Theme 9: Spring Is Here
Spring Is Here
Different Times of the Year

**Vocabulary**
weather, spring, summer, fall, winter

**Materials**
- chart paper
- a marker
- ELL Picture Cards
  - winter, spring, summer, fall
  (See Master ELL 6–2.)

**Say** Listen as I read a chant about some things that happen during a year.

Display “All Through the Year” on chart paper. Read it through a couple of times. **Ask** What changes at different times of the year? The weather changes all through the year where this person lives. Read the chant again, pointing out the different types of weather.

Attach the Picture Cards from Master ELL 6–2 to the chart. Reread the chant, and as you describe each season, have children point to the appropriate picture.

Then talk with children about what happens in each season where you live. **Ask** Does it get very hot here in the summer? What are some things we do in the summer? Does it snow here? What are some things we do in the winter?

**Let’s Pretend** **Say** Let’s pretend we live where the person in the chant lives. Show children some actions they can perform as you reread the chant: Give a little shiver to show chilly fall weather, pick a flower, catch a snowflake. Have children add other actions as you read the chant again.

**Multi-Level Response**

**Beginning/Preproduction**
**Ask** Which is your favorite season? Have children draw a picture of the season they prefer.

**Early Production/Speech Emergent**
**Ask** What do you do on a hot, sunny day? on a cold day?

**Intermediate/Advanced**
Ask children to name the seasons. Have them pantomime and tell what they like to do in each season. Have children describe their actions.
Kevin and His Dad

Display the book and read its title. Tell children that this book tells about some jobs around the house a boy and his dad do and some fun they have after they finish their work. As you preview the story pictures with children, have them identify the different jobs and activities shown. Ask questions such as:

Pages 2–17: Is Kevin having fun doing this? Is his dad? How can you tell? What jobs around the house do they do together? What does the dog do while Kevin and his dad work?

Pages 18–28: Where do Kevin and his dad go after they finish their jobs around the house? What do they do? How do they get home again? What do you think Kevin likes best about his day?

Phonemic Awareness/Phonics

Syllables in Spoken Words

Tell children a tulip is a pretty spring flower. Sketch a tulip on the board.

Model how to break the word into syllables. Say tulip, then say it again, pausing between syllables: tu-lip. Have children listen again and clap out the syllables with you. Repeat with the words yellow and garden. Then have children suggest other words that the group can clap syllables for.

Initial Consonant w /w/

Introduce Alphafriend Willy Worm. Say both names, stretching out the initial /w/. Have children do the same. Ask Do Willy and Worm begin with the same sound? What is that sound? Say it with me: /w/.

Display Letter Cards W and w. Have children name the letters. Say Point to the letter that stands for the sound at the beginning of Willy and Worm. Point to small w. Listen to these three words to see if they all begin with the same sound and the letter w: watch, wind, wash. Write the words on the board and call on individuals to underline w.

Instruct children to listen carefully as you say three other words, wig, pig, watch. Call out the two words that begin with /w/. Write the w words children identify on the board. Have them underline the letter that stands for /w/ in each word. Repeat for dish/wish/wave and west/vest/wink.
It’s Spring!

**SAY** Yesterday we talked about four different times of the year—spring, summer, fall, and winter. Today we will talk more about spring.

**Spring Walk** Take children on a short walk outdoors. If this is not possible, display around the room several magazine or poster pictures that show springtime scenes. Lead children on their “spring walk” around the classroom to observe the scenes. Comment as you move along: _Look how green the trees and grass are! There are lots of flowers growing in the park. Oh, it’s raining!_ Encourage children to comment, too.

**DISCUSS** Discuss the walk with children, coaching them to use this pattern when they respond: _I saw ___ on our walk._ Supplement children’s responses with descriptive words: _You saw tall pink flowers on our walk._

If time permits, have children work together to make a springtime mural. Label the mural _It Is Spring!_ Invite children to take turns telling about their contributions to the picture. Write one or two word captions that children dictate.

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**Vocabulary**
- spring, outdoors, indoors

**Materials**
- markers
- magazine and poster pictures of spring scenes (optional)
- ELL Picture Cards
  - flowers blooming, sprouting plants, baby birds, blooming trees, flying kites, flower/rain, clothes drying (See Master ELL 9–2.)
**Spring Is Here**

Show the Big Book cover and read the title aloud. Explain that this story shows how things change during a year. Identify each season as you preview the pictures with children.

**Pages 2–13:** When winter turns to spring, what happens to the snow? to the baby cow?

**Pages 14–19:** What happens to the grass when spring turns to summer? when summer turns to fall?

**Pages 20–27:** What falls from the sky when winter comes? What happens to the green grass and the flowers when winter comes?

**Pages 28–32:** When spring comes again, what happens to the snow? What has happened to the baby cow since last spring? What will spring change into again?

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**Skill Objectives**

**Children**
- learn the high-frequency word *play*
- associate sounds with letters: /w/ w, /g/ g, /kw/ qu
- blend short e words

**Materials**
- chart paper
- a marker
- one large envelope
- Picture Cards goat, hen, net, quarter, ten, vet, watch, watermelon, web, wig

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**Word Work/Phonics**

**High-Frequency Word: play**

*Write* on chart paper: *I like to play*. Read the sentence aloud, pointing to each word. Point to and repeat the word *play*. Then have children read it with you.

*Ask* children what they like to play. Then cover the period in the sentence and coach them to complete the sentence frame, *I like to play (activity)* to answer.

