Theme 5

THEME 5: Let’s Count!
Let’s Count!
Vocabulary
count, pennies

Materials
- five counters or play pennies
- ELL Picture Cards
  one penny, two pennies, three pennies, four pennies, five pennies, ten pennies, flower, five fingers
  (See Master ELL 5–2.)

SAY This week we will look at books that have numbers in them. Today you will hear about a boy who has five shiny pennies. Let's practice counting to five in English.

Write “Count with Me” on chart paper. Sing the song to the tune of “Ten Little Indians.” Hold up the number of fingers for each number word. Make rolling motions with both hands for the last line.

Have children sing the song with you and do the actions. Point to and say just the number words and write the corresponding numerals—1, 2, 3, 4, 5—above the words. Repeat and have children practice holding up the corresponding number of fingers. Let children who know how to count in their first languages demonstrate.

Help children think of things that come in fives or have five parts, such as fingers, toes, points on a drawn star, petals on a flower, and so on. Draw, or have children draw, the objects on the chart. Guide children to count the parts of each object.

Give each child five counters or play pennies. SAY The boy we will read about has five pennies. Count your pennies with me. Model counting five pennies, moving them into a group. Guide children to practice counting from one through five with you as they count their pennies.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY Let’s use the pennies to practice counting from one to five. What other words do you know for these numbers?

Early Production/Speech Emergent
ASK What do you like to count? What comes after one? after three?

Intermediate/Advanced
Have children describe groups of objects in the room. Model sentences they can use.
Benny’s Pennies

Display the book and read its title. Take a picture walk, using these questions:

Pages 1–5: What does Benny have in his hands? How many does he have? How many people and animals are with Benny?

Pages 6–23: Who is Benny giving a penny to? Why? What did Benny get? What is Benny carrying now? Does he have any pennies left? How many?

Pages 24–28: Where is Benny going? What does Benny do with the five things he bought with his five pennies? Who do you think these people and animals are? Why are they happy? Why is Benny happy?

Phonemic Awareness/Phonics

Blending Phonemes

SAY Listen to these three sounds: /h/ /o˘/ /p/. Now you say the sounds with me. Model how to blend the sounds to make the word hop.

Tell children to stand up. SAY Listen for three sounds, /s/ /ı˘/ /t/. Blend the sounds to make a word. Then move to show the word. Pronounce the letter sounds for each of these words: wave, tap, run. Have children repeat the sounds and blend them to make the word. Then have children move to show the word.

Initial Consonant p /p/

Introduce Alphafriend Pippa Pig. Say each name, stretching out the initial /p/.

Have children do the same. ASK Do the words—Pippa and Pig—both begin with the same sound? Say that sound with me, /p/.

Write Pippa Pig’s name near the Alphafriend’s picture. Have children point to the Letter Card and identify the letter that begins Pippa Pig’s name.

Hold up Picture Cards pan and web. Have children name the pictures and tell which word begins with the same sound as Pippa and Pig.

Write pan and web on the board. Have children point to and name the letter that stands for the beginning /p/. Repeat the procedure using Picture Card pairs bed/peach, pot/dot.

Skill Objectives

Children
• blend phonemes to make words
• associate /p/ with p

Materials
• Picture Cards bed, dot, pan, peach, pot, web
• Letter Cards P, p
• ELL Picture Cards Alphafriend Pippa Pig, five pennies
(See Master ELL 5–2.)
Counting to Ten

**SAY** Yesterday we practiced counting to five. Today we will read about a family of ten getting ready for a big dinner. Let’s practice counting to ten.

Give each child ten play pennies or plastic chips. Make a goal line with tape on the floor. Have children practice sliding pennies across the line. Help children keep score by counting aloud and making a tally mark next to each child’s name on chart paper. For example:

| Julio | ||| | 5 five |
|------|---|---|---|
| Kahil | ||| ||| 8 eight |

Model for children how to count the tally marks and say the total number, using this sentence frame: *Julio got ___ pennies across the line.* Explain that the diagonal line across four marks makes a group of five. Then have children use the number words to make sentences that tell how many pennies each child got across the line.

Let children collect the pennies that didn’t get across the goal line and try sliding them again. When all the pennies are across the line, have children put their names on self-stick notes and stick them on the “Count with Me!” chart from Day 1.
Feast for 10

Display the book and read its title. **ASK** What do you think this book is about? Then choose from the following prompts as you preview the pictures with children.

**Pages 2–15:** **ASK** Where is this family? How do you know? What are they doing? What food is the family getting now? Read the number on this page. What does the picture show that matches that number?

**Pages 16–29:** **ASK** Where is the family now? What are they doing? Read the number on this page. What does the picture show that matches that number?

---

**Word Work/Phonics**

**High-Frequency Word:** *and*

**Construct** the rebus sentence frame *I see a ___ and a ___.* Have children read the first three words aloud. Hold up Picture Card *bike.* Have children name the picture and then read the completed first part of the sentence.

**Point to** *and.* Read it aloud. Then read *I see a bike and a ___* with children. Have children identify Picture Card *doll* to complete the second part of the sentence frame. Read the completed sentence aloud with children.

**Replace** the “rebus” pictures *bike* and *doll* with other pictures and repeat.

**Initial Consonant** *p* /p/

**Attach** Letter Card *p* to a wall. Display, one by one, the Picture Cards listed under Materials. Have children say the beginning sound after each picture is named and then prop pictures that begin with /p/ under the letter *p.*

**Blending Short a Words**

**Display** Letter Cards *a* and *n.* Model how to blend /ã/ /n/. Say the word and have children repeat the sounds and blend them to make the word.

