Theme 4: Friends Together
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Friends Together
Introducing Friends

**Vocabulary**
friend, name, introduce a friend

**Materials**
- chart paper
- a marker
- self-stick notes

**SAY** This week we will read about making friends. What is a friend? Who is your friend? Let children share their ideas about friends. Then display the rhyme “A, My Name is Ana.” Read it aloud. Have children repeat the rhyme together a few times.

On chart paper, write the sentence frames below. Write children’s names on self-stick notes, and post them around the sentence frames.

My name is ___. My friend’s name is ___.

Have two children come to the chart. The first finds his/her name and puts it in the first sentence frame; the second puts his/her name in the friend’s sentence frame. Model how to say the sentences, substituting the names.

Have the first child introduce him/herself and the friend, using the sentence frames. Place the second child’s name in the first sentence and call another child to the chart. The second child introduces him/herself and the new friend. Keep rotating children and names until everyone has been introduced.

**SAY** Tell how you introduce yourself. Tell what you would say. How do you introduce a friend?

**SAY** Tell the names of some friends at home. Have you ever introduced a friend to someone else? Tell about it.

**Intermediate/Advanced**
Have children play a round-robin introduction game. The first child says, *Hi, I’m ___,* turns to the next child and says, *This is my friend ___.*
Friends at School

Display *Friends at School* and read its title. Take a picture walk with children, inviting comments on the pictured children and what they are doing.

**Pages 2–3:** Point to the page with two girls and two boys. Point to the page with three girls, one boy, and a guinea pig. **SAY:** Watch for the pictures of the **same children** as we look through the rest of the book together. Don’t forget to watch for the guinea pig!

**Pages 4–21:** Have each child choose a child in a photograph and look for him or her throughout the book. **ASK:** What does the child in the book like to do? Do you like to do that too? What else do you like to do?

**Pages 22–23:** Where are the children going? How do you know? Is it cold or hot? How do you know? Call on children to name the different winter clothes they see in the pictures.

Phonemic Awareness/Phonics

**Blending and Segmenting Onset and Rime**

**Display** the Picture Cards for *cat, cut, and pig.* Do not name the pictures. **SAY:** Listen carefully as I say some sounds: /k/ /a˘t/. Have children blend the sounds to make a word that names a picture. Repeat for *cut* and *pig.*

**Show** the Picture Card *hug.* **SAY:** Name the picture. Now listen for the **beginning (onset) and ending (rime) sounds** of that word as you say it again. **What is the beginning sound? the ending sound? What is the word?** Repeat for the words *kit* and *dig.*

**Initial Consonant h /h/**

**Display** the picture of Alphafriend *Hattie Horse.* Say each name, stretching out the initial /h/. Have children do the same. **ASK:** Do both words, *Hattie and Horse,* begin **with the same sound? Say that sound with me.**

**Display** Letter Cards *H b.* Have children name the letters. Write *Hattie, Horse,* and *hen* on the board. Point to the words and read them aloud. **ASK:** What letter do these words begin with? Point to Letter Cards *H, b.* **ASK:** What sound does **this letter stand for?** Have children name each of the remaining pictures, say the beginning sound, and name the letter it starts with.

**Skill Objectives**

**Children**
- blend and segment onset and rime
- associate /h/ with h

**Materials**
- Picture Cards *cat, cut, pig, hug, kit, dig; hand, hop, hut, sun*
- Letter Cards *H, h*
- ELL Picture Cards Alphafriend Hattie Horse (See Master ELL 4–2.)

**Language Transfer Support**

Some children may have difficulty recognizing and pronouncing h /h/. In Spanish, the /h/ sound is often spelled with the letter *j.*
Classifying Actions

**SAY** Today we will read about a boy and a girl who like to do some things alone and some things together. Let’s talk about things we do alone and together. Start a chart like the one shown with columns labeled *Alone* and *Together*. Spend a little time developing the concepts of *alone* and *together*.

Have one child stand by him- or herself. **SAY** *(child’s name)* is alone. Have two children stand together. **SAY** *(child’s name)* and *(child’s name)* are together. Have children arrange each other in groups showing *alone* and *together*.

Help children brainstorm things they can do alone and things they can do together with friends. List their ideas in the appropriate column on the chart and add drawings whenever possible. Let children browse through *Friends at School* and *Aaron and Gayla’s Alphabet Book* for additional ideas.

Have individuals and pairs of children dramatize the activities from the chart one at a time. Observers should name the activity and tell whether it was done alone or together.

### Vocabulary

alone, together

### Materials

- Read Aloud *Friends at School*
- Big Book *Aaron and Gayla’s Alphabet Book*
- ELL Picture Cards
  - alone, together, jump rope, ball, tag

### MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

**SAY** Tell who is your friend. Show something you do with your friend.

**Early Production/Speech Emergent**

**ASK** What do you like to do with a friend? What do you like to do alone?

**Intermediate/Advanced**

**SAY** Tell about a time you had fun with a friend. Why are some things more fun with others? Why do you like doing some things alone?
Aaron and Gayla’s Alphabet Book

Display *Aaron and Gayla’s Alphabet Book* and read aloud the title. Discuss the cover picture with children. Explain what an alphabet book is. Then ask:

**Pages 2–12:** What is (character’s name) doing? What is he/she playing with? Where is he/she? Point to the letters at the top of each page. Explain that these letters are at the beginning of the words that are printed in red in the sentence at the top of the page.

**Pages 13–27:** What are Aaron and Gayla doing? What are they playing with? Where are they? Name the activities the two friends do together. Have children repeat the words as someone finds the page that shows the activity.

**Page 28:** Invite children to sing the alphabet song.

Word Work/Phonics

**High-Frequency Word: a**

*Construct* the rebus sentence *I see a (but)*. Point to the word *a*. *Say* The letter *a* here is a word. *Say the word a with me*. Then ask a child to read the whole sentence, naming the picture for the last word. Have children copy *I see a* onto a sheet of paper and then draw a picture of something they see to complete the sentence.