**Initial Consonant w /w/**

*Label* an envelope with the letter *w*. Attach the envelope to a wall. Point to the letter and have children name it and say the sound it stands for. Display Picture Cards *web, goat, wig, watermelon, quarter*, and *watch*. Have children name each picture and say its beginning sound. After all the pictures have been named, call on children to place the pictures that begin with /w/ in the envelope with *w*.

**Blending Short e Words**

*Display* all the Picture Cards listed under Materials. Write *net* on chart paper. Have children name the letters in the word as you point to them. Model the sound for each letter in order, /n//e//t/. Have children repeat the sounds and blend them to make the word *net*. Show Picture Card *net*. Repeat for *ten, vet,* and *hen*. Call on a child to hold up the Picture Card for the word each time it is read.
Naming the Seasons

Tell children that together you will talk more about what happens at different times of the year. Say: We will learn the names of the four different times of the year, or seasons.

Read aloud the chant “All Through the Year.” Ask children to say again what happens in each season where they live. Use children’s ideas to create a circle chart. Draw a large circle and divide it into four parts. Begin at the top left and attach the ELL Picture Card spring. Then attach the appropriate ELL Picture Card in each part of the circle that represents a season. Have children say what each picture shows. Then, as they watch, write the season’s name below each ELL Picture Card and have children repeat it with you.

Give each child a sheet of drawing paper. Tell children to draw their own seasons circles with pictures that show something about each. Some children will want to copy the chart pictures. Have everyone finish spring before moving on to summer, and so on. Call on children to tell about their pictures. Have them copy the season names onto their circle charts. Have pairs of children tell each other about their pictures.

Vocabulary
spring, summer, fall, winter

Materials
• drawing materials
• chart paper
• a marker
• Master ELL 9–1
• ELL Picture Cards winter/cold/snowy, spring/warm/breezy, summer/hot/sunny, fall/cool
(See Master ELL 6–2.)

Beginning/Preproduction
See Master ELL 9–1.
Display the chant “All Through the Year.” Read it and have children repeat the name of each season after you say it. Display four different pictures, one for each season. Name the seasons. Say: I will point to a picture and tell you about it. Then you tell me what time of year it shows—spring, summer, fall, or winter. Point to pictures randomly and talk briefly about what each shows. Help children compare two seasons at a time by asking, for example: Does this picture show winter or summer? Have them respond It shows ___.

Early Production/Speech Emergent
Say: What did you draw to tell about the fall? What did one of your classmates draw?

Intermediate/Advanced
Say: Name the four different seasons. Tell about each one.
Phonics Library
“Get Set! Play!” pages 1–7

Distribute or display the Phonics Library book. Read the title aloud. Ask children to name the different animals on the title page. Lead the group on a picture walk.

**ASK** Which animals are swimming in the pool? Which animals get on the diving board? What do Rooster, Pig, and Fox do before they jump in?

**Concepts of Print**

**Letters, Words, and Sentences; Matching Words**

**Display** page 3 of “Get Set! Play!” Run your hand under the first sentence and point to the period. **ASK** What mark ends this sentence? How many words are in this sentence? Remind children that to see where one word has ended and another is beginning they should look for spaces. Call on children to point to the spaces between the words in the second sentence and to count the words.

**Point to** Pig and wet on page 3. Call on individuals to point to the first and last letters in each word.

**Write** yet on chart paper. Have children read it with you. Have children find and point out the word on page 3 that matches yet. **ASK** Are the letters the same in both words? Then they match. Repeat for said and can.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write pet and get. Show and read page 4 of “Get Set! Play!” Frame get. Have children match get with pet or get. Repeat for Fox and Not, using Box/Fox and Not/Dot.

**Early Production/Speech Emergent**

Display “Get Set! Play!” Point to wet on page 2 and on page 3. **ASK** Do these words match? Tell how you know. Repeat for other matching and non-matching words.

**Intermediate/Advanced**

Display word pairs wig/win, pig/big, sit/sat, and tap/lap. Ask if the words match. **SAY** Find some matching words in a book.

**Skill Objectives**

**Children**

- distinguish between letters, words, and sentences
- identify first/last letters of words in print
- match words in print

**Materials**

- Phonics Library selection “Get Set! Play!”
- chart paper
- a marker

**Phonics Library**

*Spring Is Here*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Remind children that you have been talking about the seasons of the year. Have them name the seasons along with you. **SAY** We will play a question and answer game about the seasons.

Show the ELL Picture Card for each season and have children say which time of year it represents. Use a puppet to demonstrate the game. **SAY** I will choose a card. Then I will think about what season the picture tells about. I will ask my partner a question about that season. Direct a question to your puppet partner: Does it snow in the spring? Have the puppet answer: No. It does not snow in the spring. Then have the puppet choose a picture and ask a question for you to answer. Have children play the question and answer game with partners. Offer help with answers or coach children to respond in the pattern shown above.

**Liste**

**Vocabulary**
season, winter, spring, summer, fall

**Materials**
- a puppet
- ELL Picture Cards
  winter, spring, summer, fall
  (See Master ELL 6–2.)

**Beginning/Preproduction**
See Master ELL 9–1.

Read aloud the chant “All Through the Year” and have children listen. Then reread the chant, emphasizing words related to seasons and weather. Have them look out the window. Talk with children about the day’s weather, asking questions such as Is it sunny today? Is it cloudy? Is it warm today? Is it cool? Then have children predict what they think tomorrow’s weather will be like.

