Meeting and Greeting Others

**Materials**

- ELL Picture Cards (wave, handshake, come in)
  (See Master ELL 1–2.)

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**Vocabulary**

I, you, hello, hi, please, who

**Say** When you meet someone for the first time, they will want to know your name. Let’s talk about meeting people and saying hello.

Introduce yourself, using the phrase *I am ___*. Point to yourself as you say *I*. Then ask children, one by one, to respond to the question *Who are you?* Point to the child as you say *you*. Guide children to use the sentence frame *I am ___*.

Display “Greetings.” Read it aloud. Gesture with a wave and a handshake for the greetings. Point to yourself and the audience to show the difference between *I* and *you*. Wave to enhance *Please come in*.

Reread the poem several times, encouraging children to chime in and to gesture. Children may enjoy exaggerating the gestures. Call on individuals to insert their names in the poem as you read.

Have children work with partners to practice saying the greeting of their choice, adding a gesture, and introducing themselves.

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**Technology**

**Education Place**

www.eduplace.com

Theme 1: All Together Now

**Audio CD**

Theme 1: All Together Now

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**Multi-level Response**

**Beginning/Preproduction**

Have children demonstrate meeting and greeting actions.

**Say** Show how you greet a new friend.

**Early Production/Speech Emergent**

**Ask** What is your partner’s name? What words are good to say when you meet someone?

**Intermediate/Advanced**

**Ask** How do you tell someone who you are? How do you ask someone’s name?
**I Am Six**

Look through the Big Book selection with children. Encourage them to think about the beginning, middle, and end of the story.

**Pages 5–11:** How old are you? This story is about children who are all six years old. What are these children doing?

**Pages 12–15:** Here is the class. Which picture shows them inside their school?

**Pages 16–21:** Tell or show some things the children do in school each day.

**Pages 22–24:** What are the children doing outside the school?

**Pages 25–31:** What do you learn about the children in the middle of the story? How do you think they feel about being six?

**Consonants m, s, c, t**

**Display** Tam Cat and lead children on a picture walk. **SAY** Listen as I read the title: Tam Cat. What sound do you hear at the beginning of the word cat? Say cat slowly. Think about bow your lips, teeth, and tongue feel when you say the /k/ sound. Have children repeat the sound. Continue with /m/, /s/, and /t/ and mat, sat, and cat. Be sure children listen for /t/ at the end of each word.

**Write** the letters c, m, s, and t on the board. Have children name each letter and say its sound. Display **Practice Book** page 35. Help children name each picture. **ASK** What is the first sound you hear in ___? What letter should I write to spell that sound? Call on a child to repeat the sound and point out the letter on the board. Model how to write the letter the child identifies. Continue with **Practice Book** pages 36 and 37.

**Skill Objective**

Children recognize consonants m, s, c, t and the sounds they represent.

**Academic Language**

- letter
- sound
- beginning sound
- ending sound

**Materials**

- Phonics Library selection Tam Cat
- Practice Book pages 35, 36, 37

**Language Transfer Support**

Few words in Spanish end in /t/. Children whose primary language is Spanish may need extra reading, speaking, and writing practice with English words that end in /t/.
**Telling About Ourselves**

After a quick picture walk through *I Am Six*, read page 27 aloud: *We make friends.* Have children talk briefly about the new friends they met yesterday—the children in the book. **SAY** *Yesterday we did what new friends do. We said a greeting and told each other who we are. Today we each will name something we like to do.*

Begin by naming something you like to do, such as *I like to read.* As a group, talk about the different things children like to do. Make a list, including children’s names and the activities each one names. Add simple pictures (or hand out ELL Picture Cards if appropriate) to remind children of what they have said. Review the list with children.

Next, have each child, one at a time, pantomime an activity that he or she likes to do. Other children try to guess the activity. After pantomiming, have each child use the sentence stem *I like to ___* to express a personal preference. **Model for children how to expand their introductions of yesterday.** **SAY** *Hello. I am ___. I like to ___.* Call on individuals to give an expanded self-introduction.

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**Vocabulary**

*I,* like, to, friends, hello

**Materials**

- Big Book *I Am Six*
- chart paper
- ELL Picture Cards
  - friends, read, slide, swim, jump, draw
  (See Master ELL 1–2.)

**BEGINNING/PREPRODUCTION**

Display “Greetings.” Read it aloud for children, using the gestures suggested on Day 1. Encourage children to chime in. **Say:** *Show me a way to say hello. Tell me who you are.*

Read the poem again, this time emphasizing the last two lines. Have children shout out the last word, *friends.* Ask each child to name one friend. Follow up by completing this sentence: ___ and ___ are friends.

**INTERMEDIATE/ADVANCED**

**ASK** *How did you find out what (child’s name) likes to do? Why do you like to (name activity)?*
On the Go!

Page 13: Who are the characters in this story? Point to the word Go. What letter does the word Go start with? Where do you think the cat and the dog might go?

Pages 14–15: Sam and the cat are sitting beside a swimming pool. A bee is buzzing around the cat’s inner tube. What do you think the bee will do?

Pages 16–17: What does Sam do? What does the bee do? What happens to the cat? How do you think she feels?

Pages 18–19: Where is the cat? How does she feel now?

