Theme 1

THEME 1: Look at Us!
Look at Us!
Introductions

Vocabulary
hi, hello, name, glad, meet, introduce

Materials
• chart paper
• a marker
• ELL Picture Cards
  wave, bow, shake hands
(See Master ELL 1–2.)

Display “Hi! Hello!”  SAY Listen and watch as I read this rhyme. In it, a girl named Sue and a boy named Ho meet and greet each other. Read the rhyme aloud, using the motions shown. Reread the rhyme, having children echo each line. Pause to explain that the words Hi and Hello are friendly words we use when we first meet people. Circle the words I am and I’m and explain that I’m is a short way to say I am. Then recite the rhyme together, using the actions.

SAY Let’s meet and greet the boys and girls in our class. I’ll start. I am ___. Who are you? Have each child repeat the sentences. SAY Another way to introduce ourselves, or tell who we are, is to say, My name is ___. What is your name? Have children repeat the pattern.

Meet and Greet
Have children introduce themselves to each other using I am ___. Who are you? Repeat the routine until each child has spoken. If possible, have children practice their new introducing skills with children in another classroom.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY Show how you greet someone you know on the playground.

Early Production/Speech Emergent
ASK What do you say to someone when you first meet them? What can they say to you?

Intermediate/Advanced
ASK After someone introduces themselves to you, what should you do and say?
Now I’m Big

Display the book and read its title. Then lead a picture walk.

Pages 2–3: Show children the six babies and the six boys and girls. **SAY** Watch for this same picture of the six boys and girls.

Pages 4–7: Have children compare the boxed picture of the girl with pictures of her on the next three pages. **ASK** What did the girl do when she was a baby? What can she do now? Can you do that too?

Pages 8–27: Repeat for the next five boys and girls.

Page 29: **ASK** What are the boys and girls doing? Call on individuals to touch or point to things that are like things in the pictured classroom. Then have children look back at page 3. **ASK** Are these the same children in both pictures? How can you tell? Where are they?

Phonemic Awareness/The ABC’s

**Rhyming Words**

**Tell** children to listen carefully to these two words: *cat, bat*. Ask children to repeat the words after you. Ask what sounds both words end with. Tell children that the two words rhyme. Repeat, using such word pairs as *fan/pan; dig/pig; bot/not.*

**SAY** Listen as I say two words. If the two words rhyme, stand up and shout, “rhyme time.” If the two words don’t rhyme, stay seated and softly say “No rhyme.” Use simple CVC word pairs, such as *bat/bat, pot/big, cat/sat, mat/man.*

**Reviewing the Alphabet/Learning the Letters Kk**

**Sing** the alphabet song with children. Point to letters *A* through *E* on an alphabet chart, asking children to name them. Point to and identify the letter *K*. Have children name it.

**Model** how to write *K* and *k* one at a time, talking about the strokes as you write. Ask children how capital *K* and small *k* are alike. Lead children on a “K Walk” around the room. Ask them to point out examples of the letters *Kk.*
Words for Actions

**SAY** Remember we read about children who can do things when they are older that they couldn’t do when they were little. Today we will practice doing things and using words to tell about what we can do.

Perform a simple action, such as jump. Say **jump** and have children repeat it. **SAY** I’m (your name). I can jump. Ask each child, in turn, to jump and to repeat the sentences I’m (his/her name). I can jump. Repeat this procedure with other simple action words, such as **read, write, hop, wash, eat, drink**. Encourage children to pantomime actions for which they would like to know the words. Supply the action words, having the group perform the actions and repeat the words.

Reread the rhyme “Hi! Hello!” Say the words for the actions (wave, point, shake hands, bow) as you pantomime them. Have children use these words to complete the frames I’m (his/her name). I can (wave point, shake hands, bow).

Go around the group a final time. Ask each child to introduce himself or herself and to pantomime and tell something he or she can do. Supply any new words children want to use and ones they may have forgotten.
LITERATURE FOCUS 10–15 MINUTES

**Mice Squeak, We Speak**

Display the book and read its title. **ASK** Can you tell what this book is about from its title? Let’s take a picture walk to find out more about it.

**Pages 2–11:** **SAY** Name the animals you know. What are the boys and girls doing? What are the animals doing? Point out the boy and the speech balloon on page 11. Explain that this shows that the child is saying something.

**Pages 12–21:** Continue to have children name animals and tell what the children are doing. **ASK** Where would you find cows, ducks, pigs, and horses?

**Pages 22–31:** **ASK** Which animals do you know about? Which of them can fly? Encourage children to tell what they think this book is mostly about based on the pictures. Ask children what they can do that the animals named in the book can’t do.

SKILL FOCUS 10–15 MINUTES

**The ABC’s/Concepts of Print**

**Reviewing the Alphabet/Learning the Letters Ll**

**Sing** the alphabet song with children, pointing to the alphabet chart. Distribute the letter cards, and have children match the letters $K, k, L, l$ to letters on the chart. Point to and identify the letter $L$. Have children name it.

**Model** how to write $L$ and $l$. Talk about the strokes. Ask children how capital $L$ and small $l$ are alike and different. Lead children on an “$L$ Walk.” Ask them to point out examples of the letters $Ll$ in the classroom.

**Directionality: Left to Right**

**SAY** Let’s learn how to tell our left hands from our right hands. Have children hold both hands up, palms facing away from them. Point to a capital letter $L$. Show children how to move their thumbs down and out. **SAY** The band that makes the letter $L$ is your left band.