**Multi-Level Response**

**Beginning/Preproduction**
Give children sets of the ELL Picture Cards for the seasons. Have children color them. Write the season names on the board. Have children copy the names onto their cards. **SAY** Tell about your pictures.

**Early Production/Speech Emergent**
Ask children to describe the weather in each of the four seasons. **ASK** Which season do you like best? Why? Which season do you like least? Why?

**Intermediate/Advanced**
**ASK** What questions did you ask your partner? What questions did your partner ask you? Did you like the game? Why? Why not?
Big Book Science Link
“How Season Is It?” pages 35–41

Read the title aloud, pointing to the question mark. **SAY** The title asks a question. We’ll try to answer it. Point to the four pictures. **SAY** This tree changes for each season. I’ll name the seasons, and you can tell about the changes you see in the tree. On page 40, have children name the season each picture shows.

Comprehension
Sequence of Events

**SAY** It is easier to retell a story if you notice the order that things happen in. Think about what happens first, next, and last as you listen to this story.

Frog called all of his friends to invite them to a party. Frog went to the store to buy cake and juice. When Frog got home, he set the table and waited for everyone to come.

**Call on** children to tell what Frog did first, next, and last. Coach them to use the words **first**, **next**, and **last**.

**Skill Objective**
Children
• identify the sequence of events in a story

**Materials**
• Phonics Library selection “Get Set! Play!”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Review the pictures in “Get Set! Play!” **ASK** Who gets set to dive into the pool first? Who gets into the pool next? Who will be last into the pool?

**Early Production/Speech Emergent**
Have children think about three things they do to get ready to go to bed at night. Repeat for other common three-step activities.

**Intermediate/Advanced**
Have partners recall a favorite story and retell it. Have them use the words **first**, **next**, and **last**.
Pulling It All Together

SAY This week we have read and talked about the four seasons. I will read you the chant you heard at the beginning of the week. Then we will make a chart showing our favorite seasons.

Display and read aloud “All Through the Year.” Encourage children to chime in on the names of the seasons and other words they may recall. Have children shout out the word snow at the end of the chant.

Display the ELL Picture Cards side by side. Write the name of each season below its picture. Give each child a small square of colored paper. SAY I will name a season. If that season is your favorite one, bring me your square of paper. As children bring their squares of paper, write their names on them. Then have each child tape their square in one of the four columns.

Discuss the chart with children. SAY Let’s count to see how many children like spring the best. Have children count with you. SAY (Three) children like spring the best. Name the children who like spring.

Our Favorite Seasons

Spring Summer Fall Winter
Sean Jose Jen Kim
Kyla Andy

Discuss the chart with children. SAY Let’s count to see how many children like spring the best. Have children count with you. SAY (Three) children like spring the best. Name the children who like spring.

Multi-Level Response

Beginning/Preproduction
ASK Which season did most children like? Which season is your favorite? Which season don’t you like?

Early Production/Speech Emergent
ASK What is the weather like here today? What do you think the weather is like in _____ (name of a different city, town, or state)?

Intermediate/Advanced
Have partners give each other clues to help them guess the name of a season.
**Phonics**

**Initial Consonants g /g/, qu /kw/**

**Display** Letter Cards g, q, and u. Have children name the letters and then say the letter sounds /g/ and /kw/ with you as you point to g and to qu.

**Hold** up Letter Cards q and u, close together. **SAY** Now listen to some words and give a thumbs up signal each time you hear a word that begins with the sound for the letters. Use the words quake, make, pill, quilt, quiet, quack, and sack. Write the qu words on the board as they are identified. Have children take turns underlining the beginning letters qu.

**Repeat** for g /g/ and the words girl, last, wish, gate, quack, wing, and give. Then have the group choose one initial g word and one initial qu word to use in a sentence.

**Blending Short e Words**

**Display** the word let on chart paper. Have children name the letters as you point to them. Then point to each letter again as you model how to blend the sounds, /l//e˘//t/, to read let. **SAY** Now we will let (child’s name) say the letter sounds and the word. Repeat several times with different children. Write pet below let and have children repeat the blending process for pet.

**Continue** with other CVC short e words such as den, men, and wet. Help children accurately identify the letters and their sounds. If necessary, model the blending process. After children say each word, help them use it in an oral sentence.
Today you will hear a story about some make-believe animals. Each animal can do something very well. Tell something you can do very well.

Tell things you have noticed that children in your group can do well. Make a quick list. Label the list Things We Can Do. Write each child’s name. Beside the name, write something you have observed that child doing well or skillfully. As you make your notes on the chart, say, for example: Liu draws well. I will write that next to his name. Anna is a good helper at clean-up time.

Review the list of your observations with children. Read each child’s name, pointing to it. Then read and point to the words that describe what he or she can do.

Now begin another column on the chart. Write things children say they can do well. Once again, review the completed list.

Display “A Good Helper” on chart paper. Read it aloud. SAY The child in the chant is a very good helper at home. Don’t you think so? What are some jobs the child does to help at home? Encourage children to say if they are good helpers at home, too.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What do I think you do well? What do you think you do well? Draw a picture of yourself doing something well. Tell about your picture.

**Early Production/Speech Emergent**

Explain the meaning of helping and being a good helper. Name two examples of classmates helping each other. **ASK** What else can we do to help each other in the classroom?