**Initial Consonant h /h/**

*Label* three envelopes: *h, n, b*. Display the Picture Cards listed under Materials. Have children name the pictures, say the beginning sounds, and say the beginning letters that stand for those sounds. Then have children put the cards into the correct letter-envelopes.

**Blending Short a Words**

*Show* Alphafriend Andy Apple and pronounce his name, stretching out the initial /æ/. Have children repeat the name and the initial sound with you.

*Display* Letter Cards *a* and *t* separately. Then model how to blend the sounds /æ/ and /t/ to get the word *at*. Repeat for *am* and *Nan*.

*Put* Letter Cards *b, a*, and *t* together. Have children blend the letter sounds to get the word *bat* and use *bat* in sentences. Repeat with *bat* and *mat*.

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**Skill Objectives**

**Children**
- review and compare /h/ h
- blend short a words
- recognize high-frequency word *a*

**Materials**
- drawing materials
- Picture Cards *hut, hen,* *hop, hug, nut, bed, bike*
- Letter Cards *h, a, m, N,* *n, t*
- three large envelopes
- Word Cards *I, see, a*
- ELL Picture Cards Alphafriends Hattie Horse, Andy Apple (See Master ELL 4–2.)

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**Language Transfer Support**

Children whose first language is Spanish may not be familiar with the sound /ã/ for the letter *a*. 
Performing and Naming Actions

Show children Aaron and Gayla’s Alphabet Book, paging through the book. SAY Aaron and Gayla did many things. Let’s see how many of them we can name and act out.

As children identify the actions, write each action word on a self-stick note and display it. (Keep these for use later in the week.) Point to one action at a time, find it in the book, and ask a child to pantomime it. Have the child complete the sentence frame I ___ with the action word.

Tell the child You ___ , and ask the group to say what he/she does, completing the frame He ___ or She ___.

I ___. (sit, drive…) She ___. (sits, drives…)
You ___. (sit, drive…) He ___. (sits, drives…)

Repeat each group of sentences with children: I sit, You sit, She sits, He sits. If children misuse the s ending or the pronouns, repeat the correct form with them.
Phonics Library
“Nat at Bat,” pages 1–5

Distribute or display the Phonics Library book. Read the story title on page 1.

**SAY** Let’s look through this story together. What do you think it is about? Why do you think that? Preview the story with children.

**Pages 2–4:** How does the orange cat feel? How can you tell? Why does he feel that way? How do you know? Have you ever felt the way Nat feels?

**Page 5:** What will happen next? Why do you think that?

Concepts of Print

**Word Spacing**

**Display** page 1 of “Nat at Bat.” Point to each word and pause between words as you read the title aloud. Ask children to read the title with you. Point to each word as they read.

**Tell** children that there is a space between the words Nat and at. **SAY** This space helps us know where one word ends and another begins. Ask a child to point out the space between the words at and Bat. Then have children repeat the words in the title, clapping once for each space between words. Repeat with titles of other familiar books.

**Skill Objective**

Children match spoken words to print.

**Materials**

- Phonics Library selection
  “Nat at Bat”
- Big Book Aaron and Gayla’s Alphabet Book

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Display page 3 in “Nat at Bat.” Read the words aloud. Have a child point to the first and last word in each sentence. Call on another child to point to the space between the words and repeat the title.

**Early Production/Speech Emergent**
Ask a child to tell about what he or she likes to do. Write the child’s idea in sentence form. Have the child read it aloud with you, pointing out the spaces as you say the words. Repeat with other children.

**Intermediate/Advanced**
Display Aaron and Gayla’s Alphabet Book. Have each child in turn choose a page, count the words, and point out the spaces. Read the sentences aloud, pausing for children to clap the spaces.

**Phonics Library**

Friends Together
Each story offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Action Words with Plural Subjects

**SAY** We have talked about actions—things we can do alone and together. Let’s practice using action words to tell what two or more people can do together.

Display the action words from Day 3, and review them with children. Pick an action, such as **dig**, and ask a boy to pantomime digging with you. Complete the sentence frames **We ___ (dig) and ___ (child’s name) and I ___ (dig)**. Repeat with a girl’s name. Continue with other combinations of boys and girls so that all the sentence frames can be completed. Repeat the group of sentences with the same verb. Help children note that none of the action words end in **s**.

- We ___ (dig, eat…)
- José and I ___ (dig, eat…)
- María and I ___ (dig, eat…)
- José and María ___ (dig, eat…)
- They ___ (dig, eat…)

**Action!** Then teach children to play “Action, Action.” Choose a child. The first time you say “Action,” the child picks an action from the list. The second time you say “Action,” the child pantomimes the word. Observers should guess the word and use it in a sentence to tell what the child is doing.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**ASK** Do you like to play alone? with friends? Show what you like to play with your friends.

**Early Production/Speech Emergent**
**ASK** What games do we play with others at school? What games do you play with others at home?

**Intermediate/Advanced**
Model how to expand on the sentence frames. For example: You eat lunch at school. We dig holes in the ground. He and I yawn when it’s late. Have children follow your example.
Big Book Social Studies Link

“We Read Together,” pages 31–37

Read aloud the title. Have children preview the pictures with you. Then ask:

**Pages 31–35:** Who are these people? Where are they? What are they doing? What are they reading? What is a magazine? a grocery list? a newspaper? a menu? Have children tell when people might need to read these things.

**Pages 36–37:** What are the children doing? Have you seen their book before?

Comprehension

Text Organization and Summarizing

**Display** Aaron and Gayla’s Alphabet Book. Remind children that there is a page for each letter of the alphabet in this book. **ASK** Why are some words printed in red? (The words in red begin with the letter for that page.) **What do the pictures show?** (Aaron and/or Gayla acting out the sentence on the page.)

