Theme 2

Surprise!
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Surprise!
Where We Live

SAY Let’s talk about the place where we live. I live in ___. Ask individuals to say where they live. Provide assistance as necessary. Expand the statement to include the state name: I live in ___. ___ is a ___ (city, town, village, county). ___ is in ___ (state). ___ is a state. Have children follow your model. Identify the country you live in, repeating the sequence. Have children practice together.

Display the poem “People Everywhere.” SAY Listen to this poem about people and how they do many of the same things all over the world. Read the poem aloud. As you read, use the Materials to pantomime someone rushing to school or work, eating dinner, and going to sleep.

Distribute ELL Picture Cards “sun” and “bed.”

Read the poem aloud. Ask children to stand up and show the “sun” rising for morning and to sit down and show the sun setting for evening. Have them hold up “bed” for the nighttime part of the poem.

Repeat the poem aloud. ASK What are some things the poem says that most people do? What other things do you think most people do? Read the poem once more, having children join in with gestures and words.
**To Be a Kid**

**Pages 5–7:** Explain that the world map shows the countries where the children in the photos live. Help children find a few countries.

**Pages 8–9:** Talk with children about what the phrase “spending time with” means. Ask what they like about spending time with their families.

**Pages 10–15:** Ask children what they see in the photos. Point out the labels.

**Pages 16–19:** How are the children like each other? How are they different?

**Pages 20–23:** These kids are acting silly. How do you act silly? The last page says that to be a kid means making friends. What does being a kid mean to you?

---

**Consonants d, w, l, x**

Display *Dot Fox,* and lead children on a picture walk. **SAY** Listen as I read the title: *Dot Fox.* What sound do you hear at the beginning of Dot? Say Dot slowly. Think about how your lips, teeth, and tongue feel when you say the /d/ sound. Have children repeat the sound a few times. For final x, have children listen for the sounds /ks/ at the end of fox. Have them say /k/ and /s/ together several times, then say fox again to hear these sounds at the end of a word. Repeat the procedure for /w/ and /l/, using wig and lot.

**Write** d, w, l, and x on the board. Have children name each letter and say its sound. Display *Practice Book* page 79. Help children name each picture. **ASK** What is the first sound you hear in ___? What letter should I write to spell that sound? Continue with *Practice Book* pages 80–81.

---

**Language Transfer Support**

Children from several different language backgrounds may have difficulty pronouncing the English sound for l. Demonstrate how one’s mouth and tongue look when saying this sound. Have children hold a hand mirror to check their own mouths and tongues as they practice saying the letter.

---

**Skill Objective**

Children recognize consonants d, w, l, x and the sounds they represent.

**Materials**

- Phonics Library selection *Dot Fox*
- *Practice Book* pages 79, 80, 81

---

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

**SAY** Say the beginning sound of dog. Show a word or picture that begins with the /d/ sound. Repeat for initial w and l.

**Early Production/Speech Emergent**

**SAY** Say a word that begins with the sound for d. Say a word that has the same ending as box. Repeat for final d and l.

**Intermediate/Advanced**

Have pairs of children read the Phonics Library selection together.
Time of Day

Show and read aloud page 22 of To Be a Kid: To be a kid means making friends that last forever and ever. SAY Forever is made up of many, many days—more days than we can think of at one time. Today let’s think about just one day and talk about its different parts.

One by one, name and discuss the parts of the day: morning, afternoon, evening, and night. State something that you typically do, such as I wake up in the morning. ASK What are some things you do in the morning? As children respond, coach them to use complete sentences, such as I go to school in the morning and I sleep at night. Continue until you have covered an entire day. Distribute ELL Picture Cards as appropriate to aid children’s responses and help them show times of day (see Day 1) if necessary.

Give pairs of children an index card. Ask them to draw a silly face on one side. SAY I am going to say some sentences about the parts of a day. When I say something silly, I want you and your partner to hold up your silly face card. Then I’ll ask you to correct what I said.

Make several statements, some true and some silly, such as I eat breakfast at night. When children hold up their cards, ask one pair to correct what you said. Once children feel comfortable, have partners continue on their own.

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

**SAY** Show something it’s silly to do at night. Show your favorite thing to do in the afternoon.

**Early Production/Speech Emergent**

**ASK** What part of the day is it when you go home from school? When do you brush your teeth?

**Intermediate/Advanced**

Have partners tell each other one thing they each do in the morning, in the afternoon, in the evening, and at night.
A Lot! A Lot!

Pages 105–107: Tell what these cats are doing. Do you think they are hungry? Why do you think so?

Pages 108–109: Why are four cats in the box? What are the five cats doing?


High-Frequency Words

in, once, upon, what

Display *Bob Pig and Dan Ox*. Ask children to tell where Bob Pig and Dan Ox are at the end of the story. (in a box) Write *in*. Have children spell and clap it. Write *on* below *in*, and have children compare the two words. Ask them to point out things in the classroom that are *in* or *on* other things. Write *upon* on the board. Tell children that *upon* means the same as *on*.