**Intermediate/Advanced**

Ask children to name some things they think you do well. Add your name to the chart and write children’s ideas.
The Tortoise and the Hare

Teacher’s Edition, pages T86–T87

Display page T87. Read the title aloud. Explain that this is an old story from long ago. Tell children that a tortoise is a kind of turtle and a hare is a rabbit. Then have them find Tortoise and Hare in the picture. To encourage discussion, ask: What do you know about rabbits? about turtles? What do you think these two animals are doing? How can you tell? Which one can run faster, Tortoise or Hare? What are the other animals doing? Where are they?

Phonemic Awareness/Phonics

Syllables in Spoken Words

Model how to clap out and say the syllables in these words: paper, hungry, and daffodil. Have children tell how many claps for each word. (two claps each for paper and hungry and three claps for daffodil)

Tell children to listen and count as you clap for these words: fan, water. Have them repeat the words with you. Ask Which word did we clap two times for? Clap and say that word again: wa-ter. Repeat for the following word pairs: (two syllables) ball/window; (three syllables) bicycle/car; (two syllables) cat/puppy.

Initial Consonant y /y/

Introduce Alphafriend Yetta Yo-yo. Say her names, stretching out the initial /y/ in both. Have children do the same. Ask Do Yetta and Yo-yo begin with the same sound? What is that sound? Say it with me: /y/.

Display Letter Cards Y and y. Have children point to the letter that begins Yetta’s name. Show Picture Cards yak, yam, and yarn. Have children name the pictures, say the beginning sounds of each, and point to the letter that stands for that sound.

Say these words one at a time, asking children if each begins like Yetta Yo-yo: yak, you, yes, and yarn. Then say these pairs of words and have children identify the one in each pair that begins with /y/: yellow/feast, well/yell, and yet/wet. Write the y words on the board, calling on children to underline the y in each.
Soap and Water, Please

**SAY** One of the stories this week is about a woman who really likes to wash things. Let’s talk about washing things.

**ASK** What two important things do we need to wash our clothes? We need soap and water. Ask children to explain why people wash their clothes. Help them understand that clean clothes feel good and keep us looking neat and fresh. Say also that washing clothes helps keep people healthy. Point out that soap and water wash away dirt and harmful germs and that doing the wash is a very important job.

**ASK** What are some other things we wash? Make a list. Model responses for children: We wash ourselves. We wash the dishes. We wash the windows. Remind children of things the school janitor does to help the school stay clean, such as washing the floors and table tops.

**Act It Out** Have children pantomime washing things—doing the laundry, washing tables, washing their hands. Have individuals describe what they are doing as they pantomime.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Name some things people wash. If I have soap, what else do I need to wash things?

**Early Production/Speech Emergent**

**ASK** What do you wash? Do you like washing? Have children pantomime and show how they wash.

**Intermediate/Advanced**

**ASK** Why do people wash their clothes? Why is it important to wash your hands before you eat?
Mrs. McNosh Hangs Up Her Wash

Display the book and read the title aloud. Then take children on a picture walk. **Ask** How does Mrs. McNosh wash and dry her clothes? How do you wash and dry clothes? What is Mrs. McNosh hanging up now? What does she hang up that isn’t clothing? What is the last thing she hangs up? Is this a funny story? Why?

Word Work/ Phonics

**High-Frequency Word: she**

**Write** on chart paper: *The girl and Nat play. She and Nat play.* Read the sentences aloud with children. Point to *She* and have children repeat it with you. Help them notice that *She* in the second sentence takes the place of *The girl* in the first sentence.

**Have** children practice substituting *She* in oral sentences, such as *Maria rides the bike. Mom plants flowers. My sister goes to camp.* Write a couple of the oral sentences with *she/She* on chart paper, and have children point to *she/She* in each.

**Initial Consonant y /y/**

**Review** the sounds and letters *y /y/, d /d/, and m /m/.* Display Picture Cards *map, yolk, dog, doll, yellow, mule, yam* and Letter Cards *d, m, y.* Have children name each picture, say the beginning sound, and point to the letter that stands for the sound. Have a child remove the pictures that do not begin with *y /y/.* Write the *y* picture names. Call on children to name and underline the letter that stands for *y/′* in each word.

**Blending Short e Words**

**Display** Letter Cards *b, e, n.* Have children name each letter. Say each letter sound aloud as you point to it, *b/ /e/ /n/.* Help children repeat the sounds and blend them to read *ben.*

**Repeat** for *get, bem, and pet.* Then have children use *get, bem,* and *pet* in oral sentences. If necessary, show on a piece of clothing what a *bem* is.
What We Wash

**SAY** Do you remember the story about a woman who washed many different things? Some were things most people would wash in real life. Other things would only be washed in a make-believe story. Let’s talk about what is real and what is make-believe.

**Wash or Not?** **SAY** Listen. I will name some things. Stand up and say: I can wash ___ if people would wash that in real life. Remind children that when you say wash something you mean putting the item in a big bucket or tub of water with soap. Name the following items: shirt, socks, telephone book, cake, pencils, pajamas, a flower, sheets. If children disagree on some items, allow them time to explain their ideas.

Have partners take turns naming items that are usually washed in real life and ones that it would be silly to wash. Listen as partners talk. Offer comments and support as needed.

**Vocabulary**
make-believe, real life

**Materials**
• drawing materials

**BEGINNING/PREPRODUCTION**

See Master ELL 9–3.

Display the chant “A Good Helper.” Read it aloud at least twice. Then repeat the rhyming words bed and fed. Ask: Do the words bed and fed sound alike to you? Do they rhyme? Say the words bed and fed and listen for the rhyme. Let’s think of another word that rhymes with bed and fed. It is the name of a color. The word is red. Say the words bed, fed, and red with me. They all rhyme. Continue in a similar manner for the other rhyming word pairs in the chant: away/play and too/you.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Have children draw a picture of an item that can be washed and another of an item that cannot be washed. Call on children to tell about their drawings.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** In real life, which would you wash, a newspaper or a dress? Name something someone would only pretend to wash.