**Place** Letter Card *m* in front of *a* and *n.* Repeat the procedure, having children blend the sounds /m/ /ã/ /n/ to get *man.* Repeat for *ran.*

**Repeat** the steps above to have children blend short *a* words *at,* *tap,* and *tab.*

---

**Skill Objectives**

**Children**

- learn the high-frequency word *and*
- associate sounds with letters: *p* /p/
- blend words with short *a*

**Materials**

- Letter Cards *a* (2), *b,* *c,* *m,* *n,* *p,* *r,* *s,* *t*
- Word Cards *and,* *I,* *see*
- Picture Cards *bike,* *cat,* *cow,* *doll,* *net,* *nine,* *nose,* *pet,* *pot,* *purse*
- Punctuation Card *period*

**Language Transfer Support**

Children whose first language is Vietnamese may have difficulty with initial /p/ since initial /p/ does not occur in that language. Accept approximations of the sound as children practice it.
Counting and Graphing

SAY One of our stories this week is about a family that goes shopping for a family feast. If we went shopping for fruits to make a big fruit salad for our class, what would we buy?

Show or draw pictures of several different fruits. Help children name the fruits and tell what they know about them. Then distribute large self-stick notes to children. Have them print their names on the notes and quick-draw their favorite fruits, one fruit to a note.

Next, make a graph with children. Name a fruit and draw its picture on a chart. Have the children who drew a picture of that fruit bring their self-stick notes to the chart. Place the notes in a row to the right of the fruit name. Name the children and count the fruits as you add them to the graph. Continue until all the children’s notes have been added to the graph. Your completed graph might look something like this:

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Ian</th>
<th>Inés</th>
<th>In Soo</th>
<th>Clara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td>Emilia</td>
<td>Marcos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pear</td>
<td>Shira</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model how to use the graph. Have children practice counting by answering questions such as How many children like apples best? How many children like oranges best?

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Help me draw a border with many different kinds of fruits for our class chart. Label the pictures, name the fruit aloud, and tape the pictures around the chart.

Early Production/Speech Emergent

ASK What fruits did we draw? Which fruit do most children in our class like? How do you know?

Intermediate/Advanced

Play a round-robin game. SAY We’re making fruit salad, and I’m adding ___ (fruit). Have children repeat the sentence frame and add their own fruits to complete it.
Phonics Library

“Nat, Pat, and Nan,” pages 1–5

Distribute or display the Phonics Library book. Read the title aloud, pointing to and identifying the title characters as the grasshopper, platypus, butterfly, respectively. Take a picture walk through the selection.

- Where are these animals? Point out and name things in the picture that indicate they are at a fair.
- How many animals are at the fair? How many are on the Ferris wheel?
- Where are all three animals at the end of the story?

Concepts of Print

Distinguish Between Letters/Words and Between First/Last Letters in Written Words

Display page 5 of “Nat, Pat, and Nan.” Say Find and point to the letter a; letter P; letter d. Find and point to words that begin with N; with P. Name the letter that each word ends with. Now point to the spaces between each of the words. How many words do you see on this page?

Read the first sentence on page 4, pointing to each word. Help children count the five words in the sentence. Frame the word see with self-stick notes. Have children name the first and last letters in it. Repeat the process for and and Pat.
Ordering from a Menu

SAY In Feast for 10 a family buys food in a grocery store and eats it at home. Today we will read about eating in a restaurant. Who knows what a restaurant is?

Invite children to talk about their impressions of and experiences with restaurants. Talk about menus and show some examples. Note that some menus include pictures of the foods available.

Make a Menu Have children make their own menus by drawing or cutting out and pasting pictures of foods on sheets of construction paper. As children are adding items to their menus, help them name the foods.

Model for children how to be a server in a restaurant, offering a menu and asking the customer what he or she would like. Also model being the customer requesting food and drinks from the menu. Provide sample dialogue:

Server: Here is a menu. What would you like to eat?
Customer: Thank you. I would like to have ___ to eat and ___ to drink.
Server: Here is your ___ and ___.
Customer: Thank you.
Server: You're welcome. That will be ___ cents.

Role-play the dialogue with children, alternating roles of server and customer.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
SAY Draw a cover for your menus. Help children write the name of their restaurant.

EARLY PRODUCTION/ SPEECH EMERGENT
ASK What did you order when you were the customer? What did you give your customer to eat? to drink?

INTERMEDIATE/ ADVANCED
SAY Tell about a time you went to a restaurant. What food did you order there?
Big Book Math Link

“What’s on the Menu?” pages 31–37

Display Feast for 10 opened to page 31. Read aloud the title of this Math Link. Explain to children that a menu is a list of the foods for a meal. Preview the selection, identifying foods children may not be familiar with. Use the following prompts:

- How many foods are shown for this meal? What are the foods? Which foods do you think would make a good breakfast? lunch? dinner?
- What other foods do you like for each of these meals?
- How are the faces on pages 36 and 37 made? What foods are used?

Comprehension

Categorize and Classify

Pass around a crayon, a marker, and a rubber band for children to examine. SAY Two of these things belong together. Which two are they? Why do they belong together? Then have children tell why the other item does not belong.

Repeat with sets of Picture Cards peach/lemon/horse; feet/hand/mop; kite/fox/goat. Have children identify each picture, identify the two that go together, and tell why they do.

Skill Objective

Children categorize and classify items and pictures.

Materials

- a crayon
- a marker
- a large rubber band
- book, magazine, newspaper
- pictures cut from old magazines
- Picture Cards feet, fox, goat, hand, horse, kite, lemon, mop, peach

Multi-level Practice

Beginning/Preproduction
Display classroom items such as drawing materials, papers, books, toys. Name the items and have children sort the items into groups.

Early Production/Speech Emergent
Display several cut-out pictures of vehicles, flowers, pets, houses, toys, fruits. Have children take turns holding up and naming two things that go together and two that do not go together.