Say *Once upon a time*. Write *once* on the board; below it, write *one*. Help children compare the words. Have them say and spell *once*.

Explain that *What* often begins a question. Write *What* on the board. Have children spell and say the word and ask a few questions beginning with *What*.
Ownership

**SAY** In the story, A Party for Bob, Bob’s friends bring him gifts—things he will own. What things belong to you? Those are the things you own. Let’s talk about how people say what belongs to them and what belongs to others.

Hold up an item you own (pen, book). **SAY** This is my pen. Call on children to show one item that belongs to them and follow your modeled sentence pattern. Then pick up an item from one child’s desk. Point to the child. **SAY** This is your book. Call on children to choose an item from your desk and point to you as they follow your modeled sentence.

After partners practice my and your, talk about items in the classroom that belong to everyone. Use appropriate sentences, such as: This is our pet turtle. Emphasize the word our each time.

**Whose Shoes?** Have children sit in a circle. **SAY** Whose shoes are brown? **Say** Stand up if your shoes are brown.

As children stand, coach them to say, “My shoes are brown.” Have the rest of the group respond, “Your shoes are brown.” If more than one child has brown shoes, have them say together, “Our shoes are brown.” Continue with other colors until all children have had a chance to respond.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** This is your pencil. Show who the pencil belongs to. This is our table. Show who the table belongs to.

**Early Production/Speech Emergent**

**ASK** Is this my pencil or your pencil? Is this our shoe or your shoe? What word do you use to say that something belongs to you and someone else together?

**Intermediate/Advanced**

**SAY** What word do you use to say that something belongs to you? Tell a partner about some favorite things that belong to you or to your family.
**A Party for Bob**

Pages 113–115: What are the mother and the girl doing with the big box? What kind of party do you think they are planning? Why do you think so?

Pages 116–117: Who comes to the party? What do they bring?

Pages 118–123: Tell who fits in the box. Why are they in the box?

Pages 124–125: Count the kids in the box.

Pages 126–129: Why is Bob surprised? What happens at the end of the story?

**High-Frequency Words**

**two, three, four, five**

*Ask* children to count aloud from one to five. As they do so, write the numbers 1, 2, 3, 4, and 5 in a column on the board. Write *one* after the number 1. Have children spell and say it: *o-n-e, one*. Ask a volunteer to hold up one of something.

*Continue* with the new words *two, three, four, and five*. Have children arrange sets of 1–5 objects on their desks. Review by repeating the spell-and-say activity. If children have not completed *Practice Book* pages 86–87, preview the pages with them.

**Skill Objective**

Children read and write the words *two, three, four, five*.

**Materials**

- index cards with the words *two, three, four, five*
- index card with numerals 2, 3, 4, 5
- paper clips
- *Practice Book* pages 86, 87

**Phonics Library**

*Surprise!*

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

**SAY** One story we are reading this week is about a boy’s birthday party. The guests bring birthday presents that are all different shapes. Let’s talk about shapes.

Draw a large circle on the board and point to it. **ASK** Does anyone know what this is? Identify the shape as a circle. Have children repeat the word and watch as you trace over the circle. Have children draw big and small circles in the air. Point to the circle again. Ask children to name the shape. Repeat the process to introduce squares, rectangles, and triangles. Identify the sides and corners of each shape. Do not erase any of the shapes.

Point to the shapes in random order. Ask children to name each shape and draw it in the air. If necessary, say the shape’s name again, and have children repeat it.

Distribute the ELL Picture Cards. **ASK** Which shape is round? Which shape has three sides? Which shape has four corners? Children can hold up ELL Picture Cards to answer.

**Shape Drawings** Show children how to make simple shape drawings. On the board, make a truck by drawing a rectangle for the body of the truck, a small square for the driver’s cab, and circles for wheels. Say the name of each shape as you add it to the drawing. Have pairs of children create their own shape drawings and share them with the group.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have children draw and name each shape. **SAY** Show which shape you would draw to show a wheel.

**Early Production/Speech Emergent**

**ASK** What shape would you draw to show someone’s face? What shape is the chalkboard?

**Intermediate/Advanced**

**SAY** Look around the classroom. What things have a circle shape? a rectangle shape? What could you draw using just circles and triangles?
**A Lot! A Lot! and A Party for Bob**

Review the Get Set Story and Main Story, helping children note details about them.

- In the story A Lot! A Lot!, how do the cats work together? What do the cats eat at their feast?
- How many kids are in the box at Bob’s party? How old is Bob? Do you think Bob is happy about his surprise party? Why do you think so?
- Why is it fun to go to a party? Can you think of ways in which the cats’ party is similar to Bob’s party?

---

**Skill Focus: Phonics**

**Blending Short o Words**

Write the letters b, l, o, t, and x on self-sticking notes. Have children name the letters and say their sounds. **SAY** *Show which of the letters is a vowel letter*. Once children identify the letter o, hold it up. **SAY** *We will build some words using the vowel letter o*. Have children repeat the short o sound several times.

