Theme 1: Silly Stories
Silly Stories

Selections

1. Dragon Gets By
2. Julius
3. Mrs. Brown Went to Town
Today we are going to talk about shopping for food. People often shop for food at a food store, or grocery store. What else do you know about shopping for food?

Have children describe or demonstrate what they know about food or grocery shopping. Elicit that many grocery stores provide baskets or shopping carts. If possible, provide a toy shopping cart and label it.

Now let’s read a poem about grocery shopping. Listen and watch as I read.

Display the poem “At the Food Store” and read it aloud. As you read, use appropriate gestures and motions, such as pushing a cart and adding items to it. Then read the poem again, having children repeat each line.

Finally, read the poem together, including the motions. Let’s show how to push and fill a cart in a food store.

Have children pantomime selecting food items and adding them to a cart as a partner recites the poem.
**Seven Sillies**

**Teacher Read Aloud, Teacher’s Edition**

Display the Read Aloud illustration. **ASK** How many animals do you see in the picture? Name some of the animals in the picture. Where are the animals? What are the animals doing?

**Short Vowels a, i**

**Display** the Phonics Library selection *Len and Linda’s Picnic* and lead children on a picture walk. Then read aloud the first sentence: *Linda sat with her chin in her hand.* Ask children to demonstrate how Linda sat. **SAY.** Listen as I say a word from the sentence: sat. Say sat with me, listening for the vowel sound. What is the vowel sound in sat? /ä/ Repeat for the word sit and /ı/. **Write** sat and sit on the board. Have children name each letter, say its sound, and blend the word. Underline the vowels in sat and sit. **SAY.** The letter a can stand for the short vowel sound in sat. The letter i can stand for the short vowel sound in sit. Have children listen for short a or short i words in the first sentence of the Phonics Library selection. (/ä/ sat, hand; /ı/: with, chin, in) Then have them find and read the words.

**Display** Practice Book page 21. Help children to blend and read map and pin. Then help them name the pictures on the page. As they say each picture name, ask if the word has an /ä/ sound like map or an /ı/ sound like pin.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

**SAY** Listen as I say some words. Raise your hand if you hear the /ä/ sound. Use these words: hat, win, ship, fan, big, clap, ran, sip. Repeat for short i.

**Early Production/Speech Emergent**

**SAY.** Say the vowel sound you hear in sat. Show a word or picture that has the /ä/ sound. Repeat with sit and the /ı/ sound.

**Intermediate/Advanced**

Have pairs of children read the Phonics Library selection together.

**Skill Objectives**

**Children**
- recognize that a and i can stand for short vowel sounds
- read words with short vowels a, i

**Academic Language**
- vowel
- short vowel

**Materials**
- Phonics Library selection *Len and Linda’s Picnic*
- Practice Book page 21

**Language Transfer Support**

The sound for short a and short i do not have Spanish equivalents. Some children may therefore have difficulty pronouncing these sounds. Model the correct pronunciation for children.
We’ve talked about grocery shopping, or shopping for food. Today we are going to talk about food groups—the groups that the different kinds of foods we eat belong in. What do you know about food groups? Let’s talk about breakfast foods and what food group each food belongs to. Then create a chart like the one shown here.

Read the categories to children. Then ask children to name their favorite breakfast foods. As children supply their responses, record them in the chart, saying such things as Milk is part of the dairy group. Muffins belong in the bread and cereal group. What food do you like? As children respond, repeat their choices using complete sentences, such as _____ likes cereal.

Have children copy the chart. Have them find and cut out magazine pictures of the foods named, and glue them to their charts in the appropriate spaces. For additional support, you may wish to refer children to the photographs of food groups on Anthology pages 16–17.