Intermediate/Advanced
Have children draw two items that go together. Have them show and tell the group about their pictures. Invite the group to name other things that go with each drawing.
Pulling It All Together

**Vocabulary**
numbers, little, one, two, three

**Materials**
- self-stick notes
- Big Book *Feast for 10*
- Read Aloud *Benny’s Pennies*
- Math Link “What’s on the Menu?”
- individual number cards (1–5) for each child
- Master ELL 5–1

**Beginning/Preproduction**
See Master ELL 5–1.

Revisit “Count with Me!”
Encourage children to sing the song on their own. Prompt as needed. Cover the tally marks with self-stick numerals 1 through 10. Have children chant the song. Remove the numerals and have children put them in order, counting and naming the numerals as they do so.

**If Needed . . .**

**Early Production/ Speech Emergent**
Give each child a numeral. Ask the child to perform a simple action, such as jumping, the number of times designated by the numeral. Have the group count to confirm the number.

**Intermediate/ Advanced**
Have children page through Benny’s Pennies, *Feast for 10*, and “What’s on the Menu?” Ask What can you count in these books? Which things would you like eat or buy? Why?

**A New Song**
Ask each child to choose an object from somewhere in the room. Help children name the object and choose a word that describes it. Sing the song again, substituting the new phrase for shiny pennies each time. For example: One skinny, two skinny, three skinny pencils. Continue substituting and singing until each child has had a turn to create a verse.
Phonics

Initial Consonants p /p/, n /n/, c /k/

Display the Letter Cards p, n, and c. Have children name each letter and the sound it stands for. Then show Picture Cards nose, pig, pot, nut, and cow. Have children name each picture and point to the letter that begins the picture name.

Distribute Picture Cards. Ask children to place their cards in rows beside the letters they go with. Review each row aloud together. Ask children to repeat each picture name, stretching out the beginning sound.

Blending Short a Words

Remind children that they have blended sounds such as /a̱/ and /n/ to make words. Have children put /a̱/ and /n/ together to make an. Display the Letter Cards a and n. Point to a. SAY Name this letter. Say a sound you know a can stand for in words, /a̱/. Point to n. Have children name it and say the sound it stands for, /n/. Then have children put the letter sounds together to say an.

Remind children that they also have blended letter sounds such as /k/ /a̱/ /n/ together to make words. Display Letter Cards c, a, n. Have children repeat the letter sounds after you and put them together to say can. Move the letters together to form the word.

Repeat for pan and cat.
Counting People in a Group

This week we will look at more counting books. In the first one, the silly characters have trouble counting people. Let’s practice counting people to get ready.

Display “How Many Sleeping?” on chart paper. Attach the appropriate ELL Picture Cards to illustrate the lines. Read as you hold up the number of fingers for each number word and mimic sleeping and waking up for appropriate lines. Chant the rhyme a few more times, encouraging children to join in. Have children count forward from one to five and backward from five to one, folding their fingers one at a time.

Make a simple puppet in a red-white-and-blue costume. Introduce him to children as Noodlehead, who loves to count people. Have Noodlehead say: Let’s count everyone who is wearing red. Raise your hand if you are wearing red.

Have Noodlehead count the hands of children wearing red, forgetting to count himself. Remind him in a stage whisper that he is wearing red, too. Then help Noodlehead count again, this time including himself. Let a few children wearing red try counting the group including themselves.

Continue with questions about other colors: How many of us are wearing blue? white? Each time Noodlehead should forget to count himself.
Counting Noodles

Teacher’s Edition, pages T84–T85

Display page T85. Tell children this picture illustrates a story about a very silly family. Encourage discussion, using the following prompts:

• What is silly about this family? Count them and tell who the members are.
• Explain the meaning of noodlehead to children. (someone who is silly and not very smart) Ask Why might this family be called the Noodles?
• Where are the Noodles? How do you know?
• Invite children to tell what silly thing they think the Noodles will do or what will happen to them.

Skill Objectives

Children
• blend phonemes to make words
• associate /g/ with g

Materials
• Letter Cards G, g
• Picture Cards ball, can, game, girl, guitar, rake
• ELL Picture Cards Alphafriend Gertie Goose
(See Master ELL 5–5.)

Phonemic Awareness/Phonics

Blending Phonemes

Tell children to listen as you say these sounds, /p/ /ê/ /t/. Have children repeat the sounds with you. Model how to blend the letter sounds to say pet. Have children follow your model.

Repeat, having children repeat the sounds after you and blend them for the words duck, fish, fox, ben, and pig. Ask What do these words name? Would any of these animals make good pets?

Initial Consonant g /g/

Show the Alphafriend Card for Gertie Goose. Say each name, stretching out the initial /g/. Have children do the same. Ask Do Gertie and Goose both begin with the same sound? Say that sound with me, /g/.

Display Letter Cards G and g. Write Gertie Goose near the Alphafriend’s picture. Have children point to the Letter Card and identify the letter that begins Gertie Goose’s name.

Hold up Picture Cards game and rake. Have children name the pictures and tell which word begins with the same sound as Gertie and Goose. Write game and rake on the board. Then have children point to and name the letter that stands for /g/. Repeat the procedure using Picture Card pairs ball/girl, guitar/can.
Counting Backward from Five to One

Place a small blanket on the floor with five stuffed animals lying down “sleeping” on it. SAY: Yesterday we read about the Noodle family who thought they had lost someone because they counted four instead of five. Counting backward might have helped them. Let’s try it.

Display and read the rhyme “How Many Sleeping?” Have a child “wake up” and remove one animal at a time from the “bed” as you and the group chant. Repeat until every child has had a turn. To reinforce the number-numeral correspondence, label the stuffed animals 5, 4, 3, 2, and 1, and have children remove them in that order.