**INTERMEDIATE/ ADVANCED**

**SAY** Name some things that could not be washed in a bucket with water and soap. Tell why. Tell how you would wash clothes or dishes.
Phonics Library
“Ben,” pages 9–15
Distribute or display the Phonics Library book. As you say the title, point to the picture of Ben on the title page. **SAY** We are going to look at a story about a panda bear named Ben. Then take the group on a picture walk. Prompt children to say what Ben’s problem is and how his friends try to help him. **ASK** How does Ben finally get his teddy bear down from the tree?

**Concepts of Print**

**First/Last Letter in a Word; Letters, Words, and Sentences**

**Display** page 11 of “Ben.” Read the first sentence aloud. Then frame the word *vet* with self-stick notes. **SAY** Point to where this word begins. What is the first letter in the word? Point to where the word ends. What is the last letter of the word? Remove the frame. Remind children they can tell where a word begins and ends by the spaces on either side of it. Have them take turns choosing a word on the page and pointing to the spaces before and after it.

**Show** pages 12 and 13 in “Ben.” **ASK** How many sentences are on this page? Remember sentences often end with a period. Point to the first period. All the words that come before it are the first sentence. Repeat for the second period and sentence. **ASK** How many sentences are there on these pages?

**Skill Objectives**

**Children**
- identify the first and last letters in words
- distinguish among letters, words, and sentences

**Materials**
- self-stick notes
- Phonics Library selection “Ben”
- chart paper
- a marker

**Phonics Library**

*Spring Is Here*

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

SAY Washing the clothes is one job we can usually do at home. Let’s talk about some other jobs at home. What other jobs do people in your family do to keep your home neat and clean? Think about the kitchen first. What are jobs people do in the kitchen? Does the stove ever get dirty? Do the counters get spills on them? Make a quick list of children’s ideas.

Once you have a list of jobs in the kitchen, go over it item by item with children, asking them to suggest tools to help get each job done. ASK What things would help you clean the stove? Is a sponge something you might use? Attach copies of appropriate ELL Picture Cards next to the name of the corresponding cleaning tool.

Discuss chores needed to keep other rooms in the home neat and clean. Make lists and follow a procedure similar to the one described above. If time permits, talk with children about chores done just outside the house—watering plants or flowers, cutting the grass, and so on.

BEGINNING/PREPRODUCTION
See Master ELL 9–3.

Display the chant “A Good Helper.” Read it aloud. Then reread the first line. Say that making the bed is just one thing people do to keep their rooms neat and clean. Work with children to develop a list of other cleaning jobs for the bedroom—dust tables and other surfaces, clean the floor, clean the windowsill. Show the ELL Picture Cards dust cloth/sponge, mop, and broom. Name the tools. Help children decide what tool they would use for each job. Ask, for example: What would you use to clean the floor? A mop or a broom would help to clean the floor. What if there is a rug on the floor? What tool would you use?

BEGINNING/ PREPRODUCTION
ASK What would you use to clean a floor, a mop or a paintbrush? Show how you would clean a floor.

MULTI-LEVEL RESPONSE

EARLY PRODUCTION/SPEECH EMERGENT
ASK What do you use a mop for? What do you use a vacuum for? What is a sponge for? Have children act out using these cleaning utensils.

INTERMEDIATE/ADVANCED
ASK What are some things I would need to paint my living room? Tell how you would paint a room. Show us.
Big Book Social Studies Link

“Spring Jobs,” pages 23–29

Read the title and tell the group this Link is about getting ready for spring. Then lead children on a picture walk. Encourage them to name the different jobs and the tools that are used. Ask: What do you do with your family to get your home ready for spring? your yard? What tools do you use?

Comprehension

Story Structure: Characters and Setting

Display the Phonics Library selection “Ben.” Turn through the pages. Ask: Is there a panda bear in this story? What is his name? How do you know that? Who are Ben’s friends? Where are the friends in the story? Who else might be a character in this story? Where else might the story happen? Suggest that they could be either in a yard or a park.

Turn back in the book to “Get Set! Play!” Have children identify characters and setting for this story by having them look through the pictures and answer questions similar to those above.

Skill Objective

Children

• identify story characters and setting.

Materials

• Phonics Library selections “Ben” and “Get Set! Play!”

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Display “Ben.” Turn through the pages. Ask: Is there a panda bear in this story? Where is it? Is there a dog in this story? Where is it? Continue similarly with the other characters.

Early Production/Speech Emergent

Display “Ben.” Ask: Which character in this story says, “Get a box.” Which says, “Get a net.”?

Intermediate/Advanced

Ask: How might this story be different if Hen were not in it or if it happened in a place where there were no trees?
Pulling It All Together

SAY At the beginning of this week you heard a chant called “A Good Helper.” Listen as I read the chant again. Then we will talk some more about jobs people do in or around their homes.

Display the chant “A Good Helper.” Read it aloud. Then have children name some of the ways the child in the chant helps around his or her house. Ask children to pantomime making the bed, feeding the cat, picking up toys, and setting the table. Have them describe what they are doing as they pantomime. Then help children recall some of the other household chores people do. Review the lists of jobs and tools children generated on Day 4.