**Vocabulary**
dairy, bread, fruit, vegetables, meat

**Materials**
- chart paper
- colored markers
- magazine pictures of food
- Picture-Word Cards
- bread, fruit, vegetables
  (See Master ELL 1–3.)
Get Set to Read

A Balanced Diet, pages 16–17

Display the photographs on Anthology pages 16–17. **SAY**. What are the people in the picture doing? Where are they? Name some of the foods you see in the big picture. Which food do you like to eat? Name some of the foods in the fruit group. Name some of the foods in the bread and cereals group.

**Dragon Gets By**

Lead students on a picture walk of the selection, using the following prompts.

**Pages 18–19:** *This is a story about a character named Dragon. Describe Dragon. Dragon is looking for something. What is Dragon looking for?*

**Page 19:** What is Dragon doing? Where do you think he is going?

**Pages 20–21:** *Dragon has a problem. What is Dragon’s problem?*

**Pages 22–24:** *Dragon ate all of the food. Now he can’t fit in his car. What do you think Dragon will do?*

**Pages 25–29:** *What happened to Dragon’s car? What happened to Dragon?*

**Page 30:** *What is Dragon looking for now?*

**High-Frequency Words**

*bought, front*

Display the Word Cards *bought* and *front*. Read the words for children. Then display the Phonics Library selection *Len and Linda’s Picnic*. Lead children on a brief picture walk, using the following prompts and pointing to the corresponding Word Card. **SAY**. *Len came to the front door to visit. Where is the front door in our school? Len bought a new ball. Where do you think he bought it?*

**Write** *bought* on the board. Have children say and spell it after you. Repeat with *front*. Then use each word in a simple sentence, such as *I bought my shoes at the store*. Ask children to point to and say which word they hear.

**Review** by having children suggest sentences for the high-frequency words. If children have not completed *Practice Book* page 22, preview the directions and the first exercise with them.
Vocabulary
breakfast, lunch, dinner, morning, noon, night

Materials
- Anthology
- school lunch menu
- paper
- colored markers
- magazine cutouts
- Picture-Word Cards
- breakfast, lunch (See Master ELL 1–3.)

Help children find page Anthology 30. Read it aloud. SAY: We’ve talked about shopping and food groups. Today we are going to talk about the times of day when people eat, or meal times. At what times of day do people usually eat meals? At what time of day do you think Dragon went to his cupboard?

On the board, write the words breakfast, lunch, and dinner. Write the words morning, noon, and night below each. Identify each meal and the approximate time of day the meal is eaten. SAY: People eat breakfast in the morning. People eat lunch at noon. They usually eat dinner at night. Draw lines connecting each meal and the time of day during which it is usually eaten.

Show children a school lunch menu and read it aloud. ASK: What did you eat for breakfast this morning? What will you eat for lunch today? What would you like to eat for dinner tonight?

Help children fold a piece of paper into thirds. Ask them to draw and label plates with foods to represent breakfast, lunch, and dinner, one in each section. You may want to provide pictures cut from magazines for children to paste. Invite children to share their work orally.

BEGINNING/PREPRODUCTION
See Master ELL 1–1.
Display the poem. Invite children to read it chorally with you. Then reread the poem, having a child match a flashcard from Day 2 to words in the poem. Say: Listen as I read the poem. When I stop, hold up the flashcard that shows the word I’ll point to, and read the word aloud.

BEGINNING/PREPRODUCTION
Have children name the foods represented on their drawings.

EARLY PRODUCTION/SPEECH EMERGENT
ASK: Do you eat dinner at school? What is your favorite thing to eat for breakfast? At what time do people eat lunch?

INTERMEDIATE/ADVANCED
ASK: Do you like breakfast, lunch, or dinner best? Why? If you could plan a meal to cook in the classroom, what would it be? Why?
Base Words and Endings

Write roll on the board and have it read. List rolls, rolled, and rolling under roll, one beneath the other. Ask children how the words are alike. Underline roll each time it appears. Circle the endings. Tell children that they can read words with endings by blending and reading the base word and then the ending. Have children read rolls, rolled, and rolling. As needed, review the sounds for s: /s/ or /z/, and -ed:/d/, /t/, or /êd/.