**Explain** that we read the lines of words on pages from top to bottom. Point to the top line on a page. **SAY** We read each line from left to right. Find where to begin reading. Show children how to place their left hands, in the shape of an $L$, beside the first line. Their thumbs should be under the first line.
Animals and Their Sounds

Display *Mice Squeak, We Speak*, read the title, and take a picture walk together. Ask children to raise their hands when pictures of their favorite animals are shown. Write on chart paper the names of the animals that appear to be the most popular. Beside each animal name, draw a quick sketch with color markers to help children remember it.

Help children use an *I can ___* pattern to make up riddles about different animals. Model a couple of sample riddle/answer patterns, such as the following:

*I can purr. What am I? (You are a cat).*

*I can quack. What am I? (You are a duck).*

As needed, prompt children to help them create their riddles and to answer them. To help familiarize children with the language pattern of the story, rephrase each riddle answer in the plural. For example, *Yes, cats purr,* or *Yes, ducks quack.*

**Vocabulary**

*squeak, speak, say, talk, animal, sound*

**Materials**

- chart paper
- a marker
- drawing paper
- color markers

**Beginning/Preproduction**

See Master ELL 1-1.

Display the rhyme “Hi! Hello!” Invite children to chime in as you read it aloud.

Say: *Move around the room and talk to your classmates. Say who you are and ask who they are.*
Phonics Library

“We Go to School,” pages 1–7

Distribute or display the Phonics Library book. SAY There are three short stories in this book. All of them are told in the pictures. We’ll look through the pictures for the first story together.

Walk children through pages 1–7, prompting them to tell the story by talking about what is happening, who the people might be, and where they are. Help children relate what is happening in the pictures to their own experiences.

Phonemic Awareness/The ABC’s

Rhyming Words

Review that words that rhyme with each other end with the same sounds. Say boat and goat. Then have children say the words. Next, ask children to say boat without the /b/. Ask them to say goat without the /g/. Point out that since both boat and goat end with the same sounds, the two words rhyme.

Repeat the above, using word pairs such as pet/met; bug/tug; mice/nice.

Reviewing the Alphabet/Learning the Letters Mm

Sing the alphabet song with children. Then sing the song again as you point to corresponding letters on the alphabet chart. Next, point to any of the letters A through L in random order, and help children name the letters. Point to the letter M, and identify it for children. Then have children name it.

Model how to write the letters Mm, talking about the strokes as you write. Ask children to tell any ways in which these letters are alike or different. Lead children on an “M Walk.” Ask them to point out the letters Mm they see around the classroom.
Playing Games

**SAY** We have been talking about actions—things we can do. Something we can all do is play games. When I play hopscotch, I hop or jump from one square to another, like this.

Demonstrate playing hopscotch by yourself. Then ask a child to play with you, repeating the actions and saying the sentence I can play hopscotch.

Have children think of games they like to play by themselves or with others. Invite one child at a time to pantomime playing her or his favorite active game. When possible, provide, in English, the name of the game. Have the child use the name of the game in the sentence frame I can ___, or I can play ___. Ask the group to repeat the sentence and to imitate the child’s pantomime. Record children’s responses on a chart. Responses may include: I can play tag. I can build with blocks. I can ride a bike. Point to and review each statement.

Hold up one finger. Ask which games children named can be played with only one person. Hold up two fingers, and ask which games need two players. Repeat for games that can be played with three, four, and five players. Then help children count how many are in their group and decide which game would be a good one for them to play together at the next recess.
Big Book Math Link

“Let’s Play,” pages 33–39

Display *Mice Squeak, We Speak*, opened at page 33. Read aloud the title of this Math Link, “Let’s Play!” Turn the pages one by one to preview the selection.

**Pages 34–37:** How many children do you see on this page? What are they doing? Can you do that?

**Pages 38–39:** How many children do you see on these two pages? Are they doing the same things the children on the other pages are doing? Tell what they are doing. Sweep your hand below the line of text at the bottom of page 39 and point to the question mark. Explain that this line asks a question and ends with a question mark.

Comprehension/The ABC’s

**Compare and Contrast**

Display pictures of a cat and a duck. Ask a child to name the two animals. Ask if children can see any ways in which these pictures are alike. Accept all reasonable answers.

Discuss with children how a cat and a duck are different. If necessary, explain that different means “not alike” or “not the same.” Provide an example, such as *The cat has four legs; the duck has two legs*. Repeat for the pictures of the goose and the tiger.

Explain to children that as they listen to stories and read books, thinking about how things are alike and how they are different will help them better understand and enjoy the stories.

**Reviewing the Alphabet/Learning the Letters Nn**

Sing the alphabet song with children, pointing to corresponding letters on the alphabet chart. Next, point to any of the letters A through M in random order, and help children name each one as you point to it. Point to the letter N and identify it for children. Then have children say the letter name.

Model how to write the letters N and n, talking about the strokes as you write. Have children compare the Day 3 letters, M and m, with N and n. Lead children on an “N Walk.” Ask them to point out examples of the letters Nn they see.

**Skill Objectives**

**Children**
- compare and contrast elements in pictures
- recite the alphabet
- identify the letters Nn

**Materials**
- pictures of a cat, a duck, a goose, a tiger
- Big Book *Mice Squeak, We Speak*
- an alphabet chart
Vocabulary
my, name, am, can

Materials
• Master ELL 1–1
• chart paper
• color markers
• ELL Picture Cards
  boy/l, girl/l, hop, ride/bike, build/blocks
  (See Master ELL 1–2.)