**Turn** to page 28. Point out that this last page reviews all the letters of the alphabet that are on separate pages in the book. Have children look through several other books to see if any are organized in the same way as Aaron and Gayla’s Alphabet Book.

Skill Objectives

**Children**
- note how a book is organized
- tell what a story is about

**Materials**
- Big Book Aaron and Gayla’s Alphabet Book
- Read Aloud Friends at School
- classroom books including several ABC books
- drawing materials

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Distribute other ABC books. **SAY** Show what letter comes after “C” in your book. Show how to find the page that has the letter “h.”

**Early Production/Speech Emergent**
Display Aaron and Gayla’s Alphabet Book and Friends at School. **ASK** How are the pictures different? Which book helps you learn the ABC’s? shows children at school?

**Intermediate/Advanced**
Have children identify actions that have the same beginning letters or sounds as their own names. Have children draw pictures to show the actions. Help them label their pictures.
Pulling It All Together

SAY This week we read about children who work and play together and alone. We learned how to introduce friends and we learned lots of words for things friends can do together. Let’s practice using what we learned.

**Puppet Friend**

Provide each child with a simple puppet made from a head shape glued to a craft stick. Children can draw faces on their puppets and name them. Remind children to choose names that begin with the same sounds as their names.

Revisit “A, My Name Is Ana.” Using your puppet, model how to substitute your name and then the puppet’s name in the rhyme. Have children use the rhyme pattern to introduce themselves and their puppets to the group. Children can use the place names and activities from the rhyme or make up their own.

Display the action words from Day 3. Review the action words and sentence patterns. Then invite children to use their puppets and the sentence patterns to name some things they like to do alone and with friends. Afterwards, children can use their puppets to practice conversations between friends.

**Vocabulary**

children, work, play, together, names

**Materials**

- action words from Day 3
- craft sticks
- head shapes
- glue
- Read Aloud Friends at School
- Big Book Aaron and Gayla’s Alphabet Book
- ELL Picture Cards
  - alone, together, art, blocks, jump rope, ball, tag
  (See Master ELL 4–2.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 4–1.

Display the rhyme “A, My Name Is Ana,” and read it to children one final time. Have children work in pairs to recite as much of the rhyme as they can on their own. Prompt as needed. You may wish to provide children who are reticent speakers with the puppets described in the lesson to the right. Children can recite the poem through their puppet friends without worrying about mistakes.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

SAY Tell how you introduced your puppet to the group.

**Early Production/Speech Emergent**

SAY Draw a picture of yourself doing something with a friend. Tell the group about your picture. Label the pictures for children.

**Intermediate/Advanced**

Have children page through Friends at School and Aaron and Gayla’s Alphabet Book. ASK What things did the children in the stories do together? What did they do alone? What things do you like to do with friends? Why?
Phonics

Initial Consonants h /h/, b /b/, n /n/

Display the Picture Cards, and ask children to listen to these clues to play a riddle game. Say I am a word. My beginning sound is /h/. I name a big animal. What word am I? Have a child hold up a picture for their answer, repeat the beginning sound, and say the word. If the answer is correct, have the child place the picture on a nearby desk. Ask What letter stands for the beginning sound? Continue until all cards have been removed. Then have children work together to sort the cards into piles, according to their beginning sounds.

Blending Short a Words

Tell children to listen as you say the beginning and ending sounds of a word with /n/ /ät/. Have children blend the beginning and ending sounds to make the word Nat. Provide help as needed. Repeat for mat, am, Pam, Pat, pan, ran.

Display Letter Cards a and t. Point to a, and review that the letter a stands for /a/ in some words. Have children say /a/ with you as you point to a. Repeat for t /t/. Then have children say /ät/ as you run your hand under the two letters.

Remind children that they have put other sounds with /a/ to make some words. Have children blend /h/ and /ät/ to make bat. Call on individuals to assemble the letters b, a, t to make the word bat. Repeat for Nat, sat, and rat.

Skill Objectives

Children
• associate sounds with letters: /h/ h, /b/ b, /n/ n
• blend short a words

Materials
• Picture Cards bat, bed, bike, bug, hat, hand, hen, hop, horse, net, nine, nurse, nut
• Letter Cards a, B, b, H, h, N, n, S, s, t, r
Asking for Help

This week we will read about friends helping friends. Let’s practice asking for help.

Display “Can You Help Me?” Sing it to the tune “Frère Jacques,” nodding and holding out your hand. Then have children sing with you, using the actions.

Stand up and ask a child to “give you a hand” to help you balance on one foot. SAY This is one way to give me a hand. People also use these words to ask for help. “Give me a hand” is another way to say “Can you help me?”

Ask children to think of things they might need help with, such as finding a lost toy, writing a word, finding a book in the library, and crossing the street.

On a chart titled Who Can Help? post pictures of a teacher, a police officer, a firefighter, and other school and community helpers. Name the helpers and talk about how they can help children. Tell about and act out situations in which someone might ask for help, such as, Can you help me tie my shoe? …cross the street? …find a book? Call on children to repeat the questions and to tell which people could help them in the different situations. Then have children make up their own questions.
**The Lion and the Mouse**

**Teacher’s Edition, pages T84–T85**

Display page T85. Read the title aloud and have children point to the lion and to the mouse. Tell the children that this is a story that has been told many times before. Ask children who have heard this story before to raise their hands. **SAY** This is a story about animals. How many animals do you see in this picture? Identify the vulture, the zebra, the boar, and the gazelle, asking children if they have seen this kind of animal before and where.

**ASK** Does the mouse look happy? Why? How does the lion feel? Why? Are the other animals happy or scared? Why do you think so? Do you think a small person or animal can help a big person or animal? How?

**Phonemic Awareness/Phonics**

**Blending Phonemes**

Display the Picture Card for *vet* but do not name it. **SAY** Listen carefully as I say three sounds, /v//e˘/ /t/. Repeat the three sounds with me. Then have children blend the sounds together quickly to make the word that names the picture. **ASK** What is the word? Have children tell what a vet does.