Display the Phonics Library selection An Ice Cream Crash. Have children look for words with -s, -ed, or -ing endings. List the words on the board. Have children identify the base word and ending. Then have them blend and read each word. If children have not completed Practice Book page 33, preview the directions and the first exercise with them.

High-Frequency Words

kitchen, roll, until

Display the Word Cards, kitchen, roll, and until. SAY I’m thinking of a word that begins with /k/. It names a place to cook. Let’s spell kitchen: k-i-t-c-h-e-n, kitchen! Repeat for the remaining words. Instruct children to say and write each word on a separate index card. Children then hold up the index cards to complete oral sentences, for example, We can play _____ the bell rings. (until) The stove is in the _____. (kitchen)

Distribute a copy of the Phonics Library selection Len and Linda’s Picnic to each child. Ask children to match the word cards with the words in the story.
Driving

Help children find Anthology page 19. Read it aloud. SAY: We’ve talked about foods and about shopping for food. When Dragon needed food from the food store, he drove a car to get there. Let’s pretend we are all driving. First, fasten your seat belt so you can be safe while you drive. Then turn the key to start the car. Look carefully to make sure it is safe to go. Press the pedal to make the car move. Turn the steering wheel to guide the car where you want to go. Step on the brake when you want the car to stop.

Continue the guided imaginary trip, telling children to pantomime driving up a steep hill, down the hill, turning to the right, to the left, and so on. Encourage children to add sound effects to their driving.

Have a volunteer give instructions to a novice “driver.” Record the instructions on the board. Then have partners practice giving and following driving instructions.

Vocabulary
driving, seat belt, key, pedal, steering wheel, brake

Materials
• Anthology
• oaktag
• toy cars
• Picture-Word Cards
  steering wheel, key, seat belt
(See Master ELL 1–3.)

Give Instructions
Have a volunteer give instructions to a novice “driver.” Record the instructions on the board. Then have partners practice giving and following driving instructions.

IF NEEDED . . .
Beginning/Preproduction
See Master ELL 1–1.
Write out the poem “At the Food Store” on sentence strips. Display the poem and read it aloud. Distribute the sentence strips. Say: I’m going to read the poem aloud. When you hear the line that is on your sentence strip, stand up and read it out loud. After each child has read a sentence, arrange the children with their strips so that the poem is in order. Read the poem chorally.

BEGINNING/ PREPRODUCTION

ASK
What is the first thing you should do after getting into a car? What is the brake for? What do you use to guide the car where you want to go?

EARLY PRODUCTION/ SPEECH EMERGENT

ASK
Why is it important to fasten your seat belt when driving? Do you think you would like to drive a car? Why or why not?

INTERMEDIATE/ ADVANCED

BEGINNING/ PREPRODUCTION

Early Production/ Speech Emergent

Intermediate/ Speech Emergent
LITERATURE FOCUS

Selection Review

Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** out of
“Out of” is another way of saying that there is no more of something.

**Restate:** go shopping
go to the food store to buy food

Comprehension Questions for the Anthology Selection

1. Why does Dragon go shopping? (There is no food in the house.)
2. Why couldn’t Dragon take his food home in his car? (He could not get into the car after eating all the food.)
3. Do you like to go shopping? What do you like to shop for? (Answers will vary.)

SKILL FOCUS: VOCABULARY

Homophones

**Write** the following sentences on the board: *Tonya is eight years old. Tonya ate an apple.* Read the sentences with children. Tell children that there is one word in the first sentence that sounds just like a word in the second sentence. Read the sentences and have children identify the words. Underline the words *eight* and *ate*.

**Explain** that some words sound alike, but are spelled differently and have different meanings. **ASK** Which word is a number? Which word means “did eat”?

