Theme 10: We Can Do It!
We Can Do It!
One of this week’s stories is about a woman who does something most people might think was very hard to do. Let’s talk about some things we think are hard to do. These things are called challenges.

Display “A Challenge” on chart paper.

Read the poem aloud a few times.

The child wants to show that she can do something. What does she want to show?

Ask children to show how they sit still.

People think it is hard for the child to sit still. Does she think she can sit still? What is her plan? Statues can’t move, so she will make believe she is a statue. Show how you wiggle in your chair. Stop! Be a statue. Can you sit as still as a statue?

What are some things that are hard for you to do?

Model: Sometimes it is hard for me to go to bed at night. I want to stay up and read or listen to music. Encourage all children to take part in the discussion. Provide prompts if necessary.

Is it hard for you to be quiet when someone else is talking? Is it hard sometimes to share your toys with others?

Assign partners. Ask each pair to challenge each other to do something, such as name the days of the week, count to ten, or sing a song. Make sure children keep their challenges fairly simple. Then have partners share their challenges with the group.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

SAY Show what you did as your challenge with your partner. Draw a picture of something else that is a challenge for you.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK Is it easy or hard for you to wake up on time in the morning? Is keeping a secret hard for you? Tell why or why not.

INTERMEDIATE/ ADVANCED

ASK What is something that is easy for you to do? What game is hard for you to play? How do you get better at it?
**The Pumpkin in a Jar**

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

Display page T31. **Ask** Who do you see in the picture? What is the young lady doing? Read the title aloud. **Ask** What do you think the king might ask the young lady to do, now that you know the title of the story? How do you think she might be able to do what he asks? Ask children to tell how they can tell this story is a fairy tale. Tell children that when they listen to the story later, they should think about the young lady’s problem and how she will solve it.

**r-Controlled Vowels: or, ore**

**Lead** a picture walk through *Sport Gets a Bath*. Then read page 5 slowly. **Ask** What is the boy’s name? Point to the porch. What is the dog’s name? Write each word (*Norm, porch, Sport*) on chart paper as you say the words. Have children say the words and find the *or* in each one. Circle each *or*. **Say** These words have the letters *or*. What vowel sound do they make? Encourage children to make the /ɔr/ sound with you.

**Read** page 6 of the book. Point to *chore*. Write it on the chart. **Say** This word also has the sound /ɔr/, but it has the letters *ore*. Beneath the word, add more *ore* words, such as *store, more, core, snore*. Say each word with children.

**Tell** children that they will listen for words with the /ɔr/ sound. Say the following words: *fern, fork, store, thorn, fox, stone, thumb, girl, horse, nurse, purse*. Ask children each time if it is a word with /ɔr/. If they say yes, write the word on the board. Review all the words on the board. Decide together if children have correctly selected words with /ɔr/.

**Preview** pages 238 and 239 of the *Practice Book*. For page 238, read the steps one by one. Make sure children understand the directions. Point to letters if necessary for clarification. For page 239, ask children to circle the darker words first. Supply the names of the pictures if necessary. Do the first word together. **Ask** What is this? Which word says corn?
Storybook Royalty

Read this sentence from *The Pumpkin in a Jar: Once long ago, a king saw a young lady tending plants in a garden and asked her what she was growing.*

**ASK** Who saw the lady in a garden? Let’s talk about kings and other special kinds of characters you have read about.

**ASK** Who can tell me what a king looks like? What does a king wear? What is his job? Where does a king live? Have available several storybook pictures of kings. As you talk with children, introduce these terms and phrases: robes, crown, rules a country, in a castle. Hand out the ELL Picture-Word Card showing a king and a castle.

**ASK** Who else lives in a castle with the king? Use prompting questions as necessary to help children identify other royal figures, such as a queen, a princess, and a prince. **ASK** What do you call a king’s wife? Hand out the rest of the ELL Picture-Word Cards as children mention each royal person. Encourage children to tell about times they may have played “dress up” and pretended to be a king, queen, princess, or prince.

Have children create an oral story about a king and his royal family. Begin the story with *Once upon a time, a king lived in a beautiful castle.* Have children supply the remainder of the story, about four sentences. Write the story on chart paper. Then read the story back to children. Encourage children to illustrate the story if they like.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show what happens in the story we wrote together. Draw a picture of a royal family.

**ASK** What does a king wear on his head? Where does a king live?

**Intermediate/Advanced**

**ASK** How do people treat a king and a queen? Make believe you are a king or a queen. Tell me about yourself.
Get Set to Read

Thirsty Bears, Anthology pages 140–141

Read the title aloud. **SAY** Show the bears. What does it mean to be thirsty? Read the paragraph with children. **ASK** What problem will the bears have in the story? Let’s get ready to read the story Two Greedy Bears and find out. Read the Words to Know with children. Then read the Practice Sentences together.

**Two Greedy Bears**

Pages 143–149: **SAY** The bear cubs are thirsty. They argue about which one of them drinks more water. Each cub tries to drink more water than the other cub. Why are they grabbing their stomachs?

Pages 150–153: **SAY** The bears find a piece of cheese. Why are the greedy bears fighting? The fox says she will help them share the piece of cheese.

Pages 154–165: **SAY** The fox breaks the cheese into two pieces. But one piece is larger than the other. So the fox keeps taking bites. Help children see why the fox ends up eating most of the cheese. Ask what the bear cubs learn.

**High-Frequency Words**

*head, laugh, break, divide, began*

**Write** four simple sentences summarizing the first part of Two Greedy Bears: *The bears walked. They were thirsty. They put their heads down. They drank.* Tell children that they are going to act out the story. Choose two children to be bears. Read the sentences, asking the other children to help you. As you read each sentence, ask the “bears” to act them out.