Have children act out other scenarios that involve counting backward. They could, for example, act out five bunnies hopping out of their burrow; five birds flying away from their nest; five puppies going to new families.

Vocabulary
- counting backward, wake up, one, two, three, four, five

Materials
- various stuffed animals
- ELL Picture Cards
  - awake, asleep
  (See Master ELL 5–5.)

BEGINNING/PREPRODUCTION
See Master ELL 5–3.

Display and chant “How Many Sleeping?” using the actions suggested on Day 1. Read it again, pausing for the number words and having children supply them. Practice counting backward by saying just the number words as children hold up the appropriate number of fingers: How many sleeping? Five! Four! Three! Two! One! None! Pantomime being asleep and being awake. Have children say the words asleep and awake as you dramatize them a few times.

BEGINNING/ PREPRODUCTION

Point to each child and say a number between one and five. Tell children to remember their numbers. Then call out numbers at random, having children jump up and shout out their number when they hear it.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK: How many children are sleeping in the bed at the beginning? How many are left after one wakes up? How many are left at the end of the rhyme—after all five wake up?

INTERMEDIATE/ ADVANCED

Invite children to make up their own game of counting backward from five. Give them five stuffed animals or other items such as blocks, books, or papers to use. Encourage them to talk about the actions they perform.
Ten Little Puppies

Display *Ten Little Puppies*. Read the title aloud. Ask children to count the puppies with you. Take a picture walk, pausing to ask the following questions:

**Pages 1–18:** How many puppies do you see? What are the boy and the puppies doing together? What is the one puppy doing? How many puppies will be left on the next page?

**Pages 19–21:** How does the boy feel about what is happening to the puppies? Why? How many puppies does the boy have left?

**Pages 22–23:** What happens at the end? How many puppies are there now?

Word Work/Phonics

**High-Frequency Word:** go

Write the sentence *A van can go*. Read it aloud, pointing to each word. Have children repeat the sentence with you. Point to *go* and have children reread it. Ask children to name some places a van can go. Repeat the example sentence orally. Expand it with one of the children’s suggestions each time you read it. Have the group echo each expanded sentence.

Use Letter, Word, and Picture Cards to construct additional sentences for *go*. Example: *A (goat) and a (dog) go to a (boat).*

**Initial Consonants** g /g/, v /v/, p /p/

Review the letters and sounds *g* /g/, *v* /v/, *p* /p/. Display one by one Picture Cards *vest, guitar, gate, pin, vase,* and *peach*. Have children name each picture, say the beginning sound of that word with you, and then point to and name the letter the word begins with.

**Blending Short a Words**

Instruct three children to stand side by side but slightly apart. Give them in left to right order, Letter Cards *b, a, g*. Starting on the left, have each child say the sound of his or her letter. After the child with *a* says /a/, have him or her move closer to the child with *b*. Do the same for /g/. Have children read the word *bag*. Repeat the procedure for the words *tap, pan, nap*.

Write on chart paper all the words children formed. Read the list aloud. Then ask questions to determine meanings. Example: *What is something you cook in?*

Skill Objectives

**Children**
- learn the high-frequency word *go*
- associate sounds with letters *g* /g/, *v* /v/, *p* /p/
- blend words with short *a*

**Materials**
- Word Cards *A, a (2), and, go, to*
- Letter Cards *a, b, g, n, p, r, t, v*
- Picture Cards *boat, dog, gate, goat, guitar, peach, pin, vase, vest*
- Punctuation Card *period*
- chart paper
- a maker
Counting Backward from Ten

Take a brief picture walk through Ten Little Puppies. Count the puppies on each page with children. Remind them that the pages show one puppy fewer each time. **SAY** When you count backward, you count one fewer each time. Let’s practice counting backward from ten.

Display Master ELL 5–4. **SAY** This is the first part of the chant we chanted a few days ago. It starts with ten children sleeping instead of five. Listen and watch. Chant this verse, adapting the actions. Continue with the verse from Day 1 (Master ELL 5–3). Read both verses again, having children hold up fingers for the numbers. Then have them count backward with you.

Make a yarn circle on the floor large enough to accommodate ten stuffed animals. Number the animals 1–10. Use the pattern from Ten Little Puppies as children count backward from ten: **One of the animals went away.** Now there are only __. Take away the first animal and model how to complete the sentence frame. Have individuals remove other animals, one at a time, and complete the sentence.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Count backward with me from ten to one. Now do that by yourself. Count from one to ten with me. Now do that by yourself.

**Early Production/Speech Emergent**

Display the numeral cards in backward order for children. **SAY** Count backward from ten to one. Point to the numbers as you say them.

**Intermediate/Advanced**

Give partners a set of ten counters. Have them line up the counters and count backward as they remove one counter at a time.
Phonics Library

“Go Cat!,” pages 7–11

Distribute or display the Phonics Library book. Turn to page 7. Read the title page aloud and encourage children to tell what they think the story will be about based on the title and first picture. Walk through the pictures together. **Ask** What are these animals doing? How do they feel? How can you tell? How does the cat look? Did it run in the race? What makes you think that?

Concepts of Print

**Return Sweep; First/Last Letter**

Display page 8 of “Go, Cat!” Point to the first sentence. **Say** We read the sentence from the first word (point) to the last word (point). Then we sweep back across the page and down to start with the first word of the next sentence. (demonstrate) **Now read the two sentences with me.** Call on children to copy your motions as you reread.

Turn to page 9. Have a child choose a word to frame and help him or her frame it. Call on other children to name the first and last letters in the framed word. Repeat with other children. Point to words on a page at random. Have children name the letters they can and count the letters with you.

**Skill Objectives**

**Children**
- demonstrate how to read text from left to right
- distinguish between letters and words
- identify the first and last letters in words

**Materials**
- Phonics Library selection “Go, Cat!”
- chart paper
- a marker

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Display page 10 of “Go, Cat!” **Say** Point to a word whose first letter is r. What is the last letter in that word? How many words are in the first sentence?