BEGINNING/PREREPRODUCTION

Display the rhyme “Hi! Hello!” Encourage children to recite the rhyme on their own. Provide them with prompts when needed. Then have children work with partners to practice introducing themselves. The first child says Hi! I am ___. Who are you? The second child responds with Hello. My name is ___. Children can then reverse roles, introducing themselves and asking their partners who they are.

Write I am ___ and I can ___ in circles to begin two separate idea webs. Supply a few words to help children complete each sentence frame.

CALL ON INDIVIDUALS

Call on individuals to tell about themselves by completing one I am sentence frame and one I can sentence frame. Point to words already on the webs as children use them, and add any new words they say.

BEGINNING/PREREPRODUCTION

SAY Choose a classmate you don’t know very well yet. Shake his or her hand and tell who you are.

EARLY PRODUCTION/SPEECH EMERGENT

Page through Now I’m Big and “Let’s Play!” to help children recall and compare the activities shown. Have them point to and pantomime the activities they would like to do.

INTERMEDIATE/ADVANCED

SAY Repeat one of the I am or I can sentences that you made. Then add words to that sentence to tell more about yourself. Suggest they could tell their age, the grade they are in, or a job they can do. Have partners share their sentences.
The ABC’s

Reviewing the Alphabet/Learning the Letters Oo

Sing the alphabet song with children. Ask a child to point to the letters as the group sings the song again. Provide help as needed, especially for letters O–Z.

Distribute capital and small letter cards A through N. Have children match each small letter with its corresponding capital.

Ask children to take turns pointing to any of the letters A through N. Have the group name each letter. Then point to the letters Oo, and identify them for children. Have children say the letter name.

Model how to write O, talking about how to form the circle. Write small o beside the capital O, pointing out that big O and little o are very much alike. Lead children on an “O Walk” around the room to find and point out examples of the letters Oo.

Skill Objectives

Children
- recite the alphabet
- identify the letters Oo

Materials
- an alphabet chart
- capital and lowercase letter cards Aa–Nn
- Big Book Mice Squeak, We Speak

Beginning/ Preproduction

Ask a child to choose a letter on the alphabet chart and to say its name. Ask another child to find and name that same letter somewhere else in the classroom. Prompt children to identify the letters as either capital or small letters.

Early Production/ Speech Emergent

Display pages 4–5 of the Big Book Mice Squeak, We Speak. Read the two pages aloud. SAY Find the O’s in each word on these two pages. Be sure children identify capital and small letters. Repeat with other pages.

Intermediate/ Advanced

Ask children to stand if they have the letter o in their first name. Write each child’s name on the board. If children can write their own names, allow them to do so. Then have children circle the capital O’s and underline the small o’s.
Finding Out About Us

**SAY** This week we will read about different people—boys and girls like you and grown-ups like me. Help children recall *Now I'm Big*. Explain that we all start out as babies, and that when we grow older, we become boys and girls and then men and women.

**TEACH** Copy the graphic shown below on chart paper. Attach ELL Picture Cards or draw simple sketches beside the words. Point to each child, saying “You are a boy” or “You are a girl.” Have children identify themselves as boys or girls by saying *I am a _____.*

**Name That Part** Read aloud the rhyme, encouraging children to join in. Point to a figure on the ELL chart. Name a body part and have a child find it on the figure. Repeat several times.

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**Technology**

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Theme 1: Look at Us!

**Audio CD**

Theme 1: Look at Us!

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**Vocabulary**

head, shoulders, knees, toes, eyes, mouth, ears, nose

**Materials**

- chart paper and a marker
- ELL Picture Cards
  - man/head, boy/shoulders, baby/knees, woman/toes (See Master ELL 1–4.)
The Gingerbread Man

Teacher’s Edition, pages T74–T75

Display page T75. Invite children to talk about what is happening. Tell them that this is an old story told many times before. Read the title aloud. Have children point to the Gingerbread Man.

Encourage discussion using the following prompts: What animals do you see? (Identify the fox if children do not.) Who do you think the people are? Who are the people looking at? What is the fox doing? Who is riding on the back of the fox?

Phonemic Awareness/The ABC’s

Rhyming Words

Remind children that rhyming words end with the same sounds. Provide a few examples: sock/block; tug/bug; door/more.

Tell children to listen carefully as you say two words. Slowly say mug and rug; then have children say mug without the /m/. Have them say rug without the /r/. Ask if mug and rug rhyme, and if so, why. Continue with other CVC rhyming pairs, such as top/mop; ben/pen; but/cut; lap/rap.

Say a word, such as fit. **SAY** Listen for the word that rhymes with fit. Say these two other words, fat/bit. Ask children to say the one that rhymes with fit. Repeat with other sets of CVC words.

Reviewing the Alphabet/Learning the Letters Pp

Sing the alphabet song with children as you point to the letters on an alphabet chart. Point to O, and have children name the letter. Then point to P, and have children name it. Ask any child whose name begins with the letter P to stand, say his or her name, and say the letter name.

Model how to write the letters P and p, one at a time, talking about the strokes as you write. Ask how capital P and small p are alike and different. Lead children on a “P Walk.” Ask them to point out all the letters Pp that they see.

Language Transfer Support

Since no words in Spanish end in /p/, Spanish-speaking children may need extra help with English words ending with this sound.

Skill Objectives

Children
- identify rhyming words
- recite the alphabet
- identify the letters Pp

Academic Language
- rhyme

Materials
- an alphabet chart

THEME 1 WEEK 2 DAY 1 29
**Parts of the Face**

Review with children what the Gingerbread Man was and what he looked like. **ASK** Did he look like a man? Were his eyes like yours? His mouth? His nose? What were they made of?