Skill Objective
Children read and write the words go, on, the.

Materials
• Phonics Library selection Cat on the Mat
• index cards
• Practice Book page 41

High-Frequency Words

go, on, the

Display Cat on the Mat, and lead children on a brief picture walk. SAY Read the story title with me. Point out the words on and the.

Write the word go on the board. Have children spell and repeat it after you, clapping for each letter, g–o, go. Repeat for on and the. Use each word in a simple sentence. Ask children to point to and say go, on, or the when they hear them.


MULTI-LEVEL PRACTICE

Beginning/Preproduction
Give each child three word cards: go, on, and the. Say each word aloud. Children hold up the matching card and say the word.

Early Production/Speech Emergent
Say go. Have children clap and spell the word with you. Ask them to point to go on the board and read it. Repeat for on and the.

Intermediate/Advanced
Have each child write go, on, and the on cards. Partners match cards, spell and say each word, and use it in a sentence.
Commands

Say When I say, “Go to the board,” I’m telling you to do something. A sentence that tells someone to do something is called a command. Let’s talk about giving and following commands.

Select a child from the group. Give him or her a simple command, incorporating the child’s name: Turn off the lights, ____. Ask each child to follow other simple classroom commands, such as Water the plants, Jeff, or Put away your coat, Karen.

When children seem comfortable with the command/direct address form, invite them to give you commands to follow.

Give and Take Have pairs of children take turns giving and following simple commands. Remind partners to include the classmate’s name in the command. If children are hesitant at first, offer prompts such as Tell Margo to feed our pet.
Mac the Cat

Page 21: Tell about this cat. What is it doing? Do you think the cat’s family will like what the cat is doing? Why? Find the word cat. Now let’s read the title together.

Pages 22–23: Mac is on the rug. What is Mac doing to the rug?

Pages 24–27: What trouble is Mac getting into? Does anyone see what Mac is doing?

Pages 28–29: What does the boy do when he finds Mac?

Pages 30–31: What happens at the end of the story? Why are the boy and Mac resting in the chair?

High-Frequency Words

go, on, the

SAY Listen to this word: go. Say the first sound with me. What letter spells the /g/ sound? Yes, it’s the letter g. I’ll write it on the board. Repeat for o.

SAY Now spell go. Say it: g-o, go! Print go on an index card.

Model how to spell on and the. Have each child write them on index cards. Write this frame: Go on the ___. Give each child one more index card. SAY Draw a picture to complete the sentence. Have pairs create sentences together.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have pairs of children match their index cards, say and spell each word, and then create sentences using the words and the pictures they drew.

Early Production/Speech Emergent
Give pairs of children sentence frames, such as Go, cat, ____! Have them complete the sentences with go, on, or the.

Intermediate/Advanced
Have children write sentences using the words go, on, the, and the pictures they drew. Help them write the words that name the pictures.

Skill Objective
Children read and write the words go, on, the.

Materials
- index cards
- markers, crayons
- individual copies of Cat on the Mat

Phonics Library
All Together Now
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Day 4

LANGUAGE DEVELOPMENT

15–20 MINUTES

**Courtesy**

**SAY** We’ve talked about giving and following commands. Today we’re going to talk about using good manners when we ask others to do things.

Do a quick review of yesterday’s work with simple commands and direct address. Give several commands for specific children to follow or pantomime. Then insert please before a command: Please sit down, Raul. Give children an opportunity to practice this sentence form by giving each other polite commands.

Then introduce the companion phrases Thank you and You’re welcome. Model a complete exchange with another adult or a simple finger puppet. (It can be as simple as a face on your thumb!) Please hand me the book, Jon. /Thank you./ (Jon:) You’re welcome. With you as a partner, have children practice similar exchanges.

Children may enjoy playing a quick variation on the game “Simon Says.” Children only follow commands preceded by the word please.

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**Vocabulary**

please, thank you, you’re welcome

**Materials**

- simple finger puppets

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**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 1–1.

Revisit “Greetings.” Encourage children to gesture and chime in as much as they are able. Then focus on the sentence “Please come in.” Ask children to repeat it several times. Then say that the sentence has a special word in it, a word that shows someone has good manners. Have children listen to and compare the sentences Come in and Please come in. Then call on children to say please, after which you will add a command.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Say several simple sentences, with and without polite words. Ask children to stand up when they hear a polite word. Vary only a few words each time.

**Early Production/Speech Emergent**

**ASK** What good manners word did you listen for in the game? What should I say when you do something for me?

**Intermediate/Advanced**

**ASK** Why is it important to say please and thank you in class? When do you say you’re welcome?
On the Go! and Mac the Cat

Review the Get Set Story and Main Story with children, using suggestions such as these. Help children use the terms beginning, middle, and end as they talk.

• Retell On the Go! or Mac the Cat to a partner. Tell what happens at the beginning, in the middle, and at the end. Then listen as your partner retells one of the stories.

• What is different about the beginning of the stories? Tell what is different or the same about the middle of each story.

• Which story could be about real animals? Which one couldn’t really happen?

Blending Short a Words

Display the letters c, m, s, and t on self-sticking notes. Have children name each letter and say its sound. SAY Let’s build some words. We’ll use the letters here. There are four consonant letters. But every word needs a vowel letter, too. Today we will use this vowel letter, the letter a. Write the letter a on a self-sticking note and display it. Say the short a sound and have children repeat it.