**Continue** with these sentences: *The bears woke up. They were hungry. They found cheese. They wanted to divide it. They couldn’t break it. They began to fight.* Have two more “bears” act the part. (Children will act out the rest of the story in the next lesson.)

**Circle** the words *beads, laughed, divide, break, began* in the story. Clap and spell each word with children.
Animal Babies

SAY One of our stories this week is about two young bears. Baby bears are called cubs. Let’s talk about the names of other baby animals.

Have available pictures of familiar adult animals (lion, tiger, cat, dog, hen, duck, cow, sheep, goat) and separate pictures of their babies. Include the ELL Picture-Word Cards in the babies group. Remind children that baby bears are called cubs. Tell children that some other animal babies are called cubs, too. Point to the pictures of the lion and tiger. Have children name the animals. Say that baby lions and baby tigers are called cubs. Have children find the pictures of the lion and tiger cubs.

Now point to each adult animal in turn. Have children name the animal. Then ask if they know what its baby is called. Offer help, as needed.

ASK Is a baby cat a kitten or a chick? Is a baby duck a duckling or a lamb? Call on children to find the pictures of the matching baby animals. Children will undoubtedly enjoy finding out that a baby goat is called a kid!

Look at the pairs of pictures together. Help children notice that the baby animals look similar to the adults. Have partners choose two animals and work together to point out ways that the babies are like the adults. Have partners share their findings with the group.
High-Frequency Words

**head, laugh, break, divide, began, second, sure**

**Review** the sentences you wrote on Day 2. Display the Anthology selection *Two Greedy Bears*. Use simple language to tell the story as you show the pictures on pages 152–163. The bears began to fight. A fox came. She broke the cheese. She made sure one piece was bigger. The bears cried “That one is bigger!” The fox bit the big piece of cheese. The bears cried “Now that one is bigger!” Then she bit the second piece. She took another bite, and another. Then she left!

**Continue** summarizing the story, using the above sentences. As in the previous lesson, as you add groups of sentences, have several children act out the parts.

**Act out** the whole story again, with four children. Then repeat the story with four more children.

**Circle** the words *sure* and *second* in the new part of the story (as you did with the five other words). Point out that these are new words on the word wall. Read all seven of the high-frequency words you have circled and locate them on the word wall.

**Skill Objective**
Children read a story with the high-frequency words *head, laugh, divide, break, began, sure, second.*

**Materials**
- Anthology
- chart paper
- rewritten story from previous lesson
- index cards with words *head, laugh, divide, break, began, sure, second*
- sentence strips

**Phonics Library**
*We Can Do It!*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
From Part to Whole

Read this sentence from Two Greedy Bears: She took the cheese and broke it in two. SAY: If I showed you a small piece of cheese, would you know it was part of a bigger piece of cheese? Now I will show you just part of some things. Will you know what the things are?

Have available a small bag or cloth that will enable you to show only a part of an object. Tell children to cover their eyes as you conceal something. Leave a small part of the object visible, for example, the eraser end of a pencil. Ask children to decide what the whole object is. Consider showing the following: one leg of a classroom stuffed animal; the spout and very top of a milk carton; one finger of a glove.

Help children name the part you expose. After children talk about the part they see and make their guesses, reveal the whole object. Study all the parts of the whole object. Ask if the object would have been easier or harder to guess if you had shown a different part of it.

Have the group choose some classroom objects. Assign partners. Have them take turns hiding the object and guessing what it is, as you did for them. As children play, help them decide which part of each object to show.

Vocabulary
part, whole

Materials
• Anthology
• small bag or cloth
• stuffed animal
• milk carton
• glove

Beginning/Preproduction
See Master ELL 10–1.
Display “A Challenge.” Read the poem aloud once or twice. Have children chime in enthusiastically on the words CAN’T wiggle. Reread the first line. Ask: What is the opposite of can’t? Right! Can is the opposite of can’t. Model pairs of sentences, such as, I can’t jump high. But I can run fast. I can’t dance. But I can sing. Emphasize the word can as you say it. Then encourage children to use the pattern.

Guess It
Have the group choose some classroom objects. Assign partners. Have them take turns hiding the object and guessing what it is, as you did for them. As children play, help them decide which part of each object to show.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY: Show how you guessed the object your partner showed you. What part of your object did you show your partner?

Early Production/Speech Emergent
ASK: What part of the pencil did I show you at first? Hand the child a cup. ASK: What part would you show me so I could guess you had a cup?

Intermediate/Advanced
SAY: Describe the game we played today. Which thing was harder to guess, the milk carton or the glove? Why?
Two Greedy Bears

Read aloud the Selection Summary for Two Greedy Bears (Master ELL 10–2). Ask children to tell what lesson the greedy bear cubs learned. Then ask:

1. What do the greedy bears argue about each time? What does it mean to be greedy? (water, cheese; to want more than your share or to have more than someone else)

2. Do you think the fox was greedy too? Why or why not? (Answers will vary.)

3. Do you think the bear cubs will go on arguing and being greedy? Tell why you think the way you do. (Answers will vary.)

After the question and answer period, have the group summarize the story together. Help them include the most important events and tell what they learned.

r-Controlled Vowels: er, ir, ur

Remind children that the dog, Sport, in the story Sport Gets a Bath, was dirty. On the board, write the sentence Her fur has dirt on it. Point to each word as children read the sentence with you.