Repeat the procedure for *van* (/v//a˘/ /n/), *cot* (/c//o˘/ /t/), *nut* (/n//u˘ / /t/), and *pig* (/p//ı˘/ /g/). After blending to make the word, have children tell about the item.

**Initial Consonant v /v/**

**Introduce** Alphafriend Vinnie Volcano. Say each name, stretching out the initial /v/. Have children do the same. **ASK** Do you hear the same beginning sound in Vinnie and Volcano? Say that sound with me: /v/.

**Display** the Letter Cards V and v, and have children name the letters. Write Vinnie Volcano on the board. Then ask which letter begins Vinnie’s name.

**Hold up** the Picture Cards for *van* and *man*. Ask children to name the pictures. **ASK** Which word, van or man, begins with the same sound as Vinnie? Use Picture Cards *vest*, *dog*, *vet*, *pig*, and *seal*. Show children how to use their fingers to make a “V” sign. Hold up one picture at a time. Tell children to name the picture and show the “V” sign if the word begins with the sound for v.

**Skill Objectives**

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

**Materials**
- Picture Cards *cot*, *dog*, *man*, *nut*, *pig*, *seal*, *van*, *vest*, *vet*
- Letter Cards V, v
- ELL Picture Cards *net*, Alphafriend Vinnie Volcano
  (See Master 4–4.)

**Language Transfer Support**

Spanish speakers may have difficulty distinguishing between /b/ and /v/. They may pronounce /v/ as /b/. Clarify the English pronunciations as necessary.
Talking About Helping Others

**SAY** We read and talked about asking for help. Let’s talk about how we help each other.

Begin by naming things you do to help children. List ways you help, sketching something to help children recall the actions. Model how to complete the sentence *I help you ___* with the different actions.

Have children use the sentence frame *I can help you ___* to tell how they can help others. Add children’s ideas about how they can help to the list.

Play a guessing game with the ideas on the list. Let children pantomime an action from the list. Have the group guess what helping action they are showing. Provide prompts as needed, and allow children to point to the pictures and words on the list to show what they are guessing.

Go around the group a final time. Ask each child to tell something he or she can do to help others. Supply any new words children want to use.

**Vocabulary**

helping others

**Materials**

- ELL Picture Cards
  - help
  - (See Master ELL 4–4.)

**Language Development** 15–20 Minutes

**Guess It**

Play a guessing game with the ideas on the list. Let children pantomime an action from the list. Have the group guess what helping action they are showing. Provide prompts as needed, and allow children to point to the pictures and words on the list to show what they are guessing.

Go around the group a final time. Ask each child to tell something he or she can do to help others. Supply any new words children want to use.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What does a person do if he/she needs help?

**Intermediate/Advanced**

**ASK** When has a friend helped you? Tell us about that time. How do you feel when you help someone else? Why?
My Dad and I

Display My Dad and I and read the title aloud. Tell children that Dad is what this boy calls his father. Then ask children to use clues in the title and in the cover picture to figure out what this story might be about. As you take a picture walk, invite children to point to the child and his father. Select from these prompts:

- What are father and son doing? Are they having fun? How can you tell?
- Name some of the things the boy in the story does with his dad. What are some quiet things the boy does with his dad?
- What do the boy and his dad do together that you would like to do with someone at home?

Word Work/Phonics

High-Frequency Word: to

Use Word Cards, the Picture Cards run and desk, and the period Punctuation Card to construct this rebus sentence: I run to a desk. Read the rebus sentence aloud, pointing to each word. Have children repeat it.

Point to the word to, and tell children that it begins with a sound they know. Ask children to say the sound for t, /t/. Point again to the word to, having them say /t/ and the word to. Call on children to act out the sentence I run to a desk. Then replace the Picture Card run with Picture Card hop. Have children read the new rebus sentence together and take turns acting it out.

Initial Consonants h /h/, m /m/, v /v/

Display Picture Cards hen and man and have children name the pictures. Write hen and man on the board. Then have children tell which picture name begins with the sound for b, /b/. Repeat with other pairs of cards for b, m, and v.

Blending Short a Words

Display Letter Cards a and n together. Model how to blend /ã/ and /n/ to get an. Then have children blend the sounds. Tell them this is a word they will see many times as they learn to read.

Place the Letter Card v in front of an. Say /v/ã/n/. Then have children repeat the sounds and blend them to get the word. Repeat for man, ran, tan, and Nan.

Skill Objectives

Children
- identify high-frequency word to
- associate sounds with letters: h /h/, m /m/, v /v/
- blend words with short a

Materials
- Letter Cards a, h, m, N, n, r, t, v
- Word Cards a, l, to
- Picture Cards desk, hand, hose, map, mix, run, van, vet, hop, hen, man
- Punctuation Card period
Vocabulary
action words

Materials
• My Dad and I
• ELL Picture Cards
  help, trash, dishes, make bed, water plant, hang coat, feed pet
  (See Master ELL 4–4.)

Telling About Helping at Home

Show children My Dad and I, paging through the book. Ask children to name the things Rafa and his dad do together.

Review the activities and ask children which ones they can do. Have a child complete the sentence I can ___ with the action word. Then have the group substitute the child’s name for I and say the whole sentence: Chang can swim.

Play an action game with the activities. Name an activity and point to the picture. Have children repeat the action word and act it out. Reverse the procedure by doing the actions yourself and having children name them. Then follow a similar procedure for activities children do to help at home. For example: I help ___ and My ___ and I help ___.

Act and Point
Play an action game with the activities. Name an activity and point to the picture. Have children repeat the action word and act it out. Reverse the procedure by doing the actions yourself and having children name them. Then follow a similar procedure for activities children do to help at home. For example: I help ___ and My ___ and I help ___.