Model building words by placing the letters m, a, t next to each other. Point to each letter in a sweeping motion as you blend the sounds: mmaaat, mat. Then ask a child to replace the letter m with another consonant. Have the whole group blend the new word. Repeat with other possible words.
Pulling It All Together

SAY We have read three stories this week and listened to a poem. Let’s listen to that poem again.

Revisit “Greetings” briefly. Encourage children to chime in and gesture as you read aloud. As you reread the poem a couple of times, pause and ask a child to insert his or her name after the phrase I am.

SAY This week we’ve talked about meeting new people and using good manners, just like we just did in the poem. Now let’s practice saying who we are, what we like to do, and asking each other to do something. We’ll be sure to use good manners. With another adult or a puppet, model a short dialogue, such as the following: Hi. I am Mrs. Green. I like to draw. (child:) Please draw a picture, Mrs. Green. (pantomime drawing picture) (child:) Thank you. You’re welcome.

Act It Out Pair children and have them try out the dialogue. If possible, have children at different proficiency levels work together. Move around the room to observe children as they work. Offer support as needed, either in the form of prompts (Now say who you are) or with phrasing (I like to ___).

Vocabulary review of vocabulary for week

Materials
• simple finger puppets
• Master ELL 1–1
• ELL Picture Cards, as appropriate
(See Master ELL 1–2.)
SKILL FOCUS: GRAMMAR 15–20 MINUTES

Capital and Lowercase Letters

Review capital and lowercase letters with children. Focus on specific letters if necessary. Have children identify capital and lowercase letters in the selections On the Go! and Mac the Cat. Ask Why is that letter written as a capital letter? Is it at the beginning of a sentence? Is it a name? Explain each as necessary.

Model using capital letters. Rewrite today’s daily message or another short note on chart paper, without proper capitalization. Be sure to include the word I, at least one proper name, and a day of the week. As you read the message aloud, correct the capitalization, saying things such as That word is the beginning of a sentence. It needs a capital letter. As children are able, have them tell you which letters to capitalize. When you have finished, have each child come up and circle one capital letter in the message.

Write this sentence on the board: the cat can have a nap. Call on a child to read it aloud. Ask Which one of these letters needs to be changed to a capital letter? Have one child rewrite the letter t at the beginning as a capital T. Repeat with other sentences and situations, such as names, places, or days of the week.

Skill Objective
Children use capital and lowercase letters in names and sentences.

Academic Language
• capital letters
• lowercase letters

Materials
• Anthology

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children identify capital letters in the message written on the chart or in other classroom materials.

Early Production/Speech Emergent
Write two versions of some simple sentences, one correctly capitalized and one not. Have children identify and correct each incorrect one.

Intermediate/Advanced
Dictate a familiar sentence from Mac the Cat for children to write. Remind them to use capital letters and end punctuation correctly. Then have them illustrate the sentence.
Neighborhood Places

One of our stories this week tells about some people who visit a store in their neighborhood. Let’s talk about some places in your neighborhoods.

Display “My Neighborhood.” Read the poem aloud at least twice, emphasizing the phrase “In my neighborhood.” Have children chime in on that phrase.

Where do people work in your neighborhood? Where do people play?

Make a quick list of children’s responses. Reread the poem, inserting some of the places children identify, such as, “People play in the park.”

Invite children to take a make-believe neighborhood walk with you. Have children follow you as you walk around the classroom. Stop at intervals and name a place from the list, telling something about it: Here is the clothing store. There are coats in the window.

Once children are familiar with the activity, encourage individuals to lead the walk. Each leader identifies a place by name and tells something about it.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show one or two things people do in their neighborhoods. Show what you saw on our make-believe walk around the classroom.

Early Production/Speech Emergent

ASK What is your favorite place in your neighborhood? Where do you go to buy food in your neighborhood?

Intermediate/Advanced

ASK What is special about your neighborhood? What place in your neighborhood do you think people should visit? Why?
**Ten Dogs in the Window**

Lead a picture walk. Help children look carefully at the dogs and who buys them.

**Pages 33–37:** How many dogs are in the window? What will the man do?

**Pages 38–39:** Tell about the dog the man bought. How many dogs are in the window now? Which dog will be the perfect dog for the woman to buy?

**Pages 40–54:** Have children describe what happens as each person comes by.

**Pages 55–63:** Why is the last dog all alone? What happens when she sees the boy coming? The story says the dog is “making such a fuss.” Look at the picture. Tell what you think “making a fuss” means.

**Pages 64–65:** What is the owner doing? What might happen to the cats?

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**Consonants n, f, p**

**Lead** children on a picture walk through *Nan Cat*. Read the title aloud. **SAY**


**Write** the letters n, f, and p on the board. Tell children that n stands for the /n/ sound at the beginning and end of the word Nan. Point to the letter. Have children say the /n/ sound. Repeat for f and p, using the words fan and pat.

**Display** *Practice Book* page 48. Help children name each picture. **ASK** What is the first sound you hear in _____? Have one child say the beginning sound of each word as another child points to the appropriate letter on the board.