Have children point to and name their eyes, noses, and mouths. Use the rhyme “Head, Shoulders, Knees, and Toes” to review other body parts.

**SAY** I have a head. Point to your head. Have children repeat the sentence and motion. Do the same for nose and mouth. Tell children that a head, a nose, and a mouth are things we have only one of. Then point to your eyes and say **I have eyes**. Ask children to repeat the sentence and tell how many eyes they have.

**SAY** We often use the word a before words that tell about only one of something, like a nose or a mouth. But we do not use the word a before words that tell about more than one of something, like eyes or ears.

**wiggle it** Have children sit in a circle. One by one, have them say sentences such as the following: **I have shoulders. I have a nose. I have knees. I have ears.** As they name each body part, have them point to it and try to wiggle it. Then invite children to introduce other English words they know that name body parts.

**BEGINNING/REPRODUCTION**

**SAY** Hold up fingers to show how many eyes you have. Repeat the direction for noses, ears, heads, shoulders, knees, fingers, and toes.

**EARLY PRODUCTION/SPEECH EMERGENT**

Have each child draw a picture of himself or herself. Have children take turns pointing to and naming a body part on their picture and then pointing to the matching part on themselves.

**INTERMEDIATE/ADVANCED**

Children work with partners to draw two or more large circles on a sheet of paper and then cut and paste face features from old magazines to make “funny” faces. Partners can tell what they did to make the faces and what makes them funny.
Here Are My Hands

Display *Here Are My Hands* and read aloud the title. Then turn the pages for a picture walk with the group. Select from the following prompts.

**Pages 2–11:** What do you use to catch a ball? What can you do with your head? Your feet? Your nose? What do you use your eyes for? Your ears?

**Pages 14–25:** Ask children what the pictured child is doing. Point to the featured body part, name it, and ask what they can do with that body part. For pages 18–19, ask children what makes their cheeks turn red. For pages 24–25, explain that our skin is the part that covers all of us.

Concepts of Print/The ABC’s

**Directionality: Top to Bottom**

Demonstrate the meanings of the words *top* and *bottom* by pointing to a bookcase. Say *This is the top shelf. This is the bottom shelf.* Have children take turns using the words *top* or *bottom* as they place objects on the shelves.

Show page 10 of *Now I’m Big*. Ask a child to point out the top of the page. Read the sentence at the top, sweeping your hand under the words as you read. Repeat for the bottom of the page. Then show page 14, and ask children to show you where to begin to read.

**Reviewing the Alphabet/Learning the Letters Qq**

Sing the alphabet song with children as you point to the letters on an alphabet chart. Point to *O*, and have children name the letter. Then point to *Q*, and identify it. Ask *How is capital Q like capital O? How is it different?* Repeat for small *q* and *o*.

Model how to write the letters *Q* and *q* one at a time. Talk about the strokes as you write. Point out that the capital and small forms are different. Write a *g* next to *q*, naming each letter. Point out that it’s easy to get these two letters mixed up. Have children tell how the two letters are different.

Write the following on a large index card: *Quiet, please! We are reading.* Read the sign for children. Ask them to find the capital *Q*. Post the sign in the class library area.
Using *Here is* and *Here are*

In *Here Are My Hands*, show the following pages, 2–3, 6–7, 8–9, and 10–11. Invite children to name the body parts featured on the pages and to point to the parts on their own bodies. Ask them to tell whether people have one or two of each body part.

On chart paper, start two lists in columns as shown, drawing small pictures beside the words or attaching appropriate pictures from Masters ELL 1–4 and 1–6.

Say the sentences *Here is my head* and *Here are my hands*. Ask children to listen for the second word in each sentence. Repeat *is* and *are* with children. Explain that we use *Here is* when we talk about one thing and *Here are* when we talk about two or more things.

**Chart It**  
Point to and read different words from the chart. Have the group repeat the word and tell how many they have. Then call on different children to complete the sentence frames *Here is my ___* or *Here are my ___* and to point to what they name.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**  
**SAY** Find a favorite picture in the book and imitate the child on that page.

**Early Production/Speech Emergent**  
Assign partners. Have them take turns saying and completing the sentence frames. *Here is my ___* and *Here are my ___.*

**Intermediate/Advanced**  
**SAY** Complete the sentence *Here is my ___* or *Here are my ___.* Then illustrate your sentence.
Phonics Library

“See What We Can Do,” pages 9–15

Distribute or display the Phonics Library book. SAY. Here is another short story told only in its pictures. Let’s look through the pictures together.

Read aloud the title, “See What We Can Do,” on page 9. Then walk children through pages 9–15, prompting them to tell who the people might be, what they are doing, and where they are. Help children relate the activities shown in the pictures to games and activities they have played.

Phonemic Awareness/The ABC’s

Rhyming Words

Provide practice identifying rhyming words with long vowel sounds. Say nice and rice. Then ask children to say nice without the /n/. Ask them to say rice without the /r/. Point out that since both nice and rice end with the same sounds, the two words rhyme.

Repeat the procedure, using other word pairs with a long vowel sound, such as tape/cape; green/mean; fine/dine; bope/bope.

Reviewing the Alphabet/Learning the Letters Rr

Sing the alphabet song together. Then point to the letter R on the alphabet chart. ASK. Who knows the name of this letter? Think about your first name. Does it start with the letter R? If it does, stand up and say your name and the letter name r.