Model building words by placing the letters l, o, t next to each other. Point to each letter in a sweeping motion as you blend the sounds: *llloot, lot*. Repeat for the word *box*. Have children find the words *lot* and *box* on page 12 of the story *Bob Pig and Dan Ox*.

Add self-sticking notes with the letters c, n, p, and h to those on display. Ask a child to choose a letter to replace the l in *lot*. Have the whole group blend the new word. Repeat with the other letters and with *–ox* words, using the consonants f and b to make the word *fox* and *box*.

---

**Language Transfer Support**

Point out to Spanish-speaking students that the short o sound in English sounds much like the sound for a in Spanish.
Pulling It All Together

Quickly page through *To Be a Kid* with children. Have them name some of the things the kids in the book are doing. **SAY** *Do you remember this book? These kids live in many different places, but they do many of the same things you do. Listen as I read “People Everywhere” again. As you listen, think about the different places people live and some things people do every day.*

**Read the poem “People Everywhere.”** Ask children to name two different places people live and to say some things most people do at different times of the day.

**Review with children the language they have developed during the week. Take the role of interviewer. Call on individuals to answer two or three questions, such as**

- What is your name?
- Where do you live (town or city)?
- What part of the day do you like best?
- What is your favorite toy?
- What job would you like to do when you grow up?

Encourage pantomime as well as spoken responses.

**After children listen to several questions and responses, have pairs take on the roles of interviewer and interviewee. Observe children and offer prompts or coaching as needed.**
Capitalizing Names

Ask children to recall the names of the children in the story *A Party for Bob.* (Bob, Tom, Ben, Tim, and Dot) You may want to have children look back through the story to find the names and to match them with the characters pictured.

Display this sentence: *We can find Dot and Bob.* Ask a child to underline the name *Bob.* Ask another to underline the name *Dot.* Point out that both names begin with capital letters—even though neither is the first word in the sentence.

Ask children to take turns coming to the board and writing their first names. Remind them to begin each name with a capital letter—and to use lowercase letters for all the other letters in the name. As a child writes his or her name, others can spell it aloud, saying, for example: *capital B, o, b, Bob.*

Write this sentence frame on the board:

*My name is _____.*

Read it for children. Then have them copy it and complete it with their own names. Check for correct use of capital letters.

---

**Skill Objective**

Children use capital letters to begin the names of people.

**Academic Language**

- capital letters
- lowercase letters

**Materials**

- Anthology

Have children look back through stories they have read in class to find other examples of people’s names. Children can list the names, using a capital letter to begin each one.

Write two versions of a simple sentence, one in which a name is correctly capitalized and one in which it is not. (Avoid having the name appear as the first word in the sentence.) Have children identify and correct the incorrect sentence. Repeat with other sentences.

Have children draw self-portraits and then write captions that tell about things they can do. You might provide the following frame: *I am _____ and I can _____.* As children share their pictures, they can read aloud their captions.
One of our stories this week is about a hen that sees some things we see every day at school. Let’s talk about some of the things we see around us.

Have children close their eyes and try to picture what is just outside their classroom window or another window in the school.

**Ask** Are there trees outside the window? Coach children to respond with a pattern: Yes, there are./No, there aren’t. List things children agree are outside the window. Use ELL Picture Cards and sketches when possible.

Display the poem “Look!” Read it aloud twice. **Ask** What are some things the person in the poem sees outside the window? Are any of the same things outside our window? If the response is positive, put a check mark next to the item on the list you made.

Have children get up and look out the classroom or other school window you had them think about earlier. Help them compare their listed responses with what they actually see.

Reread the poem. This time substitute things children see outside the school window for the things in the poem. Have children echo read each line after you.

---

**Vocabulary**

- look, window, see, streets, cars, buildings, trees

**Materials**

- chart paper
- ELL Picture Cards (See Master ELL 2–4.)

---

**Look!**

Look out the window.

What do you see?

I see streets,
and cars,
and big buildings
All looking back at me!
Minerva Louise at School

Look through the Big Book selection with children. Help them think about what things in the story could and could not happen in real life.

Pages 24–27: What do you see on the cover? How do you know this is a silly story? Where will Minerva Louise go on her walk?

Pages 28–33: Read page 28 aloud. Why does Minerva Louise think the school is a barn?

Pages 34–41: What has Minerva Louise found in the classroom? Why do you think she likes the cupboards? She even thinks that the baseball is an egg!

Pages 42–46: What new ideas does Minerva Louise have for her nest? Which things in this story could happen in real life? Which things could not?

Consonants y, k, v

Display Not Yet! Lead children on a picture walk. SAY Listen as I read the title: Not Yet! What sound do you hear at the beginning of the word yet? Say yet slowly. Think about how your lips, teeth, and tongue feel. Have children repeat the sound. Continue with k and v, using the words kit and van. Point out that in some words, the /k/ sound is spelled c, as in cat.