Continue with *Practice Book* pages 49–50 and ending sounds.
Shopping

Show children Ten Dogs in the Window. Ask: What were the people in this story shopping for? That’s right. They were shopping for dogs at a pet shop. Let’s talk about what you shop for, in your neighborhood and in other places.

Ask: What stores do you and your family shop at? What do you buy there? Record responses on chart paper, with words and sketches (or ELL Picture Cards as appropriate). Ask: What are some things you do when you go shopping? Encourage children to demonstrate and talk about choosing what to buy, asking a clerk for help, going through the checkout, and paying for something.

Set Up Shop

With children, set up an area to use as a store. Use pictures, classroom items, and ELL Picture Cards as merchandise.

Have pairs of children take the roles of shopper and clerk. Model dialogue, such as I want to buy five bananas, please. Clerks count out the items and say, Here are your five bananas. Remind children to use please, thank you, and you’re welcome and to use the chart for ideas as necessary.
Cam and Pat

Pages 39–41: Point to the boy. SAY The boy’s name is Cam. Point to the girl. SAY The girl’s name is Pat. What can Cam do? What can Pat do?

Pages 42–43: Cam can pat. Can Pat pat? Why not? Who helps Pat pat the horse?

Pages 44–45: Where are Cam and Pat jumping? Why are they sleeping on the blanket?

High-Frequency Words and, here, we

Display Fat Cat. SAY Listen as I read this story. Raise your hand when you hear the words and, here, and we. Read the selection. As children raise their hands, point to here, and, and we and ask children to repeat them.

Write the words and, here, and we on the board. Clap each letter as you say and spell the words: a-n-d, b-e-re, and w-e. Repeat and have children clap and spell along with you. Then include each word in a simple yes or no question, such as Do you like to eat ham and cheese sandwiches? Have children answer in complete sentences.

Skill Objective
Children read and write the words and, here, and we.

Materials
- Phonics Library selection Fat Cat
- Index cards

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children tap their right index fingers in their left palms for each letter of each word as you spell the words aloud.

Early Production/Speech Emergent
Have children point to and, here, and we as you say them aloud. Then have children say and spell each word independently.

Intermediate/Advanced
Have each child write and, here, and we on index cards. Ask them to find each word in Fat Cat and read the sentence in which it appears.
Fun and Games

SAY This week’s stories tell about many things people do in their neighborhoods. One thing many people do is play and have fun. Let’s talk about some things you like to do for fun.

Identify a game you like to play. SAY I like to play hide-and-seek. What kinds of games do you like to play? What games do you like to play indoors? What do you play outdoors? List children’s responses. With children’s help, narrow the list to three or four popular games.

Graphing Games

SAY Now let’s make a picture that shows how many of you like each game best. The picture we’re going to make is called a bar graph. Give each child a square of colored paper. As you name each game, have children who like that game best contribute their paper squares. Build a graph such as the one shown.

When the graph is complete, model how to describe what it shows. Point to and count each square in a bar. SAY Four children like to play “Red Light, Green Light.” Have each child take a turn, following your model, for the remaining bars in the graph.

IF NEEDED...

Beginning/Preproduction

See Master ELL 1–3.

Display “My Neighborhood.” Read it aloud, sweeping your hand below the words. Encourage children to chime in. Reread the first verse, and then have children read it chorally with you. Ask: Who works in the neighborhood? Plays? Chats? Then say: Show a game or some other way you like to play in your neighborhood. Respond by naming each child’s actions, such as Yes, I see. You like to play on the swings.
A Day at School

Pages 47–49: Point to and name Pam. Where is Pam? Who does Pam meet?
Pages 50–51: Point to and name Nat. What can Pam and Nat do?
Pages 52–53: What can Pam do? What can the children do?
Pages 54–61: Point to and name Jen. Tell what Pam, Jen, and Nat can do at school.
Pages 62–63: What does Pam do at the end of the story? Do you think she bad a good day at school? Why do you think so?

High-Frequency Words

count, not, too

Say Let’s review the words count, not, and too. Clap each letter as you spell and say the word count. Repeat for the remaining words.

Model how to spell count, not, and too. Draw four squares. Tell children that they will help you spell count. Point to the first box. Say The first sound in count is /k/. What letter makes that sound? What letter should I write in the first box? Continue spelling count in this manner. Repeat for the remaining words.

Review by repeating the clap-and-spell activity and by revisiting Practice Book pages 54 and 55 as necessary.
Getting Around

Show children Anthology pages 62–63. SAY How do you think Pam is going to get home from school? That’s right. She’s going to ride in the school bus. Riding in a bus is just one way to get somewhere. Let’s think of some other ways of getting where we want to go.

ASK How do you get to school? If all or most of the children walk to school, have them pretend that they have to go to a new school much farther away. Ask how they think they would get to their new school. Then discuss how children get around their neighborhoods. Show the ELL Picture Cards as appropriate.

Once children have identified the most obvious means of transportation—car, bus, train, walking—help them expand their idea of transportation. Suggest, for example: I ride my bike to the post office. I skate to the library.

Children may enjoy pantomiming riding in a car or bus, riding a bike, skating, walking, jogging, even flying. Encourage them to describe what they are doing and where they are going.