Model how to write the letters R and r, one at a time. Talk about the strokes as you write. Ask if children can see any way in which R and r are alike. Next, write P beside R. Have children tell how these letters are alike and different. Then lead children on an “R Walk.” Ask them to point out capital or small r’s.

Skill Objectives

Children

• identify rhyming words
• recite the alphabet
• identify the letters Rr

Academic Language

• rhyme

Materials

• an alphabet chart

Phonics Library

Look at Us!

Each wordless story offers children opportunities for oral language development during the week.
Naming Different Feelings

SAY. We read about parts of our bodies and how we use them. Now we will look at how we use our bodies to show our feelings.

Pantomime crying. Identify the action and help children tell what might make people feel that way. Repeat with a smile, a frown, an angry expression, a frightened expression, and a sleepy one.

Point, one at a time, to different expressions on the chart. Have children imitate the expression and name the feeling associated with it. Then call on individual children to imitate a feeling and complete the sentence frame I am ___.

How Do You Feel? One at a time, make different statements about situations children might be familiar with, such as Your favorite toy gets broken. Your mother has made a surprise for your lunch. You fall off your bike. You’re tired and ready for a nap. After each statement, have children show with their faces how that situation makes them feel. Call on children to name the feelings.

BEGINNING/PREPRODUCTION

See Master ELL 1–3.

Display the rhyme “Head, Shoulders, Knees, and Toes.” Have children recite the rhyme with you and point to the body parts as they are named. Then display a doll or, on chart paper, draw an outline shape of a child. Have the group recite the rhyme as individuals take turns identifying the body parts on the shape or on the doll.

BEGINNING/ PREPRODUCTION

Whisper a feeling (happy, sad, tired, or mad) into one child’s ear. Have the child choose a partner and show the feeling for the partner to guess. Repeat for each child.

EARLY PRODUCTION/SPEECH EMERGENT

Have each child complete this sentence frame with a word for a feeling and an explanation: I am ___ when _____.

INTERMEDIATE/ADVANCED

Ask each child to make a face that is happy, sad, mad, or tired and to look in a mirror. Have children tell how they changed their eyes, mouths, eyebrows, and so on, to show their feelings.
Big Book Social Studies Link

“How Do You Feel?” pages 27–33

Take a picture walk. Help children become aware that people’s faces often show how the people are feeling.

Page 27: Do you think all the children in the picture feel the same way about having their picture taken? How can you tell? Read the title aloud and point to the question mark. Tell children to think about this question. Say that they will have a chance to answer it after they have looked through the story.

Pages 28–32: For the child on each page, ask children How does he (or she) feel? What makes you think that? Using the specific words for feelings used on the pages, rephrase the responses with Yes, the boy feels happy, or Yes, the boy feels sad, or Yes, the girl feels glad.

Page 33: Read the question aloud, reminding children that this was the title. Have each child answer the question. Provide vocabulary as needed.

Comprehension/The ABC’s

Noting Details

Familiarize children with what details are. Choose any picture on display in the room and tell children the main thing that the picture shows (for example, a rabbit). Then ask children if they can tell anything more about the rabbit from its picture. If they respond with details that are not there, ask them to take another look.

Display pages 20–21 of the Big Book Here Are My Hands. Read the text aloud, pointing out that this boy wants to show you his teeth. Tell children to look carefully at the boy’s teeth in the picture. Ask What else do you see? (The teeth are white; one is missing; the missing tooth is a front tooth; it is a top tooth.)

Reviewing the Alphabet/Learning the Letters Ss

Sing the alphabet song with children. Point to the letter S. Ask if children can name the letter. Have children who have the letter s anywhere in their first names stand. Write their names on the chalkboard.

Model how to write the letters S and s, one at a time. Talk about the strokes as you write. Have children tell about how the two letters are alike and different. Lead children on an “S Walk.” Have them identify capital or small s’s they see.
Pulling It All Together

**SAY** This week we read and talked about who we are and what we’re like. And we learned names for different parts of our bodies.

Invite children to tell what different children were doing in the pictures in *Here Are My Hands*. Then have them tell what the children were doing in the pictures in “See What We Can Do.” Ask them to compare what happens in these two stories. Help children turn to pages in these two selections to confirm what they tell.

Talk about and have children dramatize actions they can do with different parts of their bodies, such as hands clap, draw, write, scratch; eyes see, read, blink, cry; a nose can smell, sniff, blow, sneeze.

Have children dramatize how different body parts help them each day. Provide pairs of sentence starters like these for children to complete as they demonstrate:

*Here are (is) my ____. My ___ can ___.*

*Here is (are) my ____. I can ___ with my ___.*

**SAY** We also learned that at different times we feel happy, sad, angry, or scared. Invite children to tell how they feel today and why. Name each feeling again, and have children show that feeling on their faces.

**Vocabulary**
clap, draw, write, read, cry, smell

**Materials**
- Phonics Library selection “See What We Can Do”
- Big Book *Here Are My Hands*
- ELL Picture Cards
  - head, shoulders, knees, toes, eyes, nose, hands
  (See Masters ELL 1–4 and 1–6.)

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**Act It Out**

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 1–3.

Copy, cut out, and distribute one or more ELL Picture Cards of the body parts found on Master ELL 1–4. Call out the word *head*. Invite the child holding that picture to stand and say with you *I have a head*. Repeat for the pictures of shoulders, knees, toes, eyes, and nose.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Display *Now I’m Big* and the Big Books
*Mice Squeak, We Speak* and *Here Are My Hands* from this week. Give each child a turn to point to his or her favorites and to turn to a favorite page in that selection.