Write y, k, and v on the board. Have children name each letter and say its sound. Display Practice Book page 95. Help children name each picture. ASK What is the first sound you hear in ___? What letter should I write to spell that sound? After you write a letter, call on a child to repeat the beginning sound. Model how to write the letter. Continue with Practice Book page 96.
Words That Tell Where

Read page 43 of *Minerva Louise at School* aloud: Minerva Louise hurried home through the tall grass. Repeat the phrase “through the tall grass.” SAY The word through tells where Minerva Louise walked. Let’s talk about some other words that tell “where.”

Pick up a book or other classroom item. Hold the book *over* your head. SAY The book is over my head. Put the book *under* the table, *on* the windowsill, *in* a desk, and so on, describing where the object is each time. Demonstrate other common prepositions in the same way. Have children take turns placing the object and describing where it is.

Distribute all nine ELL Picture Cards to children. Say some simple sentences about the cards, using prepositions. For example, *The bird is over the house.* Have children demonstrate the prepositions by placing the Picture Cards in correct relationship to each other.

Create a variation of the popular activity “The Bear Hunt,” using prepositions.

Lead the bear hunt as a march around the room. Have children pretend to climb *over* a log, wade *through* water, walk *under* low branches, and so on. Narrate the march, emphasizing the prepositions: We are climbing *over* a log. Have children repeat each preposition.

---

**Vocabulary**

where, over, under, on, through

**Materials**

- Big Book *Minerva Louise at School*
- book or other movable classroom item
- ELL Picture Cards (See Master ELL 2–4.)

---

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 2–3.

Display “Look!” Read it aloud to children. When you read the line “I see,” hold your hands up to your eyes as if you are looking through binoculars. Reread the poem and have children mimic your action. Emphasize the words streets, cars, and big buildings. Encourage children to repeat each word. Then ask: What does the person in the poem see? Does the person see cars? Does the person see trees?

---

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

SAY Show what the word over means. Put your books in your desk.

**Early Production/Speech Emergent**

ASK If a big rock was in your way, would you go under it or over it? What is over your head at night while you sleep?

**Intermediate/Advanced**

ASK Where do you put your toys at home? Why? Where do you put your coat in the classroom? your books? your lunch?
LITERATURE FOCUS 10–20 MINUTES

Val Can Help

Pages 137–139: Point to and name Rob and Val. What season of the year is it? How do you know? What are Rob and Val doing? Who needs help?

Pages 140–141: Why is Val’s hat on the ground? What do you think Rob and Val will do with the hat?

Pages 142–143: How does Val help Rob?

HIGH-FREQUENCY WORDS for, I, is, me, said

Display Big Ben, and lead children on a picture walk. Read aloud page 21. Have children find Is and said. Repeat for pages 22 and 24 and for, me, and I. Point out that the word I is spelled with just one letter: capital I. Write for on the board. Have children spell, say, and clap it: f-o-r, for. Write four under for, reminding children they know this number word. Have children compare the words and use them in sentences. Spell and say the words is, me, and said. Have children read them.

Demonstrate the difference between I and me, using the oral sentences I will read and (Child’s name) will read to me. Ask children to follow your models.

MULTI-LEVEL PRACTICE

BEGINNING/ PREPRODUCTION Give each child the word cards. Say each word, asking children to hold up the card.

EARLY PRODUCTION/ SPEECH EMERGENT Have children clap, spell, and read said, for, I, is, and me.

INTERMEDIATE/ ADVANCED Have children work with partners to read the Phonics Library story Big Ben.
**City and Country**

**SAY** One of our stories this week is about some bunnies who live in the woods. The woods are in the country, far away from the city. Let’s talk about the city and the country.

Display pictures from magazines or other sources that show city life and country life. **SAY** Let’s compare the city and the country: How are they the same? How are they different? Discuss each place individually at first. **ASK** Are there many buildings in the city? What kind of buildings are they? Are there buses and trucks in the city? Are there lots of people? Do you think the city is noisy? Give children sets of the ELL Picture Cards. Ask them where they think they would find each one—in the city, the country, or in both places.

After children have talked about each place, guide them in pulling ideas together to make a comparison. For example: *The city has many tall buildings, but the country does not. The city is noisy, but the country is quiet.*

**City or Country?** Ask children to think about whether they like the city or the country better. Pair children to exchange ideas. Then gather the group and call on children to say which place they like better. Coach children to use the sentence frame *I like the ___ better.* Encourage children to say why.

**Multi-Level Response**

- **Beginning/Preproduction**
  
  Have children draw a picture showing what they like about the city or the country. Help them label their drawings.

- **Early Production/Speech Emergent**
  
  **ASK** Which is a noisy place to live, the city or the country? What is something you can see in the country?

- **Intermediate/Advanced**
  
  **ASK** What would you tell someone about life in the city? What do people who live in the country do for fun?
LITERATURE FOCUS 10–20 MINUTES

The Bunnies and the Fox

Page 145: Read the title. SAY These bunnies are named Kev and Viv.