Vocabulary
bus, car, ride, walk, train, bike

Materials
• Anthology
• ELL Picture Cards
  bus, car, train, bike
  (See Master ELL 1–4.)

BEGINNING/PREPRODUCTION
See Master ELL 1–3.

Read “My Neighborhood.” Reread, pausing for children to supply the words day and stop. After reading, repeat the words play and day with children, listening for the rhyme. Show children that these words end with the same letters. Repeat for shop and stop. Then say: Think of some more words that rhyme with play and day and with shop and stop.

Get Up and Go!

Children may enjoy pantomiming riding in a car or bus, riding a bike, skating, walking, jogging, even flying. Encourage them to describe what they are doing and where they are going.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION
SAY Show how you get to school every day. What is your favorite way to get around your neighborhood?

EARLY PRODUCTION/SPEECH EMERGENT
ASK Which will get you somewhere faster, riding in a bus or walking? Which do you like better, riding in a bus or in a car? Why?

INTERMEDIATE/ADVANCED
ASK Do people need cars and buses? Why?
SAY Tell about a time you took a car or bus ride. Was it fun? Why or why not?
Cam and Pat and A Day at School

Review the Get Set Story and Main Story with children. Help children talk about how the characters in each story are the same and how they are different.

- Tell what Cam and Pat do in the park. Why does Cam pat the horse right away but Pat does not?
- Tell what Pam, Nat, and Jen can do at school. What can you do at school that is the same as Pam, Nat, and Jen? What things do you do that are different?
- Tell how Cam and Pat are like Pam, Nat, or Jen. How are they different?

Blending Short a Words

Display the letters n, f, and p on self-sticking notes. Have children name each letter and say its sound. SAY These letters are consonant letters. We will need one more letter, a vowel letter, so that we can build words. Every word needs at least one vowel letter. Display the letter a on a self-sticking note. Remind children that a is a vowel which sometimes stands for the sound at the beginning of the word apple. Lead children in chanting the short a sound.

Pulling It All Together

*SAY* This week we read stories about people doing many different things in their neighborhoods. Let’s talk about our own neighborhoods a little more.

Have partners talk together about their neighborhoods. Tell them they will be sharing some of their experiences with the group. Move around the room to observe children as they talk. Offer prompts, such as *Where do you go after school? Where do you go on Saturdays? Do you ride in a car or do you walk?* Help children decide what they want to tell or show the group and to practice what they will say and do. Distribute ELL Picture Cards as appropriate to help children with their presentations.

Have partners come up and share their experiences with the group. Remind children to listen quietly and to save their questions until partners have finished talking.

Display the poem “My Neighborhood.” Read it, encouraging children to pantomime the different neighborhood activities they talked about with their partners. Finally, have the whole group chime in on one more reading of the poem, emphasizing the last line.

**Vocabulary**
neighborhood, ride, car, bus, shopping, store

**Materials**
- Master ELL 1–3
- ELL Picture Cards
  - store, park, bus, car, train, bike
  (See Master ELL 1–4.)

**BEGINNING/PREPRODUCTION**
See Master ELL 1–3.

Read “My Neighborhood” aloud as children listen. Read it again, pausing at the beginning of each line to have children supply the word *People*. Point to them to cue their response. When you get to the last line, have children shout it out like a cheer. End the lesson by asking children to tell some things people do in their neighborhoods.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

*SAY* Show some things the group likes to do in their neighborhoods.

**EARLY PRODUCTION/SPEECH EMERGENT**

*ASK* What is one place in your neighborhood that you go to often? Where is a good place to get books in your neighborhood?

**INTERMEDIATE/ADVANCED**

*ASK* What do you like most about your neighborhood? How would you feel if you had to move to a new neighborhood?
**Beginning Sentences with Capital Letters**

**Review** capital and lowercase letters with children. Then write the following sentences on the board:

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We can jump. The cat sat.
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Have a child circle the capital letters in each sentence. **Ask** which letters are written as capital letters? Have children explain how they know which letter in a sentence should be capitalized. **Ask** how do you know when one sentence ends and another one begins? Explain that the “dot” at the end of a sentence tells them where a sentence ends. Tell them that this dot is called a period.

**Model** using capital letters to begin a simple sentence. Write a series of short sentences, such as *we can pat the cat* and *the cat can go*, without capitalizing or punctuating the sentence. As you read each sentence aloud, correct the capitalization. **Say** the word *we* begins this sentence, so I should capitalize the letter *w*. Point out the missing punctuation. **Say** the sentence ends after the word *cat*, so I should put a period where it stops.

**Write** this sentence on the board: *we can jump on the mat*. **Ask** which one of the letters should be changed to a capital letter? How do you know? Have a child rewrite the letter *w* as a capital letter.

**Skill Objective**
Children identify and use capital letters at the beginning of a sentence.

**Academic Language**
- capital letters
- period

On the board, make a list of lowercase letters for children to copy. Have children write the corresponding capital letter next to each letter.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
On the board, make a list of lowercase letters for children to copy. Have children write the corresponding capital letter next to each letter.

**Early Production/Speech Emergent**
Write a series of simple sentences on the board. Call on children to circle the capital letters and write the corresponding lowercase letters.