Ask children to work with partners. Have them take turns pantomiming a household job. The child observing must guess what the chore is and what tool or tools are being used. The performing child should say what he or she is doing after the partner has had a chance to guess: I am mopping the floor. I am using a pail of water and a mop. Listen to children’s exchanges. Offer help with language structure and vocabulary as needed.

Vocabulary
household chores, pail

Materials
• lists of jobs from Day 4
• Master ELL 9–3

Beginning/Preproduction
See Master ELL 9–3.
Read the chant “A Good Helper,” having children echo each line. Repeat the last two lines. Have children jump up if they think they are good helpers too. Invite children to say what they do to help at home. For each response, model how to substitute it in the pattern of the chant. For example, if Julio says he helps by taking out the trash, say: Julio says, “I help by taking out the trash.” Have Julio repeat the sentence pattern. Repeat with each child.

Intermediate/Advanced
ASK What are some jobs we do to keep our classroom neat? What would it look like if we did not work to keep it neat and clean?

Early Production/Speech Emergent
ASK Is cleaning an important job? Why? How do you help with the cleaning at your house?

Beginning/Preproduction
ASK What job did your partner act out? Is that an indoor or an outdoor job?
Phonics

Initial Consonants \(d/d\), \(m/m\)

Display the Letter Cards \(d\) and \(m\). Use Word Cards, Picture Cards, and the Punctuation Cards to build this rebus sentence: “I see the (Picture Card dot),” she said. Call on a child to read the rebus sentence aloud. Ask What is the first sound you hear in dot? What letter stands for that sound? Write dot and have children read it aloud with you. Have a child underline the \(d\).

Repeat the procedure for the pictures and words \(m\)an, \(m\)ap, and \(d\)og.

Blending Short \(e\) Words

Display in sequence the Letter Cards \(p, e, n\). Say the sound for each individual letter. Then model how to blend the sounds /p/ /e/ /n/ to make \(p\)en. Have children do the blending, say the word, and name the letter it begins with.

Repeat the process for the words \(p\)et, \(l\)et, and \(t\)en. After children say each word, help them use it in an oral sentence.

Skill Objectives

Children
- associate sounds with letters: \(d/d\), \(m/m\), \(y/y\)
- blend short \(e\) words

Materials
- Letter Cards \(d, e, h, l, m, n, p, t\)
- Word Cards \(i, said, see, she, the\)
- Punctuation Cards quotation marks, period
- index card with comma
- Picture Cards \(dog, dot, man, map\)
- chart paper
- a marker

Beginning/Preproduction
Provide Letter Cards for \(h\)en and \(p\)et. Say each word. Have children choose Letter Cards to form the word and then read it.

Early Production/Speech Emergent
Write the words \(t\)en and \(m\)en. Have children work with partners to read the words. Ask which of the words solves this riddle: I am a number that is one more than nine. What am I?

Intermediate/Advanced
Have children choose from a selection of consonant Letter Cards to make other words with the letters \(e, n, t\). Have them use the words in sentences to show they are real words.
Sequence Words

**Vocabulary**
first, next, then, last, garden

**Materials**
- chart paper
- a marker
- masking tape

**Say** This week you will hear a story about three goats. The goats cross a bridge. They go in order—first, next, and last. Let's talk about how things happen in order.

Display “A Garden” on chart paper. Read it aloud twice, emphasizing the sequence words first, next, then, and last. Reread the chant and have children tell the steps for making a new garden. Coach them to use the sequence words.

Tell children they will play a game about doing things in order. Have them listen for the words that tell them about order: first, next, then, last. Use masking tape to mark off a row with four squares on the floor. Direct a child to step into the first square. **Say** First, hop! When the action is done, wave the child into the second square. **Say** Next, jump! Wave the child into the third square and say: Then wiggle. Wave the child into the last box and say: Last, stretch! On a second turn, have the group say each sequence word and command aloud with you. Repeat the game with the other children in the group.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**Ask** What is in a garden? Have children draw a garden. If possible, take them outside and have them draw the plants around them.

**Early Production/Speech Emergent**
**Ask** What do you do first to make a flower garden? In our game, what did you do last?

**Intermediate/Advanced**
**Ask** What four order words did we use in our game? Tell how you would teach our game to someone else.
The Three Billy Goats Gruff

Teacher’s Edition, pages T144–T145

Display page T144. SAY This is a famous old story that you may have heard before. What kind of animals do you see? How many are there? Read the title aloud. Explain that Gruff is the family or last name of the billy goats.

ASK What is happening? Who is that climbing up onto the bridge? Where is the billy goat on the bridge going? What will he have to do to get there?

Phonemic Awareness/Phonics

Phoneme Substitution (Final)

Tell children to listen to this word: bot. SAY Listen for the ending sound of the word as you say it. What sound did you hear at the end? Say it with me: /t/. Display Letter Cards b, o, t. Have children read the word and name the letters.

ASK Which letter stands for /t/ at the end of the word?

Call on a child to remove the t. Then place Letter Card p after b and o. SAY Name the letters in this new word. Say the sounds with me: /b/ /o/ /p/. What word do we get when we take away t and put p at the end? Repeat, having children replace the final p with g to get bog.

Repeat the procedure with the word can. Have children substitute p and then t in place of the n at the end of can to get cap and cat.

Initial Consonants w /w/, y /y/

Display Letter Cards Y, w, n, y, t, W, and T and Picture Cards yam, watch, well, yarn, wig, yolk, yellow, and web. Have children name each picture, say its beginning sound, and name the letter that stands for that sound. Then have them sort the Picture Cards into piles according to their beginning sounds and letters. Ask them to place the Letter Cards on top of the piles they go with.