**Early Production/Speech Emergent**
Show page 10 of “Go, Cat!” **Ask** What is the first word you will read on this page? the last word? How many words are on this page?

**Intermediate/Advanced**
Have children use the words in “Go, Cat!” to dictate sentences for you to write. Ask each child to show how to read from the first to last word in his or her sentence.

**Phonics Library**

Let’s Count!
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Using Order Words

**SAY** We have been learning numbers. One way we use numbers is to help us show the order in which things happen. Which do you put on first—your shoes or your socks? We can use the number one or the word first to tell what needs to be done before other things. Let’s talk about other words we can use to tell the order in which things happen.

Pantomime something that involves three steps, such as putting on your pajamas, getting into bed, and falling asleep. Model how to turn the steps into sentences beginning with the words *first, next,* and *last.* Have children repeat the sentences and the motions with you:

First, I ___.
Next, I ___.
Last, I ___.

Prompt children to use the sentence frames to tell, in order, three things they do in the morning to get ready for school.

**Make a Book** Fold large sheets of drawing paper in half to make four-page books, one for each child. Have children write their names on the front and the numerals *one, two,* and *three* on the following pages. Have children draw pictures of things they do in first-next-last order. As children work, help them talk about what they are drawing first, next, and last.

**BEGINNING/PREPRODUCTION**

Seek Masters ELL 5–3 and 5–4.

Display both verses of “How Many Sleeping?” Have children recite the rhyme and perform the actions with you. Say: When I wake up in the morning, first I stretch (model stretching). Next I yawn, and last I stand up. Show me what you do first when you wake up. Next? Last? Then show more everyday examples of first, next, and last to children, such as brushing your teeth, putting on clothes, and washing your face. Each time, invite children to act out what they would do first, next, and last. Supply words for children’s actions.
Big Book Art Link
“Meet Scott Nash,” pages 25–31

Display the cover of Ten Little Puppies. Point to and read aloud the name of the book’s illustrator. Then turn to page 25 and read this Link title aloud.

- Ask Where is Scott Nash? What is he doing?
- Point out the illustration strip along the top of the page. Explain that this shows the different stages of Mr. Nash’s drawing of a puppy. Ask How are Mr. Nash’s drawings on pages 28, 29, and 30 different?

Comprehension
Story Structure: Beginning, Middle, End

Review and discuss “Meet Scott Nash,” the Art Link from Ten Little Puppies, pages 25–31. Invite a child to turn to the beginning of the story (pages 26–27). Say Every story has a beginning part. What did we learn about at the beginning of this story? Read pages 26 and 27.

Call on another child to turn to the middle of the story (pages 28–29). Tell children that every story has a middle part. Have children recall this part of the story. Then read the pages aloud.

Repeat with a third child for the end of the story (pages 30–31). Then have partners select a storybook they are familiar with. Ask them to show the beginning, the middle, and the end of the book.
Pulling It All Together

Display Counting Noodles, Ten Little Puppies, and “Meet Scott Nash.” SAY These are three stories we read this week. Ask children to point to the story they read first, next, and last. Have children name some class activities they do in first-next-last order.

Bring the puppet Noodlehead back to visit the group. Have children help teach him both verses of “How Many Sleeping?” As you reread the rhyme a few times, pause before the number words to give children a chance to say them on their own.

Have children tell Noodlehead about the ways they have counted and things they have counted this week. Encourage them to start by having them each say a sentence using this frame: We counted ______. Make a list on chart paper of the things that were counted in the books and during the songs and games. Have each child draw a picture illustrating one of these counting times. As they recall the numbers, help them tell whether they counted forward or backward. Continue until all children have had a chance to talk and share their pictures with the puppet.

Vocabulary
first, next, last, order

Materials
• chart paper
• a marker
• drawing materials
• puppet from Day 1
• Read Aloud Counting Noodles
• Big Book Ten Little Puppies
• Art Link “Meet Scott Nash”

BEGINNING/PREPRODUCTION
See Masters ELL 5–3 and 5–4.

Chant both verses of “How Many Sleeping?” again. As you do, track the print. Encourage children to recite the chant on their own. Provide prompts as needed. Then ask children to march around the room, counting up from one to ten with you, and then down from ten to one. Ask: What do you count? How does counting help you?

Early Production/Speech Emergent
Simply page through Ten Little Puppies and “Meet Scott Nash” with children. ASK How do we count backward from ten? What did Scott Nash do first, next, and last to make his pictures for Ten Little Puppies?

Intermediate/Advanced
SAY Think of things you usually do every day. Does knowing how to count help you with any of those activities? Tell about them.

LANGUAGE DEVELOPMENT 15–20 MINUTES
**SKILL FOCUS**

**Skill Focus**

**Phonics**

**Initial Consonants** /g/, /v/, /p/

**Display** Letter Cards /g/, /v/, /p/. Have children name each letter and the sound it stands for. Show Picture Cards *pin*, *gate*, *pig*, *vet*, *girl*, and *pit*. Have children name each picture and point to the letter that the picture name begins with.

**Distribute** the Picture Cards. Ask children to name their picture, stretching out the beginning sound. Then have them place the picture in the row with the letter that stands for that sound. Review each row aloud together.

**Blending Short a Words**

**Display** in a row Letter Cards /w/, /a/, /g/. Have children name each letter and say with you the sound it stands for. Model blending the sounds to get *wag*. Ask children to repeat the steps with you. **ASK** Which animals wag their tails?

**Follow** the steps above, replacing Letter Card /w/ with /r/. Help children blend /r/, /a/, /g/ to get *rag*. **ASK** What can you use a rag for?