**Intermediate/Advanced**
Dictate a series of short sentences for children to write. Verify that they have used capital letters at the beginning of each sentence.
Losing and Finding Things

SAY: One of this week’s stories is about a tiger who loses something important to him. Let’s talk about losing and finding things.

Distribute the ELL Picture Cards and name them with children. Use the word toy to name each of the cards that show a toy.

This is a toy. It is called a yoyo (top). This is a toy car.

Display the poem “Lost and Found” on chart paper. SAY: Listen carefully as I read this poem. Listen to find out what things get lost and who finds them. Read the poem aloud. Stop after each pair of lines. ASK: What was lost? Who found it? Have children hold up their ELL Picture Cards as they respond.

Read the poem again, having children chime in. ASK: Have you ever lost a hat? a toy? a shoe? Where did you lose it? Where did you look for it? Did anyone help you?

Model this exchange, with another adult or using a puppet:

Lost and Found

What’s wrong? I lost my pencil. Where did you look? I looked under my desk. Did you find it? Yes, I did. Demonstrate with different items and responses, calling on children to be your partner. Then have pairs of children practice dialogues. Monitor, coaching children as needed.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Encourage children to pantomime the dialogue while they practice it.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK: What did (child’s partner’s name) lose? How do people find lost things?

INTERMEDIATE/ ADVANCED

ASK: Have you ever lost something that was never found? What was it? Tell one way you keep from losing things.
Charles Tiger

Lead a picture walk. Help children think about why things happen in the story.

Pages 66–69: Show Charles Tiger. Charles has lost his roar. Show what a roar sounds like. Charles is upset about losing his roar, so he goes to find it. Why do you think his roar is important to him?

Pages 70–81: Have children tell what animal Charles finds and where he finds it: a bear at the top of a hill, a snake in the long grass. Use story language.

Pages 82–85: How does Charles feel? What is the one last place he looks?

Pages 86–87: How does Charles feel when he sees the spider? Is he surprised or scared or both? What do you do when you are surprised or scared?

Skill Objective
Children recognize consonants b, r, h, g and the sounds they represent.

Materials
• Phonics Library selection Can It Fit?
• Practice Book pages 63, 64, 65

Consonants b, r, h, g

Display Can It Fit? Point to the pig’s hat. SAY What is this? That’s right, a hat. Say hat slowly. What beginning sound do you hear? Have children repeat the /h/ sound. Continue with /b/ and /r/, using the words bat, big, and rat. Then say the words big and pig with children. ASK What ending sound do you hear? Have children repeat the /g/ sound. SAY Find some words and pictures in this story that begin or end with /b/, /h/, /r/, and /g/.

Write the letters b, r, h, and g on the board. Have children name each letter and say its sound. Preview Practice Book pages 63–65. Help children name each picture. ASK What is the beginning (ending) sound you hear in ___? What letter stands for that sound? Help children complete one exercise per page.
Feelings

Show and reread pages 67–69 of Charles Tiger: “One morning Charles Tiger woke up without his roar. Feeling most upset, he set off to look for it.” SAY Charles was not happy about losing his roar. He was upset. Who can show me what Charles’ face might look like? Have several children share their expressions. SAY Let’s talk about about being upset and other kinds of feelings.

Distribute ELL Picture Cards. Ask children how they feel when they lose something. Have them hold up a picture card and tell how they feel. ASK Do you feel sad when you can’t find something? Do you feel angry? Encourage children to respond with the sentence I feel ___. Then talk about how children feel when they find something that was lost. Have them show a picture card again. Guide them to use words such as happy, glad, excited in the sentence I feel ___.

If needed...

Beginning/Preproduction

See Master ELL 1–5.

Read “Lost and Found” aloud. Reread it, asking children to supply the names. Then have children listen to these word pairs from the poem: hat/Pat, toy/Roy, shoe/Lou. Say: The names of the friends rhyme with the things that they found. Let’s repeat those rhyming words. Now think of other words that rhyme with those words.

Happy Face, Sad Face

Have the group sit in a circle. Explain that they are going to play a game about feelings. Tell them that they can use their ELL Picture Cards if they want to.

One at a time, invite children to show a feeling. Have the rest of the group tell how that child feels, using the sentence frame You feel ___. The child responds Yes, I feel ___ or No, I feel ___. Continue until each child has a chance to show a feeling at least once.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show how you look when you are upset. Draw how you look when you are glad. Help children label their drawings I feel glad.

Early Production/Speech Emergent

ASK When do you feel upset, when you lose something or when you find something? What do you say to let someone know you feel happy?

Intermediate/Advanced

ASK Who do you tell when you feel happy or sad? Why? What would you do to make someone feel happy?
A Big Hit

Pages 71–73: What game are the pigs playing? Point to the girl pig. **Say:** This is Nan Pig. Point to the boy pig. **Say:** This is Sam Pig. What can Nan and Sam hit?

Pages 74–75: What do Nan and Sam do when they finish playing? Who will play tennis next?

Pages 76–77: Point to and identify Fan Pig. What does Fan Pig do? Where is the ball? What might happen next?