Beginning/Preproduction
See Master ELL 4–3.
Display the song “Can You Help Me?” Invite children to sing the song with you as you sing it again. Ask: Can you help me? Prompt children to answer: Yes I can! Have children repeat the question and answer with a partner. Do the same with the last two lines of the song; one child says How can I help you? and the second says Please give me a hand. End with the first child helping the second stand up by pulling gently on his or her hand. Remind children that “give me a hand” is another way to say “help me.”

Early Production/Speech Emergent
ASK What things in the book do you like to do? How do you help at home?

Intermediate/Advanced
SAY Tell about how you help at home. What do you help with? How do you do it? Why is it important to help at home?
**Phonics Library**

"A Vat," pages 7–11

Distribute or display the Phonics Library book. Read the title on page 7 aloud.

_SAY_ This is a silly story about a robot that mixes letters together in a vat or big pot to make words. Explain that the letters the robot puts into the vat show up as words at the bottom of the page.

**Pages 8–10:** Point to the word the robot is holding. _SAY_ The robot has made a word in its vat. Can you find this word somewhere else on the page? What is the robot doing with the words it makes?

**Page 11:** What is the robot doing with the words in the boxes?

**Concepts of Print**

**Matching Spoken Words to Print**

**Display** page 1 “Nat at Bat.” Point to each word as you read the title aloud. Have children count the words with you and point to the spaces.

**Write** Nat on a card. Have a child match the word card with a word in the title. Repeat for at and Bat. Display the three word cards. Say at with children. Have one child point to at in the story title. Have another child point to the at word card. Repeat for Nat and Bat.
Talking About Helping at School

**SAY** We talked about helping at home. Now let’s talk about helping around our classroom.

With children, generate a list of classroom chores. Write each on a separate strip of paper with a picture clue. Write children’s names on cards. Display the sentence strips and name cards. Help children place their names in front of different chores. Read the resulting sentences. Have children repeat the sentences and pantomime doing the chores.

![Sentence strips with names and chores]

**Make a Book** Make a class book with children, one that can be added to throughout the year. Begin by writing the song title “Can You Help Me?” on a sheet of paper. Have the children sign and decorate this paper as the cover. Punch three holes on one side, and use reclosable book rings to bind the book.

Give each child a piece of paper, and ask each to illustrate a page with something he or she can do at school to help. Help children label their pictures and add them to the book. Encourage children to copy and use the frame I can help ___.

Display the book where children can look at and tell about it often.

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**Vocabulary**
- helping, school

**Materials**
- oak tag strips
- index cards
- drawing materials
- glue
- hole puncher
- reclosable book rings
- ELL Picture Cards
  - help, water plant, hang coat, feed pet
  (See Master ELL 4–4.)

**If Needed...**

**Beginning/Preproduction**
See Master ELL 4–3.

Display the song “Can You Help Me?” Have children sing the song and perform the actions with you as you sing it. Invite children to show different things they need to use at school. Tell them sometimes they may need to ask for these things. Invite them to draw the items on the “Can You Help Me?” chart. Then show the group their work. Ask children to say the name of the item they drew.

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**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Draw something you like to do to help at home. Help label the pictures and add them to the class book.

**Early Production/Speech Emergent**

**ASK** How can your friends help you at school? What can you do to help a friend at school?

**Intermediate/Advanced**

**SAY** Name some ways you have helped others at school. How do you feel when you help others at school?
Big Book Social Studies Link

“Friends Help Friends,” pages 21–26
Display My Dad and I opened to page 27. SAY Watch for ways friends help each other as you take a picture walk through this selection together. Use the following prompts:

Page 21: Tell children that the word on the woman’s sleeve spells Police.
ASK What does a policewoman do? How can she help people?

Pages 22–26: Ask children to point to the helpers in each picture. Help them identify each worker and have them tell how that worker helps.

Comprehension

Cause and Effect
Tell children that you will now ask them some why questions. Suggest they try beginning each of their answers with the word because.

Read page 4 of Friends at School. ASK Why do the children keep Mocha near them when they play? After children respond, turn to and read page 14.
ASK Why do you need to put the lid back on the blender?

Review with children that they have been telling why things happen. Tell them that thinking about why things happen will help them understand stories.

Skill Objective
Children show an understanding of cause and effect.

Materials
• Read Alouds Friends at School and The Lion and the Mouse, pages T84–T85
• Phonics Library selection “Nat at Bat”
• Big Book My Dad and I

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Display My Dad and I. SAY Show pictures that answer these questions: Why is Rafa getting better at soccer? Why are Rafa and his dad going to the pool? Why do they do so many things together?

Early Production/Speech Emergent
Display page T85. Reread the first paragraph of the story. ASK Why did the lion wake up? Why is the mouse under the lion’s paw? Now you ask a why question about this picture.

Intermediate/Advanced
Display the Phonics Library selection “Nat at Bat.” Have children work with partners to ask and answer why questions about the story. Give an example such as Why doesn’t Nat want to bat?
Pulling It All Together

**Say** This week we read about how friends help each other. We practiced asking for help. Write the words *thank you*. **Say** We use the words *thank you* to let people know their help was important to us. When you see or hear the words *thank you*, someone is telling you that your help was important to them. Talk about how it makes people feel when they use words such as *please* and *thank you*.

**Make a simple puppet.** Introduce it to children as Frank. **Say** Frank is very forgetful. He often forgets to say *please* when he asks for things. Have Frank ask children aloud to help him with a simple task or to do something for him, such as smiling at him or telling him a classmate’s name. Have Frank forget to include the word *please* when he asks.

**Invite children, one by one, to come up and whisper a way to ask, using *please*.** Then have the child say aloud to the group what you whispered. Remind Frank in a loud whisper to say *thank you* to each child.

**Guide children to recall an activity that was in a book or discussion this week.** Have partners act out a few of these actions. Encourage children to use words to ask and offer help. Refer to the song “Can You Help Me?” if children need help remembering ways to ask and offer help.