**Use** Letter Cards to display these words: *tap*, *nap*, *cab*, and *bat*. Help children use what they know about blending to read the words. Ask them to tell something about each word.

---

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write *ran* and *tag* on chart paper. Say the word *tag*, then repeat it, stretching out initial /t/. Have children repeat the word and point to it on the chart.

**Early Production/Speech Emergent**

Write *pan* and *mat* separately on several cards. Have children work with partners to read *pan* and *mat*. Then ask this riddle: *I am something people cook in. What am I?* Have children make up similar riddles for *mat*.

**Intermediate/Advanced**

Have children blend the sounds for the letters /g/, /v/, /p/ one at a time with /at/ and then /ap/ to get words or names. Help them use the real words or names in oral sentences.
Using More and Fewer

We have counted up from one to ten and down from ten to one. Now we will talk about the size of groups of objects.

Display the fingerplay “Ten Came to Play” and chant it with actions. Hold up five fingers, and have children hold up the same number of fingers. Have children count with you to verify that each child is holding up the same number. Repeat with different numbers, until children can demonstrate the concept of “same.”

Make a number chart. Write numerals 10 to 1 in a column on the left. Starting in a row beside 10, draw ten stick figures. Beside 9, draw nine, and so on through the last row (1). The figures in the rows should align with the figures above and below to form columns.

Count the children in the group, and point to the row on the chart with the same number. With children, count the figures in that row to verify that the numbers are the same. Then point to a higher number on the chart. Count the figures with children and explain that this row has more in it than the row you just counted. Have children practice saying more. Repeat with a smaller number and the word fewer.

SAY: We have counted up from one to ten and down from ten to one. Now we will talk about the size of groups of objects.

**Multi-level Response**

**Beginning/Preproduction**

Hold up three fingers.

**SAY:** I’m holding up three fingers. You hold up the same number. Repeat with two fingers for fewer and four for more.

**Early Production/Speech Emergent**

**SAY:** Point to a group on the chart with more than five. Say the number. Repeat for fewer.

**Intermediate/Advanced**

Have partners take turns naming numbers and finding or gathering groups with more and fewer items in them.
**Pre-Teach**

**Literature Focus**

<table>
<thead>
<tr>
<th>10–20 Minutes</th>
</tr>
</thead>
</table>

**Peace and Quiet**

**Teacher’s Edition, pages T142–T143**

Read the title aloud. Display page T143. Tell children that this is a story that their parents, and grandparents, and great grandparents may have heard. Encourage discussion with the following questions:

- Who are the two people? What is happening?
- Is it night or day? How do you know? What are the people trying to do? How do they feel about what is happening?
- Why do you think the story is called *Peace and Quiet*? Do you think it is quiet? Why?

**Skill Focus**

<table>
<thead>
<tr>
<th>10–15 Minutes</th>
</tr>
</thead>
</table>

**Phonemic Awareness/Phonics**

**Blending Phonemes**

**Explain** to children that they will put together some sounds to make words. **SAY** Listen to these three letter sounds: /h/ /u˘/ /m/. Now blend the sounds to make a word. What is the word? Hum along with me. Hum a familiar tune with children.

**Repeat**, having children blend the sounds you say for each of these words: *tap, pat, cake, and bike.**

**Initial Consonant f /f/**

**Introduce** Fifi Fish. Say each name, stretching out the initial /f/. Have children do the same. **ASK** Do the words Fifi and Fish both begin with the same sound? Say that sound with me, /f/. **Write** Fifi Fish’s name near the Alphafriend’s picture. Have children point to the Letter Card and identify the letter that begins Fifi Fish’s name.

**Hold up** Picture Cards *fork* and *six*. Have children name the pictures, and tell which word begins with the same sound as *Fifi* and *Fish*. Write *fork* and *six* on the board. Then have children point to and name the letter that stands for /f/. Repeat the procedure using Picture Card pairs *bop/fox, fan/pan.*

**Skill Objectives**

**Children**
- blend phonemes to make words
- associate /f/ with f

**Materials**
- Letter Cards *F, f*
- Picture Cards *fan, fork, fox, hop, pan, six*
- ELL Picture Card Alphafriend Fifi Fish
  (See Master ELL 5–7.)
Comparing More and Fewer

**SAY** Do you remember the story Feast for 10? The family bought a lot of food because they had many people to feed. A family with fewer people doesn’t need as much food. A family with more people needs more food. Let’s practice using more and fewer.

Display the number chart from Day 1. Invite children to say the numbers from one to ten. Point to row 1 on the chart. **SAY** This row has only one. The next row up has two. Two is more than one. Is three more than one? **Stand up if you think it is.** Continue in this manner through ten. Have children count from one to ten, noting that each row has more in it than the lower row.

Point to row six on the chart. **ASK** How many are in this row? **Now look at row four.** How many are in this row? There are fewer things in row four than in row six. Row three is below row six too. Are there more or fewer things in row three than in row six? Continue pointing to rows above and below six. Have children tell if the row has more or fewer than six.

**Draw It** Give each child two index cards. Say a number. Have children draw a group of simple shapes that is more than that number on one card and fewer than that number on the other card. Have partners tell each other about their cards using more and fewer.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What did you draw on your cards? Tell how many things are on each card.

**Early Production/Speech Emergent**

**SAY** Pick two rows on the chart. Show which row has more things. Which row has fewer things? Show which rows have more than six. Show which rows have fewer than three.

**Intermediate/Advanced**

Have partners randomly pull out a handful of counting cubes from a container. Partners then count their cubes and tell who has more and who has fewer.
Feast for 10 and Ten Little Puppies

Display the Big Books from weeks 1 and 2. Reread the titles with children and have them tell which word is in both titles. **Ask** What things did you count from one to ten in Feast for 10? What did you count from ten to one in Ten Little Puppies?