Pages 146–149: Read the head “Chapter 1.” Kev and Viv want to play in the snow. Why does Mom say no?

Pages 150–153: Who is bigger—Fox or Bear? Why can’t Fox get Bear? Kev and Viv make a plan. What do you think their plan might be?

Pages 154–157: This is Chapter 2. What are Kev and Viv doing?

Pages 158–159: Kev and Viv see Fox running away. Why do you think Fox is running away?

Pages 160–161: What was Kev and Viv planning? Did it work?

SKILL FOCUS 10–20 MINUTES

High-Frequency Words

do, my, you

Model how to use the words I and my: I have a desk. I (point to yourself) have a desk, and my desk (point to your desk) is big. Have children use I and my in sentences.

Write you on the board. Model: You (point to one child) have a pencil. You (point to several children) have books. Have partners clap and spell you and then use the word to say something about each other. Write do on the board. Clap and spell with children. Model: I will do this for you. Do you have a pet?

Have children ask questions that begin with Do.

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Have each child add word cards for do, my, and you to the cards from Day 2. Children hold up the matching card as you say each word.

Early Production/Speech Emergent

Have partners practice using the pronouns I, me, my, you. Children take turns pointing to a word and using it in an oral sentence.

Intermediate/Advanced

Have partners practice asking and answering questions beginning with do: Do you like cats?/I like cats or I do like cats.

PHONICS LIBRARY

Surprise!

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

**SAY** One of our stories this week tells about an animal that goes somewhere: Minerva Louise wakes up early, walks through the tall grass, and goes to school. Let’s talk about some places you might like to go.

Tell children some places you would like to go and why. For example, *I would like to go to the beach. I can swim there. I can find shells, too.* Invite children to name places they would like to go. Offer suggestions as necessary, such as a park, the zoo, the mountains, or Grandma’s house. Hand out the ELL Picture Cards to stimulate discussion if necessary. As children warm up, have them begin to say or pantomime why they want to go to each place.

After children identify several different places to go, have children respond to the question *Where are you going?* Coach them to use the sentence frame *I’m going to ___.* Record each child’s name and destination in a chart. Read the completed list to children and post it for children to use later in the week.

Have pairs of children take turns asking and telling each other where they would like to go and why. Encourage pantomime as well as spoken responses as children describe what they will do at their destination.
Val Can Help and The Bunnies and the Fox

Review the Get Set Story and Main Story with children. Help them discuss what makes one story realistic and one story a fantasy.

• Think about Val Can Help. Why does Rob need help? What happens when Rob and Val work together?
• What happens in the story The Bunnies and the Fox? In the beginning of the story, it’s dangerous for the bunnies to play outside. Why? Why is it safe for them to play outside at the end of the story?
• Tell how you know that the story Val Can Help is a realistic story. How do you know The Bunnies and the Fox is a fantasy?

Blending Short e Words

Write the letters e, b, n, and t on self-sticking notes. Have children name the letters and say their sounds. SAY Show which letter is a vowel letter. Review and repeat the short e sound with children several times.

Model building words by placing the letters b, e, n next to each other. Point to each letter in a sweeping motion as you blend the sounds: bbbeen, ben. Repeat for ten and Ben. Have children find these words in the story Not Yet!

Repeat with the letters e, g, t, and y and the words get and yet. Afterwards, have children replace the y in yet with the letter v. Have them blend the sounds to read the word vet. Ask what job a vet does. (A vet is a doctor for animals.)

Skill Objective
Children build and read words with known consonants and e.

Academic Language
• consonant letters
• vowel letters

Materials
• Phonics Library selections Not Yet! and Big Ben
• self-sticking notes

Language Transfer Support
Since the short e sound does not have an equivalent in Spanish, children who speak this language may need extra practice saying this sound. Have children say the sound several times, stretching it out as much as they can.
Pulling It All Together

SAY This week we talked about places: the city, the country, places each of you would like to go. Let’s talk some more about how to get to the places you would like to go. Are you ready?

Review the list of children’s destinations from Day 4. Have each child point to his or her name and say where he or she wanted to go. If the list is not available, do a quick recap of yesterday’s discussion. Have children name and describe some of the places they talked about.

Now you will plan for your trip. Tell about two things you will do to get to where you want to go. Use words such as over, under, or on to tell what you are doing.

Model for children:
I am going to the city. I will go under a bridge. I will go over a hill.

Emphasize the prepositions in your model.

Work with children to develop several phrases they can use (through the grass, across the street, over some rocks, down the road).

Call on children to respond to these questions: Where are you going? How will you get there? Coach them to follow the language pattern of your model. Have partners of different proficiency levels take turns asking and answering the questions, either in words or in pantomime.

Going Places

Call on children to respond to these questions: Where are you going? How will you get there? Coach them to follow the language pattern of your model. Have partners of different proficiency levels take turns asking and answering the questions, either in words or in pantomime.