Skill Objectives

Children
• substitute final phonemes to make new words
• associate /w/ with w and /y/ with y

Materials
• Letter Cards a, c, g, h, n, o, p, T, t, W, w, Y, y
• Picture Cards watch, web, well, wig, yam, yarn, yellow, yolk
The Seasons in Order

**SAY** Today we will talk more about the seasons of the year, especially spring. Display and read the chant “A Garden.” Invite children to join in with the actions and words as you reread it.

**In Order** Display the ELL Picture Cards for the four seasons (Master ELL 6–2). Tape them in horizontal order from spring to winter on the chalkboard or a wall. Point to each season picture and have children name the season. As children name a season, write a label on a strip of paper and attach it below the picture. Review the pictures with their labels. **SAY** This picture shows spring. Summer comes next. Then fall comes. Then winter comes. Have children repeat the sequence of seasons with you.

Ask questions such as Which season comes next when spring is over? What season comes after that? As children identify the seasons, encourage them to talk about that time of year. Have children chant the season names in order.

**Vocabulary**
seasons, next, over, after

**Materials**
- tape
- oak tag
- Master ELL 9–5
- ELL Picture Cards
  - winter, spring, summer, fall
  (See Master ELL 6–2.)

**Beginning/Preproduction**
See Master ELL 9–5.
Revisit the chant “A Garden.” Read the chant aloud once or twice. Then ask: At what time of year do we see lots of flowers growing? What season comes next when spring is over? Here are some clues: It can get very hot. People go to the pool or the beach to cool off. There is no school. When spring is over, summer comes next. Say all the seasons with me.
LITERATURE FOCUS 10–15 MINUTES

Spring Is Here and Mrs. McNosh Hangs Up Her Wash

Display the Big Books from Weeks 1 and 2. Have children read the title of each book aloud with you.

Call on a child to turn to a few pages in Spring Is Here. Ask In what season do we see flowers growing? In what season do we see snow falling? Have another child turn a few pages in Mrs. McNosh Hangs Up Her Wash. Ask Who is the woman? What things is she hanging up to dry? What kind of day is it?


SKILL FOCUS 10–15 MINUTES

Word Work/Phonics

High-Frequency Words: play, she

Display these sentences on chart paper: The girl and I like to play. She can play and play. Point to each word as you read the sentences. Call on a child to find and underline play. Then have children read the sentence aloud and answer the question, What do you like to play? by completing the frame, I like to play ___. Repeat a similar procedure for the second sentence. Ask What can she play and play?

Initial Consonants w /w/, y /y/

Display Letter Cards y and w. Have children take turns choosing a letter, naming it, and saying the sound it stands for. Then have them select and name Picture Cards that begin with that sound and letter. Display the cards they choose. Write the picture names above each card to check the beginning letter.

Blending Short e Words

Construct the word get with Letter Cards. Have children name the letters, say their sounds, and blend the sounds to read get. Write the word on the board. Then repeat the procedure for other short e words such as men, pet, wet, web, bed, and leg. Call on children one at a time to select one word from the list, say it, and call on a classmate to use it in a sentence.
Today we will talk about more words that tell about the order in which things happen.

Have two or three children come to the front of the room. Clap twice. Go back to your places and sit down. What did (children’s names) do before they went to sit down? What did (children’s names) do after they clapped?

Talk with children about some things they do before they come to school and some things they do after school. Model: I eat breakfast before I come to school. I ride the bus home after school. Encourage each child in the group to respond.

Have each child draw a picture of a before-school activity and another of an after-school activity. Have children dictate labels for their pictures. Help them compile the pictures and make a cover for their class book.

What is something you do before you go to bed? Do you eat a banana before you peel it or after? Show how you eat a banana.

Before I come to school I eat breakfast, I wash, I get dressed, and I brush my hair. Pantomime each action as you name it. What do you do before you come to school?

What grade will you be in after kindergarten? Name some things people do before they go on a picnic.
Phonics Library

“Pig Can Get Wet,” pages 17–23

Distribute or display “Pig Can Get Wet.” Read the title aloud. *Ask* What animal is this story about? What is she doing? What does she have on her head?

**Pages 17–20:** Who are the animals? What are they doing? How do they feel?

**Pages 21–23:** Who makes trouble for Pig? What is the trouble? How does Pig feel about the problem? How do the other animals feel? How is Pig’s problem solved? Who is happy at the end?

**Concepts of Print**

First/Last Letter in a Word; Letters, Words, and Sentences

**Display** page 19 of “Pig Can Get Wet.” Run a finger under the first sentence. *Ask* Is this a sentence? How do you know? Point to the period. Then call on a child to show where the next sentence begins and ends. Repeat for page 21.

**Point** to the first sentence on page 21 again. *Ask* How many words are in this sentence? Count them with me. Point to each word as you count. Remind children that they can tell where one word ends and another begins by the space between the groups of letters that form a word.

**Choose** a word on page 21 and run a finger under it. Point to its beginning and name the beginning letter. Point to its end and name the ending letter. Call on children to choose a different word on the page and follow your model.

**Skill Objectives**

Children
- distinguish among letters, words, and sentences
- identify the first and last letters in words

**Academic Language**
- sentence
- word
- letter

**Materials**
- Phonics Library selection “Pig Can Get Wet”

**Phonics Library**

Spring Is Here

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

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Display page 18 of “Pig Can Get Wet.” Point to *said*. Call on children to count and tell the number of letters in the word.

