<thead>
<tr>
<th>Numeral</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
</tr>
</tbody>
</table>

Direct children to make a set of cards for the numerals 1 through 10 and numbers one through ten. Have partners combine their sets of numeral and number cards to play a game of Memory. As pairs are matched, have children use the number word in a sentence.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Point to the numeral 10. Point to the number ten. Then indicate a numeral, for example, 5. **ASK** What is the number word we use to talk about this numeral?

**Early Production/Speech Emergent**

Have children copy the following frame with the rebus and complete it with number words. I have ___ [picture of eyes]. I have ___ [picture of fingers]. I have a ___ [picture of mouth].

**Intermediate/Advanced**

Have pairs of children work together to write a story problem using two number words. Direct pairs to switch papers and solve the problems.
The Verbs *is/are, was/were*

Display and read these sentences: The hat is here. The hats are here. Ask: How many things does the first sentence tell about? Note that the second sentence tells about more than one thing. Explain that the verb *is* is used when talking about one person, place, or thing. Point to the verb *are* and say that it is the correct verb to use when you tell about more than one of something.

Repeat for the verbs *was* and *were*. Use these sentences: My mom was happy. The books were all here. Have children identify the verb in each.

**Capitalization and Punctuation with Quotation Marks**

Write the following sentence on the board: Granny said, “Next time I will go to the store early.”

Point to and identify the quotation marks, explaining that they show the exact words Granny says. Call attention to the capital letter *N* inside the quotation marks. Note that the period at the end of the quotation is inside the quotation marks. Then direct attention to the words outside the quotation marks. Show children that the comma sets them apart from the quotation. Practice with children. Have them help you punctuate this sentence: Mom likes flowers she said.