High-Frequency Words

**a, have, who**

**Display** *Who Can Hit?* Lead a brief picture walk. **Say:** Read the story title with me. Point out the word *who*.

**Write** the word *who* on the board. Have children clap and spell it with you, *w-h-o*. Repeat for *have*. Use each word in a sentence, such as *I have a book*. *Who can read this book?* **Ask:** Which word do you hear—who or have?

**Show** children page 33 of *Who Can Hit?* Point out the word *a* in the sentence and have them read it with you. Then read the sentence together.

**Skill Objective**

Children read and write the words *a, have, who*.

**Materials**

- Phonics Library selection *Who Can Hit?*
- index cards

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give each child three word cards, *a, have,* and *who*. Say each word aloud. Children hold up the matching card and say the word.

**Early Production/Speech Emergent**

Say *have*. Have children clap and spell it with you. Ask them to write *have* on an index card and read it. Repeat for *who* and *a*.

**Intermediate/Advanced**

Have each child write *a, who,* and *have* on index cards. Pairs can match cards and use the words in sentences.
Opposites

**SAY** One of our stories this week is about some pigs who play tennis. One pig gets a big hit. She doesn't get a little hit. (On the word **big**, hold your hands wide apart. On the word **little**, bring your hands closer together.) The words **big** and **little** are called opposites. Let's talk about more words that are opposites.

Create a list of opposites with children. Say (while reaching high up to the ceiling): *The ceiling is high. The floor is low.* (crouch down toward floor) *The window is open. The door is closed.* Say one word in the pair and have children say and demonstrate the other. Continue, using gestures and movements with children as appropriate.

Now modify the activity. **SAY** A table is big. What is small? A book is heavy. What is light? Is the ceiling over or under the desk? Encourage both spoken and pantomimed responses.

Children can act out opposite pairs for other children to identify. Help children by suggesting actable opposites such as *hot/cold, up/down, laugh/cry, sit/stand,* and so on.

**Vocabulary**
- opposite, big, little, high, low, open, closed, heavy, light

**Materials**
- classroom items to illustrate opposites
- drawing and/or construction paper
- crayons, markers
- glue or yarn

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 1–5.

Display the poem “Lost and Found.” Read it aloud. Help children track the print by sweeping your hand below each line. Reread the poem, emphasizing the words **lost** and **found**. Tell children that these words are called opposites. Ask individual children to pantomime losing a hat, a toy, or a shoe. Others can pantomime finding the items. Ask: *What is the opposite of lost? What is the opposite of found?*

**Act It Out**

Help children by suggesting actable opposites such as *hot/cold, up/down, laugh/cry, sit/stand,* and so on.

**Multi-level Response**

**Beginning/Preproduction**

**SAY** Show an open book. Show the opposite. Now draw two other opposites that you learned.

**Early Production/Speech Emergent**

**ASK** What kind of words did we talk about? What is the opposite of wet? Draw two other opposites that you learned.

**Intermediate/Advanced**

Have children name and draw some new opposites, such as *morning/night or bright/dark.* Help all groups label their drawings, compile them into one book of opposites, and make a cover.
**Pigs in a Rig**

*Pages 79–81:* Here are Sid, Pal, and Fig. Where are they at the very beginning of the story? Where do they go next?

*Pages 82–87:* How do Sid, Pal, and Fig get messy?

*Pages 88–89:* What do the pigs see? What do you think they will do next?

*Pages 90–93:* What happens after the pigs get clean?

*Pages 94–95:* What happens at the end of the story? How do you think the pigs feel?

**High-Frequency Words**

**find, one, to**

Write **find, one, and to** on the board. **Ask** Which word begins with the same sound as *fit*? Say and spell it: *f-i-n-d, find.* Which word begins with the letter *o*? Say and spell it: *o-n-e, one!* Repeat for **to**.

Write **Who can find a big ___?** Complete the frame with a word or a picture. Add two more frames: **Can ___ have one, too?** and **We can go to the ___**. Give pairs of children three index cards. **Say** Write a word or draw a picture to complete each sentence. Have pairs read their sentences to the group.

**Review** **Who Can Hit?** and have pairs reread it.

**MULTI-LEVEL PRACTICE**

- **Beginning/Preproduction**: Give pairs of children the index cards. Have them match these words to words in *Who Can Hit? and A Big Hit*.
- **Early Production/Speech Emergent**: Give pairs of children the word index cards. Have them read the words and use them in sentences.
- **Intermediate/Advanced**: Have children create a word bank of high-frequency words from this theme, and then find the words in this week’s stories.

**Skill Objective**

Children read and write the words **find, one, to**.

**Materials**

- Phonics Library selections for Theme 1
- Anthology or Big Book Anthology
- blank index cards
- index cards with *a, have, find, one, to, who*
- markers, crayons

**Phonics Library**

*All Together Now*

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

SAY One of our stories this week is about three big pink pigs. What color word did I say to tell about the pigs? That’s right, pink. Do you know other color words? Let’s talk about colors.

Point to different articles of your clothing. ASK What color are my shoes? What color is my shirt? Then call on children to tell about the colors they are wearing. Model using complete sentences to respond: My shoes are black.

Tell children they will play a color game. Identify pairs of children to work together.

SAY I will name a color. Look around the classroom together. Find something that is the color I name. Continue the game until each pair of children has had an opportunity to respond. Repeat color names as needed.