Circle the words Her, fur, and dirt. Say the three words again, slowly. SAY These words all have the sound /ûr/. Say the sound /ûr/ together. Look at the words. They all have the same vowel sound, but they have different vowel letters. Draw a line under the er, ur, and ir. Point to the er. ASK What sound do these letters stand for in her? Repeat for ur and ir.

Write column headings er, ur, ir on a new piece of chart paper. Write her in the first column. Point to dirt. ASK Which column does dirt belong in? Repeat for fur.

Read page 8 of Sport Gets a Bath. SAY Raise your hand if you hear a word with /ûr/. As children identify squirted, skirt, blurted, and twirled, ask them where you should write them on the chart. Then read the words on the chart together.

Review the exercises on Practice Book page 240. Do the puzzle together if children have not yet completed it.
Pulling It All Together

SAY This week we have read two stories about solving problems. A woman figured out how to grow a pumpkin in a jar. A hungry fox got some tasty cheese to eat. Let’s talk more about solving problems.

Tell children to listen carefully to a problem you will describe. SAY A king does not know what to do. The princess wants a puppy. She says she will not eat until the king gets her a puppy. But dogs make everyone in the castle sneeze. What can the king do?

You may need to repeat the problem more than once. When children seem firm in their grasp of the details of the king’s problem, encourage discussion. Pair children for preliminary discussion before talking with the whole group.

After children have expressed their ideas and solutions, suggest these solutions: The king could give the princess a stuffed toy puppy instead of a real one. It wouldn’t make people sneeze! Or, the king could give his daughter another baby animal and simply give it the kind of name you would give a puppy, such as Ruffy or Spot. Invite children to comment on the solutions.

Revisit the poem “A Challenge.” Read it aloud to reacquaint children with it. Then have children echo read it with you. Ask children if they think the child’s solution in the poem was silly, smart, funny, or something else. Then have them discuss challenges they have had today and what they did to meet them.

Vocabulary
review of the week

Materials
• Master ELL 10–1
• ELL Picture-Word Cards (See Master ELL 10–3.)

BEGINNING/PREPRODUCTION
See Master ELL 10–1.

Share “A Challenge” one last time. Track the words as you say each line. Pause occasionally to have children supply words they recall. Call attention to the rhyming words still/will and giggle/wiggle. Then work with children to build a list of words that rhyme with make. Repeat all the words in the list as it grows: make/bake, make/bake/cake.

LANGUAGE DEVELOPMENT
15–20 MINUTES

THEME 10: We Can Do It! WEEK 1

BEGINNING/ PREPRODUCTION
SAY Draw a picture of the king’s problem. Show what you and your partner thought the king should do.

EARLY PRODUCTION/ SPEECH EMERGENT
ASK Who had a problem you helped to solve? What did you and your partner think the king should do?

INTERMEDIATE/ ADVANCED
ASK Is it easier to solve a problem by yourself or with others? Why? Tell about a problem you solved. Was it hard to solve the problem?
Describing What We Hear

Display Pet Store. Take children on a picture walk. Read page 23. Demonstrate a chirping sound and then a squawking sound. Ask children to chirp with you and then to squawk loudly. Then read page 25. Demonstrate a purring sound. Ask children to purr with you.

List words for animals on the board or chart paper. Animals could include a dog, a cat, a bee, a small bird, a large bird, a frog, and a duck. Talk about the sounds each animal makes. Ask children to join you in making these sounds. Ask them to make each sound softly and loudly. There may be several different sounds for some animals. For example, a dog can bark, howl, growl; a cat can meow, purr, growl; a bee can buzz; a small bird can cheep, tweet; a large bird can squawk, caw; a frog can croak, ribbit; a duck can quack.

Demonstrate all the sounds as a group. Then go back to the beginning of the list. Write a word or words for the sounds next to each animal as the group makes the sound again. Then have small groups of children draw pictures of the animals, or distribute simple pictures you have made and have children color them. Ask children to show their drawings.

Collect the drawings and mix them. Show an animal. Ask the group to make the animal sound. Ask a child to say the word for that sound. Write sentences about the animals and their sounds: My cat is purring. That dog growls. The small bird cheeps. The large bird squawks.

Review the exercises on Practice Book page 250. Read the words in the Word Bank together, and ask children to make the sound for each one. Read the describing words. Demonstrate the sounds for the words children may not know, such as clanging, ringing, humming. If children have not completed the page, do so with them now.
How Does It Taste?

This week we will read a story about how some people make a wonderful soup out of many different foods. Let’s talk about different foods to get ready for that story.

Display the poem “Oops! I Forgot.”

Listen for the names of some foods as I read. Read the poem aloud a few times. Ask What foods did the person put together for dinner? As children respond, hand out the ELL Picture-Word Cards. Say Ham is one kind of meat. What are some other kinds of meat? Peas are a vegetable. What are some other vegetables?

How does ham taste? Is it salty or is it sweet?

Tell children that they will talk about four words that describe how foods taste: salty, sweet, sour, and spicy. Name different foods. Ask children how each one tastes.

Identify a taste. Have children name some foods they think taste that way. Model: I say that jam tastes sweet. What food do you think tastes sweet? Ask children if they have ever eaten a food that tastes sweet and spicy, or sour and sweet. Have them describe it.

Once the group has discussed several different foods, have children draw a picture of a food they like. Ask them to say how the food tastes so you can write labels for their pictures.
**Stone Soup**

Teacher Read Aloud, Teacher’s Edition pages T116–T117

Display page T116. Read the title aloud. **Ask** What are the woman and man cooking? How do you think they make stone soup? Do you think stone soup will taste good? Tell children that when they listen to this story later, they should listen to find out what stone soup is really made of!