Tell children to think about which book they liked best. Ask children who liked Feast for 10 best to stand and count together from one to ten. Ask children who liked Ten Little Puppies best to stand and count backward from ten to one.

Word Work/Phonics

High-Frequency Words: **and, go**

**Use** the Letter, Word, and Picture Cards listed under Materials to construct this rebus sentence: *I see a (cat) and a (dog).* Have children read the sentence with you. Ask children to point to the word **and**. Have them tell whether it is at the beginning, the middle, or the end of the sentence.

**Construct** these rebus sentences one at a time: *A (girl) can go to a (farm) and see a (horse). Go (horse), go!* **Ask** What can the girl see? What does she tell the horse to do? Have children point out **go** and read it in each sentence.

**Initial Consonant f /f/**

**Attach** Letter Card *f* to a wall. Display, one by one and in random order, Picture Cards *bell, cut, fan, feet, fox, man*. Have children say the beginning sound after each picture is named. Then have them prop pictures that begin with /f/ under the letter *f*.

**Blending Short a Words**

**Display** in a row Letter Cards *m, a, and p*. Have children name the letters and the sound each stands for /m/ /a/ /p/. Model blending the sounds to get *map*. Show Picture Card *map* and ask children to repeat the steps with you to get the word for the picture. Repeat the steps again, replacing *m* with *t* and then *c*. Help children blend the sounds to get *tap* and *cap*. Instead of showing pictures, ask: What would you draw to show tap? to show cap?
More Work with More and Fewer

Show children Ten Little Puppies. SAY Let’s practice counting backward from ten and using more and fewer with some of the numbers, like we did in this book.

Display the number chart you made for Day 1. Have children count backward from ten at the top of the chart to one at the bottom. Point out that each row has one fewer item in it than the one above it. Call out a number. Ask a child to point to the row with that number. ASK Which rows have more than (called number)? Which have fewer?

In the Yard

Play a game called “Puppies in the Yard.” Make a line with yarn on the floor. Designate one side as the house and the other as the yard. Have children stand on the house side. Call on one child at a time to leave the house and go to the yard. After each move, have the two groups count off to determine how many are in each area. Have children use the sentence frames below to tell how many are in each place. Then have them tell which place has more puppies and which has fewer.

There are ___ puppies in the house.
There are ___ puppies in the yard.
There are more puppies in the ___ than in the ___.
There are fewer puppies in the ___ than in the ___.

Vocabulary
more, fewer, more than, fewer than

Materials
• yarn
• Big Book Ten Little Puppies
• number chart from Day 1
• drawing materials

IF NEEDED...

Beginning/Preproduction
See Master ELL 5–6.
Display the fingerplay “Ten Came to Play.” Encourage children to recite the fingerplay with you as you reread it. Emphasize the finger movements. Hold up seven fingers. Guide children to count them aloud with you. Then ask them to hold up one more finger than you. Lead them to count the fingers to be sure. Then repeat for four. Play the game several times to emphasize the meaning of the words more and fewer when counting things.

Beginning/Preproduction

SAY Draw some puppies in the yard. Draw a different number of puppies in the house. Show which drawing has more puppies. Which has fewer?

Early Production/Speech Emergent

ASK If I have two books and you have three, who has more? If you have six pencils and I have four, who has fewer?

Intermediate/Advanced

SAY I will hold up two numbers. After we say the numbers, you say a sentence that tells which number is more than the other. Repeat for fewer.
Phonics Library

“Pat and Nan,” pages 13–17

Distribute or display “Pat and Nan,” opened to page 13. Read the title aloud and look through the pictures with children. **Ask** What are the girls trying to do? Do they have a problem? What is it? If necessary, explain that a kite needs wind in order to fly. **Ask** What do the girls find to help them fly their kite? How can a fan help the kites fly?

Concepts of Print

**Distinguish Letters/Words; Distinguish First/Last Letters; Practice Return Sweep**

**Copy** the four sentences from pages 14 and 15 of “Pat and Nan,” one under the other, on chart paper. Point to the second sentence and read it. **Ask** How many words are in this sentence? Point to each word as you count. Then point back at sat in the first sentence and have children count the letters in this word on their own. **Ask** Is the first letter or the last letter in sat? What is the last letter in sat?

**Read** the third sentence aloud. Sweep your hand under it. Then move your hand back and down to the first word in the fourth sentence. **Say** When we finish reading all the words in a line, we come back here and start to read the next line. Call on individuals to practice the motions.

**Skill Objectives**

**Children**
- distinguish between letters and words
- identify the first and last letter in words
- demonstrate how to read text from left to right

**Materials**
- chart paper
- a marker
- Phonics Library selection “Pat and Nan”
- Big Book Art Link “Meet Scott Nash”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Display page 14 of “Pat and Nan.” Have children point to a single letter, a word, and then to a space between words.

**Early Production/Speech Emergent**

Write I see my fan. Read the sentence with children. **Say** Show how to read the words in this sentence. Show what direction I should read in.

**Intermediate/Advanced**

Display page 26 of the Art Link “Meet Scott Nash.” Ask children to tell in their own words how they would read the words and sentences on the page.

**Phonics Library**

**Let’s Count!**
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Order Words

SAY We have been talking about things we do first, next, and last. We eat different things for our first, next, and last meals of the day.

Show children pages 32 through 35 in “What’s on the Menu?” and talk about breakfast, lunch, and dinner foods with them.

Talk with children about what they like to eat for each meal. Encourage them to respond using frames such as these:

First, I have breakfast. I like to eat ___ for breakfast.
Next, I have lunch. I like to eat ___ for lunch.
Last, I have dinner. I like to eat ___ for dinner.