BEGINNING/PRERESOURCES
See Master ELL 2–3.
Revisit the poem “Look!” Read it aloud, pausing to have children supply words at the ends of the lines. Model how to say the last line in a surprised way. Use facial expressions as well as tone of voice. Have children chime in on another reading, expressing surprise as they say the last line. Ask: Do you think the streets, cars, and big buildings are really looking back at the person in the poem? Why or why not?
Naming Words

Play a game in which you point around the room asking: What is this thing? Who is this person? What is this animal? What is this place? (For animals and places, you may need to point to pictures posted in the classroom.) Have children respond by saying That is a (name of thing), That animal is a (name of animal), and so on.

Tell children that we use naming words to name people, animals, places, and things. On the board, write:

The cat is on the hat.

Point to each word in the sentence, and ask if it is a naming word. For the naming words (cat and hat), ask what the word names: a person, an animal, a place, or a thing.

Distribute drawing paper. Show children how to fold the paper into four parts. In each part, children should draw a picture of a naming word. Encourage children to draw one person, one place, one animal, and one thing. As children draw, you may want to circulate and help children label their pictures with naming words. Have children share their finished pictures. As they point to items in their pictures, they should name them.

Skill Objective

Children identify naming words for people, animals, places, and things.

Academic Language

• naming word

Materials

• drawing paper
• crayons or markers

Have children look for naming words in pictures posted around the classroom and/or in stories they have read in class. As needed, help children identify the people, animals, places, and things pictured.

On the board, write a few simple sentences, each with two or more nouns. Read the sentences for children. Ask children to underline the naming words in each sentence.

Have children work with partners to draw up lists of naming words. One child can list words that name people and animals; the other, words that name places and things.
What We Do for Fun

The first story this week is about a cat who thinks it will be fun to plant a bean. Let’s talk about things you do for fun.

Tell or show children something you like to do for fun, such as I like to ride my bike or I like to grow plants.

What do you do for fun? Do you play games? What kinds of games? Do you go to the movies? Do you play “pretend” and dress up? Help children pantomime their activities.

Display the poem “Have Fun!” Read it aloud. Incorporate sounds and actions—humming, giggling, and putting on a funny hat. Ask Which of these things do you think are fun to do? Listen as I read the poem again. Follow my actions.

Give each child a paper plate. Ask them to draw a fun face on the plate. Then have the group sit in a circle to play this game.

Have individual children pantomime different activities. Tell children to hold up their fun faces when a child does something they think is fun. Give everyone a chance to pantomime an activity.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Say Show something you do for fun. What is more fun, playing with a friend or coloring a picture?

Early Production/Speech Emergent
Ask What makes you giggle? Do you ever pretend to be someone or something else? What?

Intermediate/Advanced
Ask What do you do for fun on a rainy day? Who do you like to have fun with? Why?
**Jasper’s Beanstalk**

Help children think about the main character, setting, and the problem Jasper has.

**Pages 49–61:** Point out Jasper on page 49. Ask what Jasper is carrying. Point to and read the days of the week aloud. Ask what Jasper is doing each day and how he feels about it.

**Pages 62–65:** Why does Jasper look unhappy on Sunday? What problem does he have? What is Jasper doing on Monday?

**Pages 66–71:** What happens after Jasper throws away the bean? Why does the bean grow big and tall after Jasper throws it onto the ground?

**Pages 72–74:** Why do you think Jasper climbs the beanstalk?

**Consonants q, j, z**

Display *The Bug Kit*. Lead children on a picture walk. Point to the girl. SAY Listen as I say the girl’s name: Jan. What sound do you hear at the beginning of Jan? Say Jan slowly. Think about how your lips, teeth, and tongue feel. Repeat the sound. Repeat for z and zig. For q, ask children to listen for and say the two sounds—/k/ and /w/—at the beginning of quit.

Write the letters j, z, and qu on the board. Have children name the letters and say their sounds. Remind them to use /k/ /w/ for qu. Then preview Practice Book page 109. Help children name each picture and tell whether you should write j, z, or qu to stand for the beginning sounds. Model how to write these letters.

**Skill Objective**

Children recognize consonants q, j, z and the sounds they represent.

**Materials**

- Phonics Library selection *The Bug Kit*
- Practice Book page 109

**Language Transfer Support**

Spanish-speaking students may pronounce /z/ as /s/. In Spanish, there is no difference between the pronunciation of these sounds. Provide auditory discrimination practice by saying two words (such as sip and zip) and asking children to repeat the word that begins with /z/. Continue with other pairs.
Sequence Words

Display and read aloud pages 50–53 of *Jasper’s Beanstalk: On Monday Jasper found a bean. On Tuesday he planted it.* **SAY** To get the bean plant to grow, Jasper did things in a certain order. We often do things in a special order, too. Let’s talk about what we do first, next, and last to make or do something.

Pantomime and narrate a simple three-step “how to.” Use the sequence words *first, next, and last.* Show and tell children how to make a butter and jelly snack: *First, get a slice of bread. Next, spread butter on the bread. Last, spread jelly on top of the butter.* Have several children tell how to make the same snack. Coach them to use the sequence words.