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**r-Controlled Vowels: ar**

**Lead** a picture walk through Big Star’s Gifts. Ask children to look carefully at the picture clues. **Ask** Who do you think Big Star is? What clue did you use to find out? Write star on the board. Say the word aloud, then chorally.

**Underline** the letters ar in star. Say the sound /ar/ again. **Say** The letters ar stand for the sound /ar/. This sound is in many words.

**Pass around** a paper or cardboard cutout of a star. Ask each child to hold it up and say star. Have children say the word slowly and listen to all the sounds. Focus their attention on the shape of their mouths. **Ask** Can you say all the sounds in star? Watch my mouth as we say each sound. Model how to blend the sounds: /s/ /t/ /ar/. Ask children to say the sounds with you.

**Preview** the rhyme on Practice Book page 255. Discuss the picture with children. Read the rhyme with children. Tell them to listen carefully for words with the sound /ar/ as in car. Help as needed with the last two parts of the page.

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**Skill Objective**

Children read and sort words with /ar/.

**Materials**

- Phonics Library selection Big Star’s Gifts
- Practice Book page 255
- paper or cardboard star cutouts
- jar, toy car, scarf, yarn
- index cards with words jar, car, scarf, yarn

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give children paper cutouts of a star. Read a list of words, such as car, may, cry, yard, hope, start, fight. **Say** Hold up your star when you hear the sound /ar/.

**Early Production/Speech Emergent**

Display the toy car, jar, scarf, and yarn. Name each object and list it on the board. Hand out the word cards. Have children match the cards and the words.

**Intermediate/Advanced**

Have pairs of children read Big Star’s Gifts together and make a list of all the words with the sound /ar/.
How We Use Foods

Read these sentences from Stone Soup: “Why, I just happen to have a fresh loaf in the larder, and some butter, too,” bubbled the woman. “Let me fetch them.”

SAY We use foods like bread and butter in different ways. I use bread to make toast. I spread butter on the toast. We will talk about how people use different foods.

Hand out the ELL Picture-Word Cards. SAY Let’s think of different ways to use each of these foods. What can you use cheese to make? Model a response: I use cheese to make macaroni and cheese. Children may mention grilled cheese sandwiches, pizza, cheeseburgers, quesadillas, tacos, and so on.

After talking about each of the picture cards, ask children what they can make with eggs. Talk about scrambled eggs, fried eggs, hard-boiled eggs, egg salad, stuffed (deviled) eggs, eggnog. Help children realize that eggs are an ingredient in many foods they like such as cake, cookies, bread, meatloaf.

Make the point that lots of foods are good to eat just as they are. But many are also good for making wonderful dishes that include other ingredients, too.

Pair children. Tell them that they have four foods—cheese, eggs, butter, and bread. Have them talk over what they can make with all or some of the ingredients. Observe children as they talk. Guide them in making appropriate responses. Have each pair draw the food they decide to make.
Get Set to Read

A Jar of Fireflies, Anthology pages 174–175

Read the title and paragraph aloud. SAY You will need to know the words on these pages to read the story about a boy named Nathan and the fireflies. Use what you know about letters and their sounds to read the Words to Know. Help children with any unfamiliar words. Read the Practice Sentences together.

Fireflies for Nathan

Pages 176–181: Read the title aloud. Discuss what fireflies are. ASK Who is Nathan visiting? Yes, he’s visiting his grandparents, Nana and Poppy. They are Nathan’s father’s parents. Explain that pages 180–181 show a time in the past when Nathan’s father was catching fireflies with his parents.

Pages 182–189: ASK What does Nathan want Nana to do? What are the three of them waiting for? Name some of the things Nathan sees while they are waiting for the fireflies.

Pages 190–195: Ask children if they think it is hard to catch fireflies. Ask what Nathan puts the fireflies in.

Pages 196–199: ASK Why does Nathan take the jar of fireflies with him to bed? Tell children that Nathan asks his grandparents to let the fireflies go when Nathan has gone to sleep. Ask them why they think he does that.

High-Frequency Words

above, already, minute

Display Car Trip. Read the title aloud. ASK How long do you think a car trip takes? Read page 37 aloud. ASK Do you think Art’s family will get to Gram’s farm in one minute? Write minute on the board. Clap and spell it with children.

Read this sentence from page 39 of Car Trip: Meg and Art saw stars above them in the night sky. Write the word above. Explain that it means “on top of.” SAY The clock is above the board. The map is above the bulletin board.

Write already on the board. Lead children in a clap-and-spell of above and already. Then write these sentence frames on the board: It will only take a minute to _____ The _____ is above the ______. I’ve already picked up ______. Ask children to supply words to finish each sentence.
This week we will read a story about a boy who goes to visit his grandparents’ house in the country. Show children the picture on page 178 of Fireflies for Nathan. **SAY** The people are on the porch. The porch is just one part of the house. Let’s talk about other parts of a house.

Show page 181 of the story. Point to the roof, chimney, and window. Have children name each part of the house. **ASK** What do you go through to get into a house? Right. You go through the door. Then talk with children about the inside of a house. Have children name some rooms in a house—living room, bedrooms, kitchen, bathroom.

Tell children that a room at the very top of a house is called an attic. Ask children if they know what a room at the very bottom of a house is called. Supply *basement*, if necessary. Point to the classroom ceiling, floor, and walls and have children say their names.

Work with children to construct a house orally. Ask leading questions and keep notes to remind you of what children say. **ASK** How many doors will the house have? Will it have a front door and a back door? Will the house have a porch? What rooms will be in the house? How many bedrooms will there be? After talking with children, have them listen as you use your notes to describe the whole house.