**Early Production/Speech Emergent**

Frame a sentence in “Pig Can Get Wet.” *Ask* What is this called? How does it begin? How does it end? Show another sentence.

**Intermediate/Advanced**

Have children tell how many sentences there are on page 20 of “Pig Can Get Wet” and how they know.
Order Words

**SAY** Today we will talk more about the order in which we do things. You do things in order every day. When you put on your shoes and socks, which goes on first? Why is it important to put them on first?

Have children use the order words *first, next, then,* and *last* to answer questions, such as *How do you put on a sweater? How do you brush your teeth?*

Then say that it is also important to follow steps in order when cooking from a recipe or making a snack. Write a snack recipe to follow. Use simple pictures to illustrate each step.

**Snack Time**

**Goats on a Bridge**

*First*, take one piece of celery.

*Next*, spread peanut butter on the celery.

*Then* place three raisins in the peanut butter. (These are the goats!)

*Last*, eat your snack!

Read the recipe aloud, tracking the print. Read it a few times, and encourage children to chime in when they remember the words or recognize the symbols. If possible, have children make the snack. If not, have them pantomime the steps. Ask what would happen if they put the raisins on before the peanut butter.
Big Book Links
“What Season Is It?” and “Spring Jobs”

Display the title pages and have children read them aloud with you. Turn through the pages. Guide children to recall and compare the two selections. Then ask:

• In which story are the people working and building things? In which are they having fun outside in different kinds of weather?
• Which story tells about different seasons? What are the four seasons shown by the trees on the title page in this story?
• Which story tells about only one season? What season is that?

Comprehension
Categorize and Classify

Mix and display the ELL Picture Cards from Materials. Have children take turns naming the pictures and placing them in one of two piles, according to whether they show something to eat or something to wear.

Hold up a vegetable and a fruit. Ask Which food is a vegetable? a fruit? Have children sort the pictures into piles of vegetables and fruits. Have them tell how the vegetables are alike and different. Do the same for the fruits. Have children name and draw other fruits and vegetables to add to each pile.

Repeat the process for the clothing category, having children sort according to the type of weather in which the clothes are worn. Ask them to draw pictures of springtime clothes and to form a new clothing category with their pictures.
Pulling It All Together

Display the chant “A Garden.” Read it aloud a couple of times to help children recall it. Then reread it and have children chime in, especially on the sequence words. **SAY** People plant seeds in the early spring. Spring is a season of the year. Let’s name the other seasons together. Which season comes after spring? Continue to name the remaining seasons.

**Seasonal Line Up** Designate a child to represent each of the four seasons. Have each child repeat his or her season name. Then have children arrange themselves one behind the other to show the order of the seasons. Have the first child represent the season you are in and the others follow in the correct order. **ASK** Which season is first in our line? Which season comes next? Which season comes after (name of season in second position)? Which season comes last in our line? Review your seasonal line up. Point to each child and have him or her say aloud the season he or she represents. Then have all children together name the seasons as you have represented them with the line of children.

**Vocabulary review of the week**

**Materials**
- Master ELL 9–5

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 9–5.

Revisit the chant “A Garden.” Read it aloud, encouraging children to chime in on words they may recall. Then play a variation of “Simon Says.” Give children a set of four commands, one at a time. Precede each with a sequence word—first, next, then, and last. Have children repeat the sequence word and command before following it.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**THEME 9: Spring Is Here WEEK 3**

**BEGINNING/ PREPRODUCTION**

**ASK** When do you plant a seed? Name the season in which people usually plant seeds.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**SAY** Name the four seasons. Tell something that happens in each season. Tell which is your favorite and why.

**INTERMEDIATE/ ADVANCED**

**ASK** What are some things you need to do after you plant seeds? Tell a partner how to take care of a plant. Say what to do first, next, then, and last. Have your partner follow the order to draw the steps.
Phonics

Initial Consonants /p/, /g/, /f/

Display the Letter Cards /p/, /g/, and /f/. SAY Name these letters and say the sounds the letters stand for. Now I'll point to one of the letters and say some words. When you hear a word with the same beginning letter and sound, raise your hand and name the letter. Point to /p/ and say pin, kit, pig, top, box, pan. Repeat for /g/ with the words yak, gate, gap, fin, pit, got. Repeat for /f/ with the words park, food, fan, fun, went.

Blending Short e Words

Display these words on chart paper: get, pen, pet, let, red. Ask What is the same in all five words? Have a child underline the e in each word. Ask Where in each word is e?

Review how to blend sounds to get words. Point to get. Have children listen as you say the sounds, /g/ /e/ /t/. Have them repeat the sounds after you and then blend the sounds for the word get. After the word is read, ask children if they heard /e/ in the middle of the word. Repeat, having children blend sounds for the remaining short e words.

Skill Objectives

Children
- associate sounds with letters: /p/, /g/, /f/
- blend short e words

Materials
- Letter Cards /e/, /f/, /g/, /l/, /m/, /n/, /p/, /t/
- chart paper
- a marker

Show the word pairs pet/net and pen/we. Help children say the word pairs and tell whether the words in each pair rhyme.

Use Letter Cards to display e and t. Have children work with partners to add an initial consonant letter to form let and then pet. Have children read the words they form and then use them in oral sentences.

Have children use Letter Cards to form men, met, pen, and pet. Then have them think of two more words that rhyme with these. Ask them to line up Letter Cards to form the words they thought of.