Continue with other models. For example, show and tell how to make chocolate milk (pour milk, add syrup, stir) or how to make a very simple paper-plate mask (get a paper plate, draw a face on it, glue on a long craft stick). Emphasize the sequence words each time. Call on several children to repeat the model.

Encourage each child to give “how to” presentations, either repeating earlier ones or creating their own. Help them refine their steps. Remind them to use the words *first, next, and last.* Tell children that the sequence words help people do things in the right order.

**Vocabulary**
- first, next, last

**Materials**
- Big Book *Jasper’s Beanstalk*
- bread, butter, jelly
- paper plate, markers, craft stick
- milk, chocolate syrup, glass, spoon
Quit It, Bug!

Pages 169–171: Read the title with children. What are Dan and Meg doing? What does Dan see? Do you think Dan likes bugs? Why?

Pages 172–173: Where is the bug now? Where do you think the bug wants to go?

Pages 174–175: Dan pulls up the mat. What does he find underneath? How is the problem solved?

High-Frequency Words

are, away, they, where

Display Quit It, Zig! Lead children on a picture walk. Read page 34 aloud.

SAY Find the word away. Repeat for page 36 and the words They and are.

ASK Where does Zig sit? Have children ask questions beginning with Where.

Write are on the board. Clap and spell it, a-re, are. Repeat for away, they; and where. Review by having children ask and answer Where questions.

Skill Objective

Children read and write the words are, away, they, where.

Materials

• Phonics Library selection Quit It, Zig!
• index cards with words are, away, they, where

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Give each child the word cards. Partners place their word cards facedown, turn over two cards, read the words, and keep the cards if they match.

Early Production/Speech Emergent

On the board, write: Where are my ___? and They are ___. Have partners take turns asking and answering questions.

Intermediate/Advanced

Have children work with partners to read the Phonics Library story Quit It, Zig!
**Jobs**

*SAY* In the story *A Surprise for Zig Bug*, Zig Bug lives in a hut. Someone worked to make that hut. When people work, we say they have a job. Let’s talk about different jobs people do.

Point to yourself. *ASK* What is my job? Talk with children about other jobs they know about. Offer prompts, such as Who helps us if there is a fire? Who helps us when we get sick? Who helps us learn at school? Show pictures, ELL Picture Cards, and draw sketches of the workers children mention, as appropriate. Encourage children to say or demonstrate what they think each worker does in his or her job. For example, a child might pantomime spraying water from a hose or say A firefighter uses a big hose.

*Name* each job that was discussed. Have children use the pictures, sketches, and their own actions to review what they know about each job. *SAY* Now we will play a riddle game about jobs.

*What’s My Job?* Have children make up short riddles about the jobs they have discussed. Model one or two, both in words and in actions: I ride in a big truck. I spray water from a hose. I put out fires. Who am I? Have children take turns solving each other’s riddles.

**Vocabulary**

jobs, work, do, help, nurse, doctor, firefighter, teacher, police officer, librarian

**Materials**

- pictures of various workers doing their jobs
- ELL Picture Cards nurse, doctor, firefighter, teacher, police officer, librarian
  (See Master ELL 2–6.)
A Surprise for Zig Bug

Page 177: Read the title with children. Point to the bug. This bug’s name is Zig Bug. What letter does Zig start with? Find the bug’s name.

Pages 178–181: Zig Bug is hot in his hut. What does he do to cool off? Point to and name Kip Bug and Zap Bug.

Pages 182–185: Tell what the bugs do.

Pages 186–191: The bugs are in a jug. How do they escape from the jug?

Pages 192–193: How do the bugs keep cool in Zig Bug’s hut? How do you think they feel now?

High-Frequency Words

does, he, live, pull

Write this sentence: Where do you live? Ask a boy to answer. Then write: Where does he live? Ask others to ask and answer the question. Clap and spell the words does, he, and live with children. Ask what letter appears in all three words.

Write pull on the board. Ask a child to show what this word means. Demonstrate the opposites pull and push. Have children clap and spell pull.
Game Rules

Display and read aloud p. 185 of *A Surprise for Zig Bug: Zig, Kip, and Zag play in the sun.* They tug and pull. **SAY.** The bugs are playing a game called “tug of war.” It is one kind of game kids and even grown-ups like to play. Let’s talk more about different kinds of games.

Ask children to name some games they like to play. Get them started by suggesting games such as hide-and-seek and kickball. Talk briefly about how each game is played. Tell children that knowing the directions and rules for playing a game makes the game more fun for everyone.

**SAY.** Let’s play a game called “Giant Step.” Here are the rules. Line up next to one another at the back of the room. I will stand in the front. I will name one of you and tell you to take some baby steps or some giant steps forward. (Demonstrate for children.) You must say “May I?” before you move. If you do, I will say “Yes, you may.” If you move without asking “May I?” you will have to go to the back of the room. The one who reaches the front of the room first wins the game. Ask children to demonstrate giant steps and baby steps.