**Vocabulary**

various parts of a house

**Materials**

- Anthology
- ELL Picture-Word Cards
- door, window
  (See Master ELL 10–6.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 10–4.

Display the poem “Oops! I Forgot.” Read it aloud a few times. Then reread the line *I’ll cook some ham.* Ask: Where in your home do people cook? Then talk with children about things in the kitchen people use to cook: stove, microwave, pots, pans. Encourage children to tell about times they may have helped prepare or cook food for a family meal.

**Create a Home**

Work with children to construct a house orally. Ask leading questions and keep notes to remind you of what children say. **ASK** How many doors will the house have? Will it have a front door and a back door? Will the house have a porch? What rooms will be in the house? How many bedrooms will there be? After talking with children, have them listen as you use your notes to describe the whole house.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Draw a picture of your favorite part of your home. Tell what part it is and show what you do there. Help children label their drawings.

**Early Production/Speech Emergent**

**ASK** If you look up in a room, what do you see? What covers the top of a house? Draw your favorite part of your home.

**Intermediate/Advanced**

**ASK** Why does a house need windows? What do you think is the most important room in a house? Tell why.
High-Frequency Words

against, begin, caught

Display *Fireflies for Nathan*. Remind children that they have already read or heard this story in class. Write the following brief summary of the story: *Nathan wanted to begin to catch fireflies. He caught a lot of fireflies. He put them in a jar. He put the jar against his pillow and fell asleep.* Underline the words *begin, caught*, and *against*. Say each word aloud, then chorally. Then lead children in a clap-and-spell of each word.

Write this sentence frame on the board: *I caught ___ fireflies.* **ASK** Has anyone ever caught fireflies? How many did you catch? Lead children in using the sentence frame to answer the question. Then write *I leaned against the wall.* Read the sentence aloud. Have children take turns acting it out while repeating the sentence.

Review all the words using *Practice Book* page 258. Read the directions for each part of the page. Help children read the questions for each exercise. Some exercises have picture clues. As you go through each exercise, ask children to point out the high-frequency word in each question and spell it.

**Skill Objectives**

**Children**
- learn to recognize the words against, begin, caught
- review the words above, already, minute

**Materials**
- Anthology selection *Fireflies for Nathan*
- index cards with words above, already, minute, against, begin, caught
- *Practice Book* page 258
- Phonics Library selections *Big Star’s Gifts* and *Car Trip*

**Phonics Library**

*We Can Do It!*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Time

Read these sentences from *Fireflies for Nathan*: The minutes pass. Nathan shakes his leg. The ladybug falls off his foot. **ASK** Is a minute a small amount of time or a large amount of time? Let’s talk about time.

Have a watch with a second hand or an egg timer available. Ask children if they can clap without stopping for one minute. Then have them try.

Show children how far the minute hand moves in one minute. Then demonstrate what five minutes is by showing children how far the minute hand would move in five minutes. Have children say whether they think they could clap for five minutes without stopping. Note that they probably would get tired before the five minutes passed.

Explain that a second is a much smaller amount of time than a minute. Demonstrate what a second is. Say that there are sixty seconds in one minute. See if children can think of anything that they could do in just one second. Say that they could blink an eye in a second.

Tell children that an hour is a larger amount of time than a minute. **SAY** There are sixty minutes in one hour. Show children how far the minute hand would move in one hour. Talk with children about things they do that are measured in hours. **SAY** You should sleep for eight hours at night. You spend _____ hours in school each day. A movie is about two hours long. You may want to explain that there are twenty-four hours in a day.

**In a Minute** Have children name activities they think they could do in a second, in a minute, and in an hour. Have them test the shorter activities now. They can experiment with the longer activities at home and report to the group later.
**Fireflies for Nathan**

Read aloud the Selection Summary for *Fireflies for Nathan* (Master ELL 10–5). Have children name the characters. Then assign partners. Have one pair retell the beginning, another pair the middle, and another pair the end of the story. Have other pairs listen and offer support as needed. Then ask a few questions.

1. *Where is Nathan’s grandparents’ house?* (in the country)
2. *Choose your favorite picture. Is this picture at the beginning, the middle, or the end of the story? Tell what is happening in the picture.* (Answers will vary.)

**r-Controlled Vowels: ar**

Read page 47 of *Car Trip* aloud. Say. Listen carefully. Raise your arm when you hear the sound /âr/. Write each word with the sound /âr/ on the board. (Art, farm, far, started) Continue until all the /âr/ words are on the board.

Point to and say each word. Ask a child to come to the board and point to one of the words. Help him or her model how to blend the sounds to make the word. Then ask the child to underline the letters that stand for /âr/ in the word.

Review the /âr/ sound using *Practice Book* page 264. If children have not yet completed the page, help them select a word from the spelling list to complete the sentence. Ask children to say the word aloud and to spell it.

**Skill Objective**

Children read and sort words with /âr/.

**Materials**
- Phonics Library selections *Car Trip* and *Big Star’s Gifts*
- *Practice Book* page 264
- Index cards with letters b, c, t, f, st

**Language Transfer Support**

Spanish-speaking learners of English may need extra help with r-controlled vowels. These children will be used to producing /r/ sounds in which their tongue touches the roof of their mouth.
Pulling It All Together

SAY This week we have read two stories that have happy endings. A hungry traveler gets a woman to make him some good soup. A boy finally catches fireflies in jar. Now we will have a happy ending to our week. Let’s play a game.