**Early Production/Speech Emergent**
**SAY** Name all the parts of your head that you can think of. What can you do with your nose? your feet? your ears?

**Intermediate/Advanced**
Ask children to tell about something special they can do and to name one or more body parts they must use to do that.
The ABC’s

Reviewing the Alphabet/Learning the Letters Tt

Sing the alphabet song together as you point to corresponding letters on the alphabet chart. Then ask a child to point to the letters on the chart as children sing the song again. Provide help as needed, especially for the last few letters of the alphabet.

Ask children to take turns pointing to any of the letters A through S. Have other children name the letters. Then distribute letter cards for Kk through Ss. Have children match the capital letters with their small forms.

Point to the letter T, and identify it for children. Then have children say the letter name. Ask children whose names start with the letter T to stand and say the letter name t.

Model how to write the letters T and t, one at a time. Talk about the strokes as you write. Have children tell how the two letters are alike and different. Lead children on a “T Walk.” Have children point out any capital or small t’s they see.

Skill Objectives

Children
• recite the alphabet
• identify the letters Tt

Materials
• an alphabet chart
• letter cards for Kk–Ss
• chart paper
• a marker

Beginning/Preproduction
Have children use various items in the classroom to form the letter T. They might, for example, use two pencils of different lengths, two pieces of chalk, or two lengths of yarn.

Early Production/Speech Emergent
Display pages 30–31 of “How Do You Feel?” Read the sentences aloud. Ask children to find the t in the word tired. Have children demonstrate the meaning of tired. Then have each child complete this sentence frame: I get tired when ___.

Intermediate/Advanced
Vary the activity for Early Production by writing on chart paper each child’s sentence, followed by the child’s name. Encourage children to read their sentences back to you. Have them find and circle any T’s or t’s in their sentences.
Where We Live

SAY This week we’ll talk about where we live. Display the rhyme “My Home.” Point to the word country in the rhyme. SAY Country means the land outside a city or town. The country has more open space. There aren’t as many people, homes, or buildings in the country as there are in cities and towns.

Show children ELL Pictures Cards of city, town, and country places. Help them name the locations. SAY We call the places we live our homes.

Name the community or communities where the homes of children in the group are. Have children repeat the names several times. Ask whether their community is a city, a town, or in a country place, and have them point to the appropriate picture. Help each child complete the sentence frame My home is in ___.

Vocabulary
home, place, live, country, city, town

Materials
• chart paper and a marker
• ELL Picture Cards
city, town, countryside
(See Master ELL 1–6.)

Education Place
www.eduplace.com
Theme 1: Look at Us!

Audio CD
Theme 1: Look at Us!
The City Mouse and the Country Mouse

Teacher’s Edition, pages T122–T123

Display page T123. Invite children to talk about who the imaginary animals are, where they are, and what is happening. Tell children that this story has been retold many, many times. Read the title aloud. Encourage discussion, using the following prompts: Tell about the clothes each mouse is wearing. Which do you think is the city mouse? the country mouse? How can you tell? Do the mice see the cat? Does the cat see the mice? What do you know about mice and cats? What will happen next?

Phonemic Awareness/The ABC’s

Rhyming Words

Remind children that they can tell if two words rhyme by listening to hear if the end sounds are the same. Ask children to say a word that rhymes with mug and a word that rhymes with boat.

Ask children to listen for rhyming words as you recite a nursery rhyme. Pause at the end of each line. Ask Which two words rhyme? Recite the following: One, two, buckle my shoe./ Three, four, shut the door./ Five, six, pick up sticks./ Seven, eight, lay them straight.

Reviewing the Alphabet/Learning the Letters Uu

Sing the alphabet song with children as you point to the letters on an alphabet chart. Point to U. Ask if anyone knows this letter name. If necessary, name it yourself. Ask children who have the letter u anywhere in their names to stand and say their name and the letter name.

Model how to write U, talking about the stroke as you make it. Then model how to write u. Help children compare the capital and small forms of the letter.

Lead children on a “U Walk” to point out examples of the letters Uu. Tell them that not many words begin with a capital letter U. Show children that the small letter u often shows up in the middle of words.
Learning About Addresses

Say Whether you live in the city or the country, you have an address. We write addresses on mail that we send and your address is on letters and packages that the mailman leaves at your homes. Addresses also help people who come to visit find your home. An address usually has four important parts. Count them with me.

Hold up your addressed envelope and point as you identify the parts.

Say 1. the number on your house or mailbox; 2. the name of the street or road your house is on; 3. your city or town; and 4. the state where you live. If you know your own address, stand up and clap now.

Allow children to tell their addresses if they want to. As each child speaks, list on chart paper sentence pairs such as the following: (Child’s name) knows (her) address. (She) lives on (name of street) in (name of city or town). Reread the addresses one at a time, pausing after each to have children chime in with you on “We all live in (name of state) in the U.S.A.”

Reread the rhyme “My Home.” Review the types of communities mentioned in it and what they’re like.

Then call on different children to select a page in the Big Book Mice Squeak, We Speak, and to tell the place that is the pictured animal’s home.

Vocabulary
address, town, city, state, country, U.S.A.

Materials
• an envelope addressed to you
• chart paper
• a marker
• Master ELL 1–5
• Big Book Mice Squeak, We Speak
• ELL Picture Cards
city, town, countryside,
address number, mailbox,
street sign
(See Master ELL 1–6.)

Beginning/Preproduction
See Master ELL 1–5.