Sum up the activity with color word sentences. SAY The chalkboard is green. The table is white. Ask children to repeat each sentence after you.

Vocabulary

color words such as pink, red, brown, black, blue, white

Beginning/Preproduction

See Master ELL 1–5.

Read the poem “Lost and Found.” Have children chime in on a second reading. Then reread just the lines beginning “I lost.” Emphasize the personal pronouns I and my. Have children practice the lines. Then call on children, saying: Tell me how you say that you lost something.

Intermediate/Advanced

ASK Why do you think fire engines are bright red? What color would you paint the classroom walls? Why?

Early Production/Speech Emergent

ASK What colors are in our flag? What is your favorite color? Why?

Beginning/Preproduction

Name a color. Have children find an item in the classroom that matches the color you name.

MULTI-LEVEL RESPONSE

Themes 1: All Together Now

WEEK 3

Day 4

Language Development

15–20 Minutes
A Big Hit and Pigs in a Rig

Review the Get Set Story and Main Story with children. Help children talk about why things happen in the stories.

• Why do Nan Pig and Sam Pig have to sit after they play tennis? What happens when Fan Pig plays tennis? Why do Nan and Sam look surprised at the end of the story?

• Why do Sid, Pal, and Fig fall out of the rig? Why do they go through the Pig Wash? Why do they get ribbons at the end of the story?

• Choose one of these stories: A Big Hit or Pigs in a Rig. Tell what you liked about it. What would you tell someone about the story?

Blending Short i Words

Display b, g, b, r, and t on self-sticking notes. Have children name each letter and say its sound. SAY Let’s build some words with these consonant letters. What other kind of letter do we need to build words? Yes, a vowel. Let’s use the letter i. Display i on a self-sticking note. Say the short i sound with children.

Model building words by placing the letters b, i, t next to each other. Point to each letter in a sweeping motion as you blend the sounds: bb-bbb i t i t. Have a child replace b and t with b and g. Have the group blend the new word.

Add the consonants n, f, and p to the letters on the board. Draw three boxes on the board. Say the word fit. ASK What sound do you hear at the beginning of fit? What letter should I write in the first box? Write f. Continue with i and t, asking children to write each letter. Repeat for bit, big, pig, fin, pin, fig.

Skill Objective
Children build and read words with b, g, h, r, t, and i.

Academic Language
• consonant letters
• vowel letters

Materials
• Phonics Library selections Can It Fit? and Who Can Hit?
• Anthology
• index cards

Language Transfer Support
There is no short i sound in Spanish or in Vietnamese. Provide opportunities for children to practice this difficult sound, and accept approximate pronunciations until they master it. Also keep in mind that in these languages, the letter i spells the long e sound, which may be confusing for children.
Pulling It All Together

**SAY** We've read and talked about many things this week. Let's review by listening to the poem “Lost and Found.”

Display the poem “Lost and Found.” Read it through once. Encourage children to chime in on a second reading. **ASK** How can good friends help you when you lose something? What can you do if you lose something at a big place like a ballpark or the beach? Mention the lost-and-found department if children do not. Explain that the lost-and-found is a place where people take things they find so the owners can get the things back.

Role play with an adult partner or use a puppet to show how a lost-and-found department works. Use the following short dialogue:


Have children work with partners to try the dialogue. Set up a counter for the lost-and-found worker to stand or sit behind. Observe children and offer prompts as needed. **SAY** Remember to say how you feel. Be sure to tell about or show what you lost.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Draw something you would be sad to lose. Show who you would ask to help you find it if you lost it.

**Intermediate/Advanced**

**ASK** Should people keep things they find? Why? Would you like to work in a lost-and-found? Why?

**Early Production/Speech Emergent**

**ASK** Who goes to a lost-and-found department? Who can help you find lost things?
Punctuation

Write these sentences:

- The big pig sat.
- The big pig sat?
- The big pig sat!

Review end punctuation marks with children. Ask children to identify and circle the period. Repeat for the exclamation point and the question mark.

Explain to children that punctuation can help them read a sentence. **Say** *Point to the sentence that shows excitement. Which sentence asks a question?* Read the sentences aloud together, using expression. Call on individuals to choose a sentence, name the end punctuation mark, and read the sentence. Then write this sentence on the board, without end punctuation.

Model writing each end punctuation mark in turn. Ask children to name each mark, read the sentence, and trace the punctuation mark you have written.

Repeat the exercise. Call on individuals to write an end punctuation mark for the sentence. Ask the rest of the group to identify it and read the sentence.

**Skill Objective**
Children identify punctuation and read sentences with different punctuation.

**Academic Language**
- punctuation
- period
- question mark
- exclamation point

**Materials**
- Anthology
- blank index cards
- sentence strip
- index cards with end punctuation marks

**Language Transfer Support**
In Spanish, exclamation points and question marks are used to both begin and end sentences. Children may need clarification when using these marks in English.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Give pairs the punctuation cards. Have them match their cards with marks in *Pigs in a Rig*.

**Early Production/Speech Emergent**
Give pairs the punctuation cards and the sentence strip. Children can place each mark correctly and read the sentence.

**Intermediate/Advanced**
Dictate a question or an exclamation from *Pigs in a Rig* for children to write. Ask what punctuation mark and which capital letters they used.