**ASk** What should you say when you ask for something? What should you say when a person helps you?

**ASK** How did the people in the stories help each other? Which things in the story have you done? What would you like to teach others how to do?

**Ask children to have a conversation with forgetful Frank, the puppet, to tell why it’s important to use *please* and *thank you*.** Have children “coach” Frank by giving him examples of ways to ask politely.

**Vocabulary**

thank you, help, important, please, forget, ask, offer

**Materials**

- items to make a puppet
- Master ELL 4–3
Phonics

Blending Short a Words

Remind children that they have blended sounds such as /ā/ and /m/ to make words. Have them repeat those sounds and then blend them to make am.

Display Letter Cards a and m. Point to a, and review the sound that letter a stands for in some words, /ā/. Point to the letter a and have children say the sound it stands for aloud. Point to m, and review the sound it stands for, /m/. Have children say /m/ as you point to m. Then have them say /ām/ as you run your hand under am.

Display the Letter Cards b, a, m. Point to b, and review the sound that b stands for. Have children say /h/ as you point to b. Then have them blend /h/ with am to get bam.

Replace the initial b with S, and have children blend to make Sam. Replace S with r, and have children blend to make ram.

Initial Consonants v /v/, h /h/, m /m/

Display Alphafriends Vinnie Volcano, Hattie Horse, and Mimi Mouse. Then hold up one of the Picture Cards, and name it. Ask children to tell which Alphafriend has a name that starts with the same sound and letter. Write the picture name and have a child put the Picture Card behind the Alphafriend it goes with.

Continue until all the Picture Cards have been matched to an Alphafriend. Then have children count to see which Alphafriend has the most pictures.

Skill Objectives

Children

- associate sounds with letters: h /h/, m /m/, v /v/
- blend words with short a

Materials

- Picture Cards hat, mat, vet, map, mop, vest, hop
- Letter Cards a, h, m, r, s, v
- ELL Picture Cards Alphafriends Hattie Horse; Mimi Mouse; Vinnie Volcano
  (See Masters ELL 2–4, 4–2, and 4–4.)

Pass the set of three Alphafriend pictures around the group. Have each child in turn select one, hold it up, and say the name aloud. After each child names a picture, have the group say the letter that begins the name.

Ask each child to choose an Alphafriend and a Picture Card for it to hold. Have children take turns telling why the Alphafriend wants that card. Get them started with an example such as My name begins with /h/.

Show the Alphafriends’ pictures. Tell children to draw pictures of things one of the Alphafriends might want to eat. Each child can show his or her picture, name the food, and name the Alphafriend they want to feed it to.
Using Courtesy Words

We have talked about ways to ask for things. In the story you will hear today, a hungry young man asks nicely for food. Let’s practice asking for things nicely.

Display “Please and Thank You,” and read the title. Remind children that please and thank you are polite words to use when asking for things. Tell children to listen for another polite phrase as you read the poem. Read the poem as a dialogue between two puppets, emphasizing the words please, thank you, and you’re welcome. Explain that people say you’re welcome after someone says thank you.

Have available a tray of simple snacks or small objects. Use the puppets to model a polite dialogue requesting an object, thanking the person for it, and saying you’re welcome. Have pairs practice.

Child 1: May I please have a ___? (cracker, pencil)
Child 2: Yes, you may have a ___. (cracker, pencil)
Child 1: Thank you for the ___. (cracker, pencil)
Child 2: You’re welcome.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
ASK What do you say when you ask for something? What do you say when you get what you asked for? Practice using please and thank you.

EARLY PRODUCTION/ SPEECH EMERGENT
Teach children to play “Simon Says Please.” In this version, the directions “Simon” says must begin with the word please if they are to be followed.

INTERMEDIATE/ ADVANCED
ASK When do you use please? When do you use thank you? When do you use you’re welcome? Tell about times you have used these words.
Display page T143. Tell children that this is a well-known tale, or story, from very long ago, and that it has been retold many times all over the world. Read the title aloud. **ASK** Has anyone ever had **stone soup**? What do you think it might be made of? Invite children to look through this tale with you. Ask:

- Who do you think this is? (Point to several different people.) Who do you think this story is mostly about? Where is this happening? Are the people inside or outside? Is it hot or cold?
- What do you think is in the big pot? Can you find the stone mentioned in the title? What will all these people do next?

**Phonemic Awareness/Phonics**

**Blending and Segmenting Onset and Rime**

**Display** the Picture Cards for **boat** and **van**. Do not name the pictures. Tell children to listen carefully as you say some sounds, /b/ /oʊt/. Have children repeat the sounds with you. **SAY** Now you put the sounds together to make a word that names one of the pictures. What picture did you name?

**Repeat** the procedure for **van**. Then have children take turns segmenting a word into its letter sounds. Ask the group to blend the sounds each child says into a word. The words are **bed**, **box**, **dot**, **goat**, **mop**, **ten**.

**Initial Consonant c /k/**

**Introduce** Alphafriend Callie Cat. Repeat **Callie** and **Cat**, stretching out the initial /k/ in each name. Have children do the same. **ASK** Do **Callie** and **Cat** both begin with the same sound? Say that sound with me, /k/.

**Hold up** Letter Cards C and c. Have children name the letters; then ask which letter stands for the sound at the beginning of **Callie** and **Cat**.

**Write** **cat** above Picture Card **cat**. Have children name the picture, identify the beginning letter, and say the sound the letter stands for.

**Repeat** the procedure for **cot**, **can**, and **cut**.

**Skill Objectives**

**Children**
- blend and segment onset and rime
- associate /k/ with c

**Materials**
- Picture Cards **bed**, **boat**, **box**, **can**, **cat**, **cot**, **cut**, **dot**, **goat**, **ten**, **van**
- Letter Cards C, c
- ELL Picture Cards Alphafriend Callie Cat, stone, vegetables
  (See Master ELL 4–6.)
Performing Actions

**SAY** Remember we read about Aaron and Gayla, who like to do things together. Today we will practice asking people to do things with us.