Display the rhyme “My Home.” Recite it for children, using the actions from Day 1. Have children imitate the actions as you recite it again. Display pictures of the country, a city, and a town, orally labeling each with phrases from the rhyme. Have children repeat the words after you. Then distribute the pictures to different children and recite the rhyme again, having children stand when they hear the words for the pictures they hold.

Animal Addresses
Reread the rhyme “My Home.” Review the types of communities mentioned in it and what they’re like.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Early Production/Speech Emergent

Say Tell something about the city or town where your home is. Is the place big or small? Is it crowded? Does it have many homes and buildings? What do you like best about the city or town you live in?

Intermediate/Advanced

Ask What is the name of the city or town you live in? Name some other cities or towns you know about and tell what they are like. Do you know someone who lives there? Who?
Mice Squeak, We Speak and Here Are My Hands

Display the Big Books from weeks 1 and 2. Point to Mice Squeak, We Speak.

Ask What is the title of this book? Let’s shout it out together! Ask a child to show several pages. Ask What did we learn about people like us in this book? Repeat for Here Are My Hands. Have children tell the names for parts of their bodies and demonstrate the things they can do with each part.

Say Stand up and wave when I hold up the book you liked best. Help children determine which book was most popular with the group.

Concepts of Print/The ABC’s

Directionality: Left to Right/Top to Bottom

Tell children to touch the top of their heads. Ask them to hold up their left hands. Review that in reading, we start at the top of the page. We then read from left to right. Demonstrate by pointing to the top left on a page and sweeping your finger from left to right below the first line.

Turn through Here Are My Hands. On each page, ask children to show where to begin to read and in what direction to read after that. Be sure children understand that they should begin at whichever word is closest to the top and on the left.

Learning the Letters Vv

Ask children to say the alphabet with you, rather than singing it. When you get to V, write a capital V on the board. Point to the letter, and identify it for children. Show children how to use their index and middle fingers to make a “V for Victory” sign.

Model how to write the letters V and v, one at a time. Talk about the strokes as you write. Ask children to tell if the two letters are alike or different. Then, next to V write U, and next to v write u. Contrast the letters with children.

Write the following on the chalkboard: You are very good! Read the sentence for children. Ask a child to find and circle the v. Ask children to name any other letters they know in the sentence. Lead children on a “V Walk.” Ask them to point out examples of the letters Vv they see.
Using Sensory Words

**SAY** We have been talking about where we live. Who can tell me their address? What is the name of the city/town we live in? the state? the country? How do we get to know more about the place we live in? We see, hear, feel, and smell the things around us.

Hold up *Here Are My Hands*. Turn the pages, asking children to name different body parts as you point to them. Make a chart that focuses on the body parts used to experience things through the senses. Draw pictures at the beginning of each row or use ELL Picture Cards as appropriate.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Action</th>
<th>Sensory Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>touch</td>
<td>I touch ___</td>
<td>It feels ___</td>
</tr>
<tr>
<td>smell</td>
<td>I smell ___</td>
<td>It smells ___</td>
</tr>
<tr>
<td>sight</td>
<td>I see ___</td>
<td>It looks ___</td>
</tr>
<tr>
<td>hearing</td>
<td>I hear ___</td>
<td>It sounds ___</td>
</tr>
</tbody>
</table>

Talk about each body part shown on the chart or the ELL Picture Cards. Model touching something in the classroom and completing the sentence with a sensory word such as *soft* or *cold*. Give each child a chance to touch something different and to complete the sentences. Provide vocabulary as needed. Then repeat a similar procedure for each of the remaining senses.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Touch something with your hands. Point to something you see with your eyes. Make a sound your ears can hear.

**Early Production/Speech Emergent**

**ASK** What part of your body do you use to touch? to see? to hear? to smell? Name something you like to touch. How does it feel? Name something you like to hear. How does it sound?

**Intermediate/Advanced**

**ASK** How do you use your hands? your eyes? your ears? your nose? What can you learn through these senses?
Phonics Library

“We Can Make It,” pages 17–23

Distribute or display “We Can Make It.” Say: Like the other stories in this book, this last story is told only in the pictures. After our picture walk, you can tell that story and I’ll write what you say.

Read aloud the title “We Can Make It” on page 17. Ask: What do you think this story is about? Slowly turn the pages, prompting the group to tell what the pictured children are doing. On page 21, read aloud the sign and have children find the same sign on page 22. Invite any of them who have been to a fair to tell about it.

Call on a child to slowly turn through pages 17 to 23, having the group work together to tell the story. Write on separate sheets what children say for each page. Reread the completed story aloud. Bind the pages into a booklet and have the group chorally read it aloud with you.

Phonetic Awareness/The ABC’s

Rhyming Words

Say: Listen as I say part of a nursery rhyme. When I raise my hand, say the two words that rhyme. For example, say: Hickory dickory dock, The mouse ran up the clock. Stop and raise your hand so children can identify Hickory and Dickory as rhyming words. Have children say other words that rhyme with dock. Invite children to substitute their words for dock and clock to create silly rhymes.

Say a word, such as fish. Say: Listen as I say two more words: fast/dish. Say the word that rhymes with fish. Repeat with several sets of words.

Reviewing the Alphabet/Learning the Letters Ww

Ask children to say the alphabet with you. Write W on the chalkboard, and help children identify it. Next, display the Letter Cards for v and w. Have children tell which of these letters is the small letter that goes with the capital W.