Display the poem “Oops! I Forgot” again. Remind children that they listened to the poem at the beginning of the week. Reread the poem aloud. Show children some actions to go with the words. Stir the ham, pour in a cup of peas, add a handful of noodles, and sprinkle on the cheese. Reread the poem and have children do the actions with you.

Then tell children you will give them three minutes to call out the names of as many foods as they can think of. Set the egg timer or keep an eye on your watch as you list the foods on the chalkboard. Contribute food items to the list yourself, too.

Go through the list of foods with children, naming each food. Then have partners work together. Choose a food. Have the partners decide if it is sweet, sour, salty, or spicy. Make four labeled lists, one for each taste. Rewrite the name of each food as partners classify it.

Beginning/Preproduction
See Master ELL 10–4.

Revisit the poem “Oops! I Forgot.” Read the poem aloud dramatically. Say the first four lines in a panicky voice. Then read the rest of the lines in a calmer, more take-charge voice. Invite children to echo each line dramatically as you read the poem again. After reading, ask: Do you think you would like the dinner the person in the poem made for his friends? Why? Why not?

Early Production/Speech Emergent

SAY Name a food that is salty. What is something sweet that you spread on bread? What are some foods you like to eat for lunch?

Intermediate/Advanced

SAY Plan a picnic with a partner. Name something salty, something sweet, something sour, and something spicy you would pack for the picnic.
Describing Words: Taste, Smell, Feel

Display *Fireflies for Nathan*. Ask children if they have ever been on a trip to a farm. Have them tell about some of the things they remember. **Ask** Did you pet or play with any of the animals? What did they feel like? Did you eat any food from the farm? What did it taste like? Did you smell the air, the animals, the countryside? What did they smell like?

**Write** children’s recollections on the board. Use the words to make word webs around these topic words: feels, tastes, smells. Explain to children that all of the words in the webs are describing words. **Say** Every word in the web tells how something feels, tastes, or smells.

**Ask** a child to say what his or her favorite food is. Invite the child to stand up, close his or her eyes, and pretend to eat the food. **Ask** What does it taste like? Write the child’s responses on the board. **Say** These are describing words. They tell bow the food tastes. Use a similar approach for words that describe how something feels or smells.

**Review** the exercises on Practice Book page 266. Tell children to look at each picture as you read the words preceding it. Then ask children to read the three answers. Help them sound out the words as necessary.

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**Beginning/Preproduction**

**Say** Close your eyes. When I give you something, use your hands to feel it. Ask questions about the object that the child can answer by nodding yes or no. **Ask** Is it soft? hard? rough? smooth? cold? hot? sharp? wet? furry?

**Early Production/Speech Emergent**

Write these sentence frames on the board: The grass feels _____, The soup tastes _____, The popcorn smells _____, Read the sentence frames. Have children supply words to finish them.

**Intermediate/Advanced**

Have children make a “sense” collage. Have them cut out magazine pictures of things that they can smell, feel, or taste. Provide other materials such as feathers or sandpaper that can be added to the collage. Encourage children to write describing word labels on their collages.
Fantasy/Realism

One of our stories this week is about some animals that agree to have a race. They are make-believe animals because they do things that people do. Let’s talk about what is real and what is make-believe.

Display the poem “Good Luck!” on chart paper. Read it aloud at least twice. Ask Are the animals in the poem real or make-believe? Tell bow you know.

Then ask children to decide if some other situations are real or make-believe: a man jumps over a tall building; a girl lifts up a truck; a baby flies around the room. Ask children how they know. Help children realize that when they hear or read about people who have super powers, they are finding out about something that is make-believe.

Have children decide if these situations tell about things that could really happen or things that are make-believe: A bear washes the dishes. A man reads the newspaper. A boy can see through walls.

Invite individual children to pantomime or describe different situations. Have children watching and listening decide if they tell about real or fantastic things. Children can use the ELL Picture-Word Cards to help them dramatize their situations.
Frog Tricks Loud Rabbit

Teacher Read Aloud, Teacher’s Edition pages T188–T189

Display page T189. **Ask** What animals do you see? Read aloud the title. **Ask** Who will be the main characters in this story? Read the first four paragraphs aloud. **Ask** Why does Frog say that he wants to race with Rabbit? **Ask** Why does Frog say that he wants to race with Rabbit? What do you think might happen in the rest of the story? Tell children that they will listen to this story later. Explain that they should listen to find out why Frog races Rabbit and how Frog tricks Rabbit during the race.

**Base Words and Endings -er, -est**

**Write** fast, faster, fastest on the board. Circle the endings -er and -est on the last two words. Tell children that -er stands for /ûr/ and that -est stand for /est/. Then write the words sweet, cool, loud, and low below fast. Read each word aloud, then chorally. Add -er and -est to each word, writing these below faster and fastest as appropriate. Read these words aloud and chorally.

**Lead** a picture walk through *Ice-Cold Drinks*. Have children match some of the -er and -est words on the board with those in the story. Read these words aloud together. Tell children that knowing these words will help them read the story.

**Preview** the exercises on *Practice Book* page 269. Read the directions with children. Help them complete the first exercise. Read the other exercises and answer choices together. Tell children they will complete the page later.
We’re Racing

Read these sentences from Frog Tricks Loud Rabbit: “There’s no need to yell,” said Frog. “I will race you down to the pond, and we will see if you really are the fastest,” Frog added. SAY Let’s talk about races.

Encourage children who have taken part in running races to share their experiences. As children talk, guide them to use the terms run, runners, starting line, finish line. Ask children if they have heard someone say Get ready. Get set. Go! to start off a race.