Perform a simple action, such as *jump*. Sing these words to the tune of “Did You Ever See a Lassie?”

*Do you want to *jump with me?*

*Jump with me? Jump with me?*

*Do you want to *jump with me?*

*Yes, please, I do!*

Jump with children as you sing it, encouraging them to join in with the words.

With children, make and illustrate a word card or self-stick note for action words substitute for *jump* in the song, such as *run, march, hop, dance, or sing*. Review the list with children, inviting them to show the actions. Then repeat the song, using the suggested actions.

Have children, one at a time, say the line *Do you want to ____ with me?* Have them fill in with their favorite action from the list. Supply any new words children want to use and any words they may have forgotten.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show what you like to play with your friends. What do you play when you are alone?

**Early Production/Speech Emergent**

**ASK** How do you ask someone to play with you? What actions did we do in the song?

**Intermediate/Advanced**

**ASK** What would you do if a friend said no when you asked him or her to play? Have children act out their responses with partners.
Aaron and Gayla’s Alphabet Book and My Dad and I

Display the Big Books. Point to Aaron and Gayla’s Alphabet Book. **ASK** What is the title of this book? What is this book about? Repeat for My Dad and I. Then invite children to take turns showing their favorite pages in each book and telling what is happening on each.

**ASK** Who were the people in each book? What did the people in these books do that was the same? To help children answer, show the title page in Aaron and Gayla’s Alphabet Book with page 17 in My Dad and I. Then show page 26 in Aaron and Gayla’s Alphabet Book with page 18 in My Dad and I.

Invite children to tell which book they liked best and why.

Word Work/Phonics

**High-Frequency Words: a, to**

**Write** this sentence frame on the board: *I see a ___.* Call on individuals to read the sentence frame and complete it. Repeat with *I ran to my ___.* Rephrase children’s sentences using *an* in place of *a* when necessary.

**Hold up** Word Cards *to* and *a*, one at a time, having children read each word. Then ask them to use the words in oral sentences. Provide examples.

**Initial Consonants c /k/, h /h/, v /v/**

**Display** Picture Cards *van* and *can*. Have children name the pictures. Give Letter Card *c* to a child. Ask the child to name the letter and then to hold up the picture that begins with the sound for *c*. Repeat with other cards for *c, h,* and *v*.

**Blending Short a Words**

**Display** Letter Cards *a* and *n* close together, and model how to blend the sounds to get the word *an*. Have children do the same.

**Place** Letter Card *c* in front of *a* and *n*. Model how to blend the sounds /k//àn/ to get *can*. Then have children do the same. Continue for the words *ran, Nan, tan,* and *man*. Then write and display the following sentences: *A man ran. Nan ran to a can.* Have children apply their skills to help them read the sentences.
Names and Action Words

**SAY** Yesterday we invited friends to do things with us. Today we will talk about things we can teach others to do. Everyone is good at something. What are you good at doing?

Write each child’s name on an index card and display them. Point to each child’s name and have the child use the sentence frame below to tell what he or she can teach the group to do. Encourage children to pantomime teaching the actions. For example:

- **Fasid**
  - I can teach you how to ___. (draw a dog)

- **Tonia**
  - I can teach you how to ___. (build with blocks)

After each child says a sentence, have the group tell what the child can teach them, using sentences such as these:

- ___ (Fasid) can teach us how to ___ .(draw a dog)
- ___ (Tonia) can teach us how to ___ .(build with blocks)

**Bind It**

Invite children to draw pictures of themselves as teachers, teaching what they are good at. Label the pictures with the children’s names and the activities. Bind the pages together into a Who Can Help? book. Keep it available for children to look at and show to others.
Phonics Library

“Cat Sat,” pages 13–17

Distribute or display the Phonics Library book and read the title aloud. Then take a picture walk through the story with children.

Page 15: What is the cat holding? If necessary, tell children it is a mat. What is a mat used for?

Pages 16–17: What does the cat have now? What is a bat (a hat) used for? What is the cat doing with the bat (or hat)? What three things does the cat have in this story? Have the group chant bat, mat, hat with you.

Concepts of Print

Word Spacing/Matching Spoken Words to Print

Display page 13 of the Phonics Library selection “Cat Sat.” SAY Listen as I read the title of this story aloud: “Cat Sat.” How many words do you hear in the title? Listen again. Point to the words as you say them. Then call on a child to point out the space between the two words. Repeat for the three words on page 14.

Invite children to look through classroom books to find short sentences for you to read aloud. Read each sentence slowly. Have children repeat the sentence after you and tell how many words they heard in it. Show the sentence and have children point to the spaces and count the words aloud.

Skill Objectives

Children

• match spoken words to print
• identify the spaces between words in a sentence

Materials

• Phonics Library selection “Cat Sat”
• Word Cards I, like, my
• Punctuation Card period

Multi-Level Practice

Intermediate/Advanced

Have each child say a short sentence. Write the sentence. Leave extra space between words. Have the child point to each word and clap for each space.

Early Production/Speech Emergent

SAY I like my cat. Assemble word cards to make the sentence. Have children point to the spaces between the words and count the number of words. Repeat using other short sentences.

Beginning/Preproduction

Display page 17 of “Cat Sat.” Read the first sentence aloud. Point to each word and pause for spaces. Then ask children to point to the words and spaces as you read it again.

Phonics Library

Friends Together

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

THEME 4   WEEK 3   DAY 3
Teaching and Learning

**SAY** We have talked and drawn pictures about things we can teach each other. Now let’s talk about some things we want to learn.

Revisit the Phonics Library selection “Friends Help Friends.” Talk about each picture. Name the person in the picture and help children identify some things they can learn from him or her.