Write the letters W and w one at a time, talking about the strokes as you write. Ask children to tell how the letters are alike and different. Have children compare and contrast W/V and w/v. Lead children on a “W Walk.” Ask them to point out examples of letters Ww they see.

Skill Objectives

Children
• identify rhyming words
• recite the alphabet
• identify the letters Ww

Academic Language
• rhyme

Materials
• lined sheets of paper
• a marker

Phonics Library

Look at Us!
Each wordless story offers children opportunities for oral language development during the week.
Expressing Feelings

**SAY** We have talked about where we live and how we get to know the places around our homes. Now we will think about those places and how different things there make us feel.

Show children “Let’s Play!” Recall that it shows children playing in different ways. Talk about each setting: school, playground, sidewalk, swimming pool, and park. Mention that there are schools, parks, and playgrounds in towns and cities. Have children tell which ones they have where they live.

Next, show “How Do You Feel?” to review feelings with children. Have them name things that make them feel happy, sad, tired, mad, and glad. Encourage children to pantomime other feelings. Provide appropriate vocabulary.

Then talk about things in the community that evoke different feelings. Model sentences such as *I like my school. It makes me feel good.* / *I do not like traffic. It makes me feel angry.* Then provide sentence frames for children to use to express their own feelings about things in the community.

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**Vocabulary**

happy, sad, mad, tired, glad, bad

**Materials**

- Math Link “Let’s Play!” from Mice Squeak, We Speak, pages 33–39
- Social Studies Link “How Do You Feel?” from Here Are My Hands, pages 27–33

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**Beginning/Preproduction**

See Master ELL 1–5.

Display the rhyme “My Home.” Have children recite the rhyme and perform the actions with you as you reread it. Then ask each child to draw a picture of his or her home—inside or outside. Label the drawings with the children’s names and addresses. Read the addresses to children and have them repeat the words and numbers several times. Encourage children to practice saying their names and addresses on their own and at home.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Tell what you like about your town. Draw a picture of what you like best. Label it with I like ___.

**Early Production/ Speech Emergent**

**ASK** Where can you go to swim? to skate? to swing? What makes you feel happy? sad? mad?

**Intermediate/ Advanced**

Have each child draw a picture of a favorite place near where they live. Children can take turns describing their pictures and telling why they like the places.
Big Book Links

"Let's Play!" and "How Do You Feel?"

Display the title pages. Invite children to say the titles aloud. Call on children to tell how the two titles are different. Then help children recall and compare the two Links.

- Tell how many children are shown on each page.
- Which story shows some things children do? Which story shows how children feel? How do the children in "Let's Play!" feel?
- What is each story mostly about?

Comprehension/The ABC’s

Compare and Contrast/Noting Details

Explain that we must often look carefully at pictures and listen closely to stories to find out the many things that help us understand them better.

Display pages 18–19 of Mice Squeak, We Speak. Point out that both horses and chickens are animals. Ask if children can see or think of any other ways that a horse and a chicken are alike. Encourage children to point out details in the pictures that help them find differences.

Reviewing the Alphabet/Learning the Letters Xx

Sing the alphabet song with children. Then point to the letter X, and ask children to name it.

Model how to write the letters X and x, talking about the strokes as you write. Ask children to tell how the letters are alike or different.

Draw a tic-tac-toe grid. Tell children that X’s and O’s are used to play this game called tic-tac-toe. Show them how to play the game. Then have children play with partners.
Pulling It All Together

SAY This week we read and talked about ourselves and where we live. We learned about our addresses and names for different kinds of places. Invite children to listen as you read “My Home” again. Talk about the communities mentioned in the rhyme, and have children tell which is most like the one they live in.

Have children find out more about each other. Tell children to work with partners and to take turns asking and answering questions such as the following:

- What is your name?
- Where do you live?
- What is your city/town like?
- What do you like about where you live? Why?
- What don’t you like about where you live? Why?

Prompt as needed with the names of places children may want to talk about as well as words for feelings.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have children draw a picture of a city on one side of a sheet of paper and a picture of a small town on the other. Have them compare their city pictures with others in the group and do the same for their small town pictures.

Early Production/Speech Emergent

ASK Which place that we learned about has wide open spaces? Which has tall buildings? Which place would you like best to live?

Intermediate/Advanced

ASK What would you tell a friend about where you live to make him or her want to come and visit you? Make believe you can live any place you want. Tell about that place and why you like it.
The ABC’s

Reviewing the Alphabet/Learning the Letters Yy and Zz

Tell children that they will now review the last two letters of the alphabet. Write Y and Z on the chalkboard. Then invite children to chant the alphabet with you. When you get to the last two letters, point to Y and Z as you chant them. Then have children name the two letters.

Give letter cards for small y and z to two children. Ask the pair to match the letters with those on the board. Ask them how they were able to figure out which small letter goes with capital Y and which with capital Z.

Model how to write the letters Yy and Zz, one letter form at a time. Talk about the strokes as you write. Have children tell how the two forms for y and the two forms for z are alike and different.

Skill Objectives

Children
• recite the alphabet
• identify the letters Yy and Zz

Materials
• Letter Cards from Pp to Zz

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Distribute letter cards for both capital and small letters from p through z. Have children practice matching the capitals with their small-letter forms.

Early Production/Speech Emergent
Write: We saw a yak at the zoo. Read the sentence. SAY: Circle the letter z. Circle the capital letter W. Circle the small letter w at the end of a word. Underline the letter y at the beginning of a word. Have children name the letter each time.

Intermediate/Advanced
Have children write their names, using capital and small letters. Then have them take turns holding up their names and spelling them for classmates.