Divide a large strip of butcher paper into three sections. Label the sections 1 first, 2 next, and 3 last. Have children identify which meal goes into each section. Label the sections breakfast, lunch, and dinner.

Then ask each child to draw one meal in one section of the paper. Have each child point to his or her meal and name the food and other things they drew.

Vocabulary

first, next, last, breakfast, lunch, dinner

Materials

• butcher paper
• crayons or markers
• Math Link “What’s on the Menu?”

Beginning/Preproduction

See Master ELL 5–6.

Display the fingerplay “Ten Came to Play.” Have children recite the words and perform the actions with you as you reread it aloud. Point to the word fold in the rhyme. Say: To fold is to bend. In the song we fold our fingers. Now I am folding another part of my body. Bend at the waist, and invite them to bend, too. Give them each a piece of paper, and ask them to fold it. Then help children find or recall other things that are folded, such as napkins and items of clothing.

Daily Meals

Divide a large strip of butcher paper into three sections. Label the sections 1 first, 2 next, and 3 last. Have children identify which meal goes into each section. Label the sections breakfast, lunch, and dinner.

Then ask each child to draw one meal in one section of the paper. Have each child point to his or her meal and name the food and other things they drew.

SPEAK

LOOK
Big Book Math and Art Links
“What’s on the Menu?” and “Meet Scott Nash”

Display the title pages. Invite children to say the titles. Then ask:

• Which story is about meals? Which is about a man who draws pictures?
• What does “What’s on the Menu?” show how to make? What does “Meet Scott Nash” show how to make? Which would you rather do, make a funny face on a plate with food or draw funny pictures for a book? Why?

Comprehension
Categorize and Classify
Tell children to think about some things they can group together because there is something the same about all those things. SAY Fruits go together because they’re all grown on trees or bushes, they all have seeds, and we eat them. Name different fruits you know about. Label the list Fruits. Have children illustrate their contributions.

Story Structure: Beginning, Middle, End
Remind children that they learned that every story has a beginning part, a middle part, and an end. SAY Listen to this short story: Al and Sal find a big box. The boys paint the box. They make windows and a door in it. When they finish, they play inside their new playhouse.

Guide children to identify the parts of the story. ASK What happened at the beginning? in the middle? at the end? If necessary, reread the story.

Skill Objectives
Children
• categorize and classify objects and pictures
• identify the beginning, middle, and end of a story

Materials
• chart paper
• a marker
Pulling It All Together

**SAY** This week we counted forward and backward and used the words more or fewer to tell how many are in a group. We also talked about different meals and which we eat first, next, and last in the day.

Display and reread the fingerplay “Ten Came to Play.” Encourage children to join in on the words and movements while you read it two or three times. Then tell children you will say it one last time together, very quietly. Whisper the fingerplay with children.

Display the number chart from Day 1. Have children practice counting forward from one and backward from ten. Then ask each child to take a small handful of objects, such as game counters. Have the child count the objects, then find a row on the chart that has more items in it and a row that has fewer items in it.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Count forward from one to ten. Count backward from ten to one.

**Early Production/Speech Emergent**

Have partners play a counting game. Child 1 draws a few simple shapes and passes the paper to Child 2. Child 2 draws more or fewer shapes on another part of the paper. Child 1 counts each group and tells who drew more shapes.

**Intermediate/Advanced**

Have each child fold a paper in half and draw more than five of an item on one side and fewer than five on the other. Help children label the sides more and fewer. Then have children show and tell about their pictures, using more than and fewer than.
Phonics

Initial Consonants \( f /f/, g /g/, p /p/ \)

Display the Alphafriends Fifi Fish, Gertie Goose, and Pippa Pig. As you point to each character, say: What is this Alphafriend’s name? What sound do you hear at the beginning of her name? What letter stands for that sound? Tell children to listen as you say some words. SAY For each word you hear, tell which Alphafriend has a name that begins with the same sound. The words are paint, gulp, feather, gobble, pail, garden, fall, pill, fun.

Distribute the individual letter card sets for \( f, g, \) and \( p \) to each child. Tell children to listen again to the words. SAY This time when you hear a word, say it after me. Then bold up the letter that the word begins with and name it.

Blending Short a Words

Write an and at. Have children blend /\( \text{a}˘\)\/ /n/ and then /\( \text{a}˘\)\/ /t/ to make the words an and at. Use each in a sentence and write your sentences on the board. Have children point to an and at. Then ask them to use the words in sentences of their own.

Remind children that they can blend letter sounds to read many words. SAY Listen to these sounds: /\( f/\) /\( \text{a}˘\)\/ /n/. Repeat the sounds with me. Now blend the sounds to make a word. What is the word? Write the word as children say it. Then repeat the procedure, having children blend /\( f/\) /\( \text{a}˘\)\/ /t/ for fat.

Write the letters \( c, p, \) and \( r \) on separate self-sticking notes. One at a time, make new words can, cat, pan, pat, ran, rat by covering the \( f \) in fan and fat. Say the sounds for each new word, and have children repeat the sounds and blend them to read the new word.

Skill Objectives

Children
- associate sounds with letters \( f /f/, g /g/, p /p/ \)
- blend short a words

Materials
- printed letter cards \( f, g, p \) for each child
- self-stick notes
- ELL Picture Cards
  Alphafriends Fifi Fish; Gertie Goose; Pippa Pig
  (See Masters ELL 5–2, 5–5, 5–7.)

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Show Letter Cards m, a, t and model blending /\( m/\) /\( \text{a}˘\)\/ /t/ to make mat. Have them say the word and use it in a sentence. Repeat with Dan.

Early Production/Speech Emergent
Have partners work together to say the letter sounds for the words Nat, hat, and tan and blend the sounds to read the words.

Intermediate/Advanced
Have children copy the words Nan and Pat on separate sheets of paper. Ask them to read the words and use them in oral sentences.