**SAY** Say, for example: **Here is a teacher.** What can you learn from a teacher?

Prompt children to respond in complete sentences using the word learn, such as: **We can learn how to ___ (read) from ____ (a teacher).**

Using name cards for the children in your group, ask each child, **What do you want to learn?** Have the child draw or act out what he or she wants to learn. Help the child verbalize the answer in a complete sentence, such as **I want to learn how to ___ (ride a bike).**

**ASK** Who can teach you? Involve the whole group in suggesting possible teachers. Then help the child put the response into a complete sentence, such as **My brother can teach me.**

Continue until all the children have had a chance to name things they want to learn and to tell who can teach them.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Tell who teaches you things at school. Tell who teaches you things at home.

**ASK** What can you learn in school? in a library? Name some people who can teach you things. What can they teach you?

**Intermediate/Advanced**

**SAY** Tell about something you learned how to do. How did you learn it? Who helped you? How do you feel when you teach someone how to do something?
Big Book Links
“We Read Together” and “Friends Help Friends”
Display the title pages. Have the children repeat the titles after you. Take a quick picture walk through each selection. Then ask:

- How are the two stories alike? How are they different?
- Who are the people in “We Read Together”? In “Friends Help Friends”?
- Which story would you tell a friend or family member about? Why would you choose that one? Who would you tell it to?

Comprehension
Text Organization and Summarizing
Display Aaron and Gayla’s Alphabet Book. SAY In this book, there is a page for each letter of the alphabet. Turn to several pages at random and have children tell what letter will come next. Remind children that some books tell stories and some give information. Ask children what they would say to tell this story to someone else.

Cause and Effect
Turn to page 7. SAY Aaron is looking for a friend. Why do you think Aaron went looking for a friend? Display pages 26–27. ASK Why do Aaron and Gayla yawn? Encourage children to begin their answers with the word because.

Skill Objectives
Children
- recognize text organization
- summarize stories
- recognize cause-and-effect relationships

Materials
- Big Book Aaron and Gayla’s Alphabet Book
- a collection of familiar storybooks

MULTI-LEVEL PRACTICE
Beginning/Preproduction
Have children show how Aaron and Gayla’s Alphabet Book follows the alphabet.

Early Production/Speech Emergent
SAY Find a picture of Aaron or Gayla. How does he (she) feel? Tell why he (she) feels that way.

Intermediate/Advanced
Help children compare Aaron and Gayla’s Alphabet Book with another selection they have enjoyed during the theme.
Pulling It All Together

We have read about helping and teaching others. We have practiced asking for things using please, thank you, and you’re welcome.

Revisit “Please and Thank You.” Read the rhyme, tracking the print. Pause before each occurrence of please, thank you, and you’re welcome, and have children supply the words. Remind them to use please when asking for something, thank you when they get it, and you’re welcome when someone says thank you. Invite partners to dramatize doing things for each other and saying please, thank you, and you’re welcome.

Teach children to play “Captain, May I Please.” Acting as Captain, call on a child and designate a number and type of step, such as: Julio, you may take two giant steps or Nita, you may take three scissors steps. The child must say Captain, may I please before moving. If the child forgets to say please, he (she) must remain in place. Then you say Yes, you may. The child responds Thank you and moves forward. If the child forgets to say thank you, he (she) must return to the start line. The first one to reach the other side of the room becomes the next captain.

Vocabulary

captain, may I, yes, thank you, you

Materials

• Master ELL 4–5

BEGINNING/PREPRODUCTION

See Master ELL 4–5.

Display the rhyme “Please and Thank You.” Encourage children to recite the rhyme with you or to chime in on their own. Then practice the dialogue with the group. Take the first speaker’s part and recite the first two lines. Point to children, indicating that they should say the next two lines. Practice saying the dialogue like this a few times. Then reverse roles. When children are comfortable with the dialogue, let them practice it with partners. Provide prompts as needed.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

ASK Show someone learning and someone teaching. Tell who is the teacher and who is the student.

EARLY PRODUCTION/ SPEECH EMERGENT

Have children page through the books you’ve read to recall activities before responding to these questions: What things did the people in the stories do to help or teach each other? Which things do you need help with? Which things can you teach?

INTERMEDIATE/ ADVANCED

Ask each child to draw a picture of himself or herself teaching a friend. Label the pictures for children. Then have them take turns orally describing these activities.
**Phonics**

**Initial Consonants** c /k/, h /h/, v /v/

**Display** the Alphafriend Cards and hold up one of the Picture Cards that begins with c, h or v. **SAY** Name this picture. Say the beginning sound and the letter that stands for that sound. Write the word on the board and call on a child to put the picture next to the Alphafriend whose name begins with the same sound and letter.

**Continue** until all the c, h, and v Picture Cards have been assigned to one of the Alphafriends. Then help children review the picture words that go with the initial sounds of the Alphafriends’ names.

**Blending Short a Words**

**Display** Picture Card cat on a chalkboard ledge. Have children name the picture. Then have them say the beginning and ending sounds of the word with you, /k/ /át/.

**Write** the word above the Picture Card and point to the picture. Again have children name the picture and identify the first letter of the word.

**Erase** or mask the first and last letter in the word. **SAY** Now we will listen and blend sounds to make other words that have /á/. Then repeat the procedure above having children blend sounds to make these words with /á/: bat, man, mat, pan, van.

**Skill Objectives**

**Children**
- associate sounds with letters: /h/ h, /m/ m, /v/ v
- blend short a words

**Materials**
- Picture Cards can, cat, cot, cut, hat, hen, hop, hose, van, vest, vet; man, mat, pan
- Phonics Library selections “Cat Sat” and “A Vat”
- Word Card can
- ELL Picture Cards Alphafriends Callie Cat; Hattie Horse; Vinnie Volcano
  (See Masters ELL 4–2, 4–4, and 4–6.)