**Display** the following words and sentences. Have children choose the correct homophone to complete each sentence. (one, won): *Tim ___ the race. Tim ran in ___ race.* (see, sea): *We ___ lots of fish. Fish swim in the ___.*

**Review** by having children use *eight, ate, one, won, see,* and *sea* in oral sentences. If children have not completed Practice Book page 32, preview the page and make sure they know the meanings of the words shown.
**Shopping**

Read the first paragraph of Anthology page 20 aloud. **SAY** The story says that Dragon is a very wise shopper. What did Dragon shop for? What else might be go shopping for? What things other than food does your family shop for?

Display school supplies, such as pencil, paper, and glue, with price tags attached. **SAY** Imagine that you are shopping for school supplies. What questions might you need to ask an employee at the store? Record children’s responses.

If children need help getting started, suggest some of the following: *Can you help me? Where are the ___? Do you have ___?* Then ask children what employees in a store might say to shoppers. Record their responses. Possible responses may include: *May I help you? Yes, we do have ___. They are right over here.*

Select a student to assist you as you model being a shopper and an employee in a store. Then have pairs of children take turns acting out each role.

**Vocabulary**
- shopping, cost, total, employee

**Materials**
- Anthology
- pencils, paper, glue
- price tags

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 1–1.

Display the poem “At the Food Store” and read it as a group. Give partners copies of the poem cut into sentence strips. Have partners work together to reassemble the poem. Challenge them to substitute other foods for the milk and eggs. Children may use the displayed poem if necessary. Then have partners read the poem together.

**Set Up Shop**

Select a student to assist you as you model being a shopper and an employee in a store. Then have pairs of children take turns acting out each role.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have children name and label the displayed school supplies.

**Early Production/Speech Emergent**

Have partners work together to create an illustration of a store employee assisting a shopper. Guide children to include speech balloons with dialogue.

**Intermediate/Advanced**

Give small groups a magazine picture representing a kind of shopping, such as clothes shopping. Have each group write a story explaining what is happening in the picture. Have a child from each group read the story aloud.
What Is a Sentence?

Tell children that a sentence is a group of words that tells what someone or something does. Invite children to act out these sentences: The girl is sleeping. The rabbit hops. The boy sat on the floor.

Write the sentences on the board. Say A sentence does two things. It names who or what does the action and it tells what the action is. Have children point to the naming part of each sentence. Then have them identify the action part. Finally, point out that all sentences begin with a capital letter and end with an end mark.

Skill Objectives

- identify and write sentences
- add details to improve their writing

Academic Language

- sentence
- naming part
- action part
- details

Materials

- pictures of animals performing different activities

Have children draw pictures of things they like to do. Ask them to dictate or write a sentence to tell about the picture.

Have pairs of children work together to create sentences. One child suggests the naming part; the second child tells what the naming part does.

Have children tell what a sentence is. Then have them write sentences about a favorite hobby or activity.

In some languages, the subject of a sentence is understood and may be omitted. For example, the equivalent of He walks to school every day might be walks to school every day. Model the correct phrasing for children.

Display a picture in which an animal is doing something, for example, a picture of a puppy playing with a ball. Write a simple sentence on the board to describe the picture: The puppy plays. Call on a child to read the sentence.

Demonstrate how details can be added to a sentence. Ask What does the puppy look like? What can we add to the sentence to tell this? What is the puppy playing with? What color is the ball? With each question, expand on the sentence: The puppy plays. The black puppy plays. The black puppy plays with a ball. The black puppy plays with a red ball.
Today we are going to talk about how friends ask each other to do things. What are some things you like to do with your friends? Have children describe or demonstrate things that they enjoy doing with friends.

Write each action word on the board. Have children pantomime the actions. Now let’s read a poem about one friend asking or inviting another friend to do something. Listen and watch as I read. Display the poem “Dance with Me.”