Do a quick run through of “Giant Step” with one or two children to give the class the idea. Then play with the whole group. After the game is over, ask different children to tell or show how they played the game. Help them with their descriptions as needed, adding missing information or clarifying language.
Review the Get Set Story and Main Story with children. Help children think about the characters, settings, problems and solutions in each story.

- In the story Quit It, Bug!, what problem do Dan and Meg have? What problem does the bug have? How are the problems solved?
- In the story A Surprise for Zig Bug, what surprises Zig Bug? Do you think he will swim in a pool again? Why?
- Show and name the main characters in these two stories. Choose one story to summarize with a partner.

Blending Short u Words

Write b, g, and u on self-sticking notes. Have children name the letters and say their sounds. SAY Show which letter is a vowel letter. Now let’s build words using the vowel letter u. Review and repeat the short u sound with children.

Model building words by placing the letters b, u, g next to each other. Point to each letter in a sweeping motion as you blend the sounds: b-b-b-u-u-u-g, bug. Have children find the word bug in the story. Then have children replace the b with the letter m. Have them blend the sounds to read the word mug.

Repeat with b, t, and u and the word but. Children find but in The Bug Kit, then replace the b with the letter c and read the word cut.

Skill Objective
Children build and read words with known consonants and u.

Academic Language
- consonant letters
- vowel letters

Materials
- Phonics Library selection
  - The Bug Kit
- Phonics Library selection
  - Quit It, Zig!
- self-sticking notes

Language Transfer Support
Since the short u sound does not have an equivalent in Spanish, children who speak this language may need extra practice saying short u. Accept approximations of the sound.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children take turns choosing two consonants, building a short u word, and having a partner read it.

Early Production/Speech Emergent
Have partners work together to find and list short u words from The Bug Kit and Quit It, Zig!

Intermediate/Advanced
Have children list as many real –ug and –ut words as they can. When they finish, have them share lists.
Pulling It All Together

**SAY** We started this week by talking about ways to have fun. We played a game together and you used different shapes to make drawings. Now let's make up a new game about shapes and play it.

Review with children the rules for playing “Giant Step.” Discuss briefly why learning the rules and directions for a game is important. Remind children to think about making rules and practicing a game as they work together on their new game.

Work with children to make up a simple game. They might, for example, choose partners and take turns using their fingers to draw shapes on each other's backs. Help children construct game directions that include the sequence words *first, next, and last*. The directions might be: *First, tell your partner to turn around. Next, use your finger to draw a shape on your partner's back. Last, have your partner guess what the shape is.* More elaborate games might involve matching shape cards or playing a shape-based version of hopscotch.

After children play their game, revisit the poem “Have Fun!” Read it through once to reacquaint children with the lines. Then read the poem again, asking children to chime in. Shout out the last line together.

---

**Vocabulary**

pretend, fun, play, game, shape, first, next, last

---

**Beginning/Preproduction**

See Master ELL 2–5.

Share the poem “Have Fun!” with children. Then say: *Sometimes it’s fun to pretend to be something you are not. When you pretend, you try to make other people believe that you are something different from what you usually are. Now do what the poem says and pretend to be a cat. As children meow, purr, or walk on all fours, say: I see that you are doing things like a cat, but you are not really a cat, are you? Continue, having children pretend to be a bird, a tree, and an elephant. Then talk about why it’s fun to pretend.*

---

**Language Development**

15–20 MINUTES

Create a Game

Work with children to make up a simple game. They might, for example, choose partners and take turns using their fingers to draw shapes on each other's backs. Help children construct game directions that include the sequence words *first, next, and last*. The directions might be: *First, tell your partner to turn around. Next, use your finger to draw a shape on your partner's back. Last, have your partner guess what the shape is.* More elaborate games might involve matching shape cards or playing a shape-based version of hopscotch.

---

**Multi-Level Response**

**Beginning/Preproduction**

**ASK** Show some of your favorite ways to have fun.

**Early Production/Speech Emergent**

**ASK** What is one way to have fun? Did you like the game we made up? Why? Why not?

**Intermediate/Advanced**

**ASK** What did you do first, next, and last before coming to school today? What is a good game to play outdoors? Why do you think so?
Action Words

Play “Simon Says” with children. Use only action words in your directions, for example: *jump, bop, clap, wiggle, bend, kneel, stand,* and so on. Afterwards, ask if children recall any of the actions you asked them to do. List those that children recall on the board; be sure to list only the action words. Then tell children that these words are all action words.

Tell children that we use action words to tell what someone did or does. Write these examples on the board:

Nan sat. Jim ran. Pat and Pam jump.

Ask a girl to act out what Nan did. Underline the word *sat* in the first sentence, and tell children that *sat* is an action word. Follow a similar procedure with the remaining sentences.

Distribute word cards with simple past-tense action words, such as *sat, ran, dug, cut,* and *hit.* Each child should have at least one action word. Have children write their own names on blank index cards. Then have them use the cards to make sentences telling what someone did.