Use masking tape to make a starting line on the classroom floor. Invite pairs of children to be runners. Have them stand at the starting line. SAY Listen carefully. Run in place when you hear the word Go! Seated children can say with you: Get ready. Get set. Go!

End by talking briefly about other kinds of races children may know about—car races, bicycle races, swimming races, and so on. Hand out the ELL Picture-Word Cards as children each different kind of race, or as prompts if children need some help thinking of other kinds of races.

**Vocabulary**
race, starting line, finish line, get ready, get set, go

**Materials**
- Frog Tricks Loud Rabbit
- masking tape
- ELL Picture-Word Cards
- run, swim, bike, car

(See Master ELL 10–9.)
Get Set to Read

A Present for Toad, Anthology pages 206–207

Read the title and the paragraph aloud. **ASK** Who will get a present in the next story? **What do you think the present will be?** Have children describe the hats they see. Read the Words to Know together. Have partners match the words to words in the Practice Sentences. Then read the sentences together.

**The Hat**

**Pages 209–212:** **SAY** It is Toad’s birthday. Frog gives him a hat. Does the hat fit on Toad’s head? Is it too big or too small? Frog and Toad go for a walk. What happens to Toad?

**Pages 213–215:** **SAY** Frog tells Toad to think big thoughts. He says this will make Toad’s head bigger. Then the hat will fit. Will this work? What is Frog doing on page 215?

**Pages 216–219:** **ASK** What is Frog doing to the hat? How does pouring water on the hat help it fit Toad’s head? Now the hat is just the right size. Toad can take a walk and not trip over rocks or bump into trees. Frog and Toad are happy.

**High-Frequency Words**

**present, able, thoughts, eye**

**Display** *The Hat.* Tell children that Frog gives Toad a present for his birthday. Write and read aloud this brief summary of the first part of the story. Underline as shown.

> It is Toad’s birthday. Frog gives Toad a **present**. The present is a hat. Toad puts on the hat. It falls down over his **eyes**. Toad is not **able** to wear the hat because he cannot see.

Frog has an idea. He tells Toad to think big **thoughts**, the biggest thoughts he can think. Frog says this will make Toad’s head grow bigger. Do you think that is a good thought?

**Clap and spell** each underlined word with children. Have them point to each word and read it. Have them find **present** and **thought** in other sentences in the summary. Then preview the exercises on *Practice Book* pages 270 and 271.
What's Big?

SAY One of our stories this week is about a frog and a toad who are friends. In the story, the toad thinks of the very biggest things he can. Let's talk about some very big things.

Tell children to close their eyes for a couple of minutes. Have them try to see in their minds the very biggest things they can think of. Call on children to express their ideas. Offer prompts, as needed: Is a mountain very big? Is the ocean very big? Make a chalkboard list of children's ideas.

When discussion winds down, review the list with children. Have children help you decide which item on the list is the very biggest thing of all. Then hand out the ELL Picture-Word Cards. Help children arrange the pictures in order from smallest to largest.

Which is bigger, a hippo or a baby?

Ask children to explain their choices. Provide examples, such as A (bear) is bigger than a (baby). A (girl) is smaller than a (hippo).

Invite children to work together to make a very big picture. Cover the chalkboard with banner paper (or continuous-feed computer paper). Have children each take a place at the board to draw something that is very, very big. Label the picture in very big letters The Biggest Things We Know. You may wish to display children's very big picture in a hallway or in the lunchroom for others in the school to enjoy.

Vocabulary
big, very big

Materials
• markers
• banner paper or continuous-feed computer paper
• ELL Picture-Word Cards
girl or boy (choose one),
hippo, bear, baby, car, bike
(See Master ELL 10–9.)
High-Frequency Words

present, able, thoughts, eyes

Remind children that they have read the story The Best Pie. Display the story and read the title aloud. Help children retell the story using the illustrations. Then write the following summary of the story, underlining the high-frequency words.

Miss Cook, Miss Bake, and Miss Sweet saw an ad about baking good pies. They had the same thoughts about the ad. They thought that each one of them was able to bake a good pie. They took their pies to the pie feast.

The man covered his eyes. He tasted the three pies. What happened? Which pie won? They all did! Miss Cook, Miss Bake, and Miss Sweet each won a present.

Distribute the word cards for the four new words. Erase the words from the simplified story you wrote on the board. Read each sentence. Ask children who have the missing words to bring the cards to the board and put them in the space they belong. Reread the summary aloud.

Review the new words using a clean copy of Practice Book page 271. If children have completed the page already, have partners share their work. If children have not completed the page, work with them to do so now. Have children look at the illustration. Ask Where do you think these children are going? Point out the high-frequency words in the Word Bank. Tell children that they are going to fill in the crossword puzzle using these words. Help children read the incomplete sentences. Encourage them to use trial-and-error to see which word sounds best in each sentence. Then show them how to write the words in the puzzle.

Skill Objective

Children learn to recognize the words present, able, thoughts, eyes.

Materials

- Phonics Library selection The Hat
- index cards with words present, able, thoughts, thought, eyes
- Practice Book page 271

Phonics Library

We Can Do It!
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Words with Similar Meanings

Read these sentences from The Hat: On Toad’s birthday Frog gave him a hat. Toad was delighted. **Ask** When someone is delighted, how does the person feel? Is the person happy? The words delighted and happy mean the same thing. **Let’s think of some other words that mean the same thing.**

Listen to this sentence: Let’s begin to work. **What is another word I could put in place of begin?** Listen again to the sentence. I can put the word start in the sentence to take the place of begin. **Listen:** Let’s start to work.

Continue in the same way with these synonyms and sentences:

- present/gift
- see/watch
- sad/unhappy

Say one synonym in a pair introduced in the lesson. Have children supply the second word. Practice the synonym pairs several times so.

**Hold up the word cards from Materials. Read the words one at a time, explain their meaning as necessary, and hand them out to children. Say each of the following sentences one at a time.**

- An elephant is **big**.
- A mouse is **small**.
- A cat is **quick**.
- Friends like to **talk** on the phone.

Repeat each underlined word for children. Then ask children with a word that means the same as the underlined word to say the sentence again, using the word on their card.
The Hat

Read aloud the Selection Summary for The Hat (Master ELL 10–8). Have children retell the story together. Be sure they tell why each event in the story happens the way it does. Then ask a few questions while displaying the Anthology.

1. Why does Frog give Toad a present? (It is Toad’s birthday.)
2. Why does Toad’s hat fit after Frog pours water on it? (It shrinks.)
3. Are Frog and Toad good friends? How do you know? Would you have done what Frog did for a friend? Tell why. (Answers will vary.)

Base Words and Endings -er, -est

Display Ice-Cold Drinks. Remind children that they read this story earlier in the week and that the story has many words with the endings -er and -est. Say Listen and watch for words with -er and -est endings as I read the story. Read the words with me when you can.

Read page 53 aloud. Ask What words do Rose and Bruce use to tell about their drinks? Find the two words with -est on this page. Write the words sweetest and coolest on the board. Continue through the story, page by page, in this manner. Ask how the children make the drinks sweeter and cooler. Explain, if necessary, what it means to make a price lower. Write each word with -er and -est on the board. At the end, ask children what Rose and Bruce did to make their drinks the lowest-priced drinks in town.

Circle the endings -er and -est in each word. Cover the ending in each word and have children read the base word. Then uncover the ending and help children blend the sounds to make each word.

Review the exercises on a clean copy of Practice Book page 269. Have children discuss the picture of the race. Point out that the girl at the bottom of the page is crossing the finish line. Help children read each incomplete sentence and to select the best word for completing it. If children have difficulty deciding which word to use, encourage them to use trial-and-error and to see which word sounds better in each sentence.

Materials

- Phonics Library selections
  Ice-Cold Drinks and The Best Pie
- Practice Book page 269
- Index cards with endings -er and -est
Pulling It All Together

SAY This week we have read two stories. Both were about make-believe animals. Let’s end our week by pretending to be talking animals.

Tell children they will work in pairs. Each child in a pair will have a puppet. Say that one child will use the puppet to brag or say he or she can do something very well. The other child will then use his or her puppet to challenge the partner to do something.

Model what children will do. Use a puppet as your partner.

I am Hippo. I can eat more than any other animal.

Use the puppet to respond:

I am Fox. Let’s have a pie-eating contest.

Help children understand that the challenge must be related in some way to what the first animal brags about. Provide several models so children will understand.

Children will enjoy pantomiming the “challenge” activity. Have children who are observing the challenge get the action going by saying: Get ready. Get set. Go!

End the lesson and the week by rereading the poem “Good Luck!” Have children echo each line as you read it.

Who do you think would win the race, the frog or the hippo? Why?

LISTEN

MOVE

What animal did you pretend to be?
Show what your partner challenged you to do.

What animal did you make-believe you were? What animal did your partner pretend to be? What was your challenge?

Tell about something you really can do well.
Tell about two animals that have a race. Describe each animal. Who wins? Why?

Materials
• puppets
• Master ELL 10–7

Vocabulary
challenge, brag, get ready, get set, go

Beginning/Preproduction
See Master ELL 10–7.

Revisit the poem “Good Luck!” Read the poem several times. Have children chime in when they are able. Then ask: What color is the cat? Right! Purple. Let’s name some other colors. Point out objects in the room and have children say what color they are. End by asking children: What is your favorite color? Why?

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY What animal did you pretend to be? Show what your partner challenged you to do.

Early Production/Speech Emergent

ASK What animal did you make-believe you were? What animal did your partner pretend to be? What was your challenge?

Intermediate/Advanced

SAY Tell about something you really can do well. Tell about two animals that have a race. Describe each animal. Who wins? Why?
Comparing (-er, -est)

Display *The Hat* and point to the picture on page 211. **Say** It looks like *Toad’s hat is bigger than his bead*. Give three children paper hats of different sizes. Ask them to stand in front of the class and try them on. Have the rest of the class watch. **Ask** Who has a bigger hat, Cindy or Juan?

**Write** bigger on the board. Circle the ending -er. Ask the child with the bigger hat to point to the word bigger. **Say** When we compare two things, we use words with the ending -er, such as bigger, faster, colder, happier, or shorter. **Ask** Who has the biggest hat? Write biggest on the board. Circle -est. Ask the child with the biggest hat to point to biggest. **Say** When we compare more than two things, we often use words with the ending -est, such as biggest, fastest, coldest.

Choose three new children and distribute the hats again. **Ask** Who has a smaller hat, Miguel or Marcia? Write smaller on the board and circle the ending -er. Ask the child with the smaller hat to point to the word smaller. **Ask** Who has the smallest hat? Write smallest on the board and circle the ending -est. Ask the child with the smallest hat to point to the word smallest.

**Hand out** index cards with the endings -er and -est. Then write a list of adjectives on the board such as slow, quick, sharp, deep, high, and so on. Say each word. Invite children to add -er or -est endings to the words. As each child adds an ending to a word, use the word in a sentence: That brown dog is quicker than the white one. That is the biggest hill in town.