**Dance with Me**

Would you please dance with me?
No, thank you. Not now. I'm not sure that I know how.
May I show you what to do?
Then you can try it, too.
Would you please dance with me?
Yes, thank you. Let’s dance now.
I’m so glad you showed me how!

**Would You, Please?**

Refer to the list of activities generated previously. Write the activities on individual word cards and distribute the cards to pairs of children. Have them substitute their activity words for the word *dance* in the poem. Have pairs read the poem using their new words. Then have them take turns asking and answering the questions in the poem.
**Daddy, Could I Have an Elephant?**

**Teacher Read Aloud, Teacher’s Edition**

Display the Read Aloud illustration. **SAY** This story is called Daddy, Could I Have an Elephant? The story is about a boy who wants a pet. What is a pet? Do you have a pet? **ASK** What do you see in the illustration? Who do you think is asking about the elephant? What do you think the title of the story means? Would an elephant be a good pet? Why?

**Short Vowels o, u, e/VCCV Pattern**

Display the Phonics Library selection Big Hog’s House Hunt and lead children on a picture walk. Read the title and point to Hog. **SAY** Say Hog with me and listen for the vowel sound. Repeat for Hunt and short u. **SAY** The first home Hot Dog shows Big Hog is a web. Say web and listen for the vowel sound.

Write hog, hunt, and web on the board and underline the vowels. Have children name each letter, say its sound, and blend the word.

Write hopping on the board and underline the vowels. **SAY** Listen as I say hopping. Hopping has two syllables and two vowel sounds. Draw a line between the two consonants. Help children blend each word part and then say the two parts together. Repeat with the words puppet, tennis, and jogging.

**Skill Objectives**

**Children**
- recognize that o, u, and e can stand for short vowel sounds
- read one- and two-syllable words containing short vowels

**Academic Language**
- vowel
- short vowel
- syllable

**Materials**
- Phonics Library selection Big Hog’s House Hunt

**Language Transfer Support**

Since the sounds for short u and short e do not have Spanish equivalents, some children may have difficulty pronouncing these sounds. The sound for short o in English is similar to the sound of a in Spanish, so children may confuse the sounds. Accept all approximations.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

**SAY** Raise your hand if you hear the /ɔ/ sound. Use these words: hot, cup, den, box, sun, cub, bed. Repeat for short u and short e.

**Early Production/Speech Emergent**

**SAY** Show a word or picture that has the /ɔ/ sound. Repeat with sun and short u and bed and short e.

**Intermediate/Advanced**

Have pairs of children read the Phonics Library selection together.
Seasons

Today we are going to talk about the different times of year—the four seasons.

On the board or paper, draw a circle divided into four sections. Write the name of a season in each section.

Have children describe what they know about each season. Record children’s responses, focusing on activities they enjoy during each season of the year. As children supply responses, repeat their choices using complete sentences, such as ___ likes to swim in summer.

Show children pictures of people involved in activities associated with a particular season, such as people swimming or ice skating. Have children use the circle chart to classify the pictures by season.

Vocabulary
seasons, autumn, winter, spring, summer

Materials
• chart paper
• markers
• Picture-Word Cards autumn, winter, spring, summer
(See Master ELL 1–6.)

IF NEEDED...

Beginning/Preproduction
See Master ELL 1–4.

Display “Dance with Me” and read it with children, using the motions from Day 1. Then write the words yes and no on the board. Point to the words and read them aloud. Then have children make word cards for yes and no. Ask yes/no questions related to the poem and have children answer by holding up the appropriate word card.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have children name the appropriate season of the year as you display pictures of activities related to the seasons.

Early Production/Speech Emergent
ASK When is the weather usually cold? What is something people do in the winter?

Intermediate/Advanced
Write the following sentence frame on the board: _____ is a good time of the year to ___.
Read a completed sample sentence with children. Ask children to use examples from the chart to complete a sentence about each season. Record children’s sentences on chart paper.
Get Set to Read

How Real Pigs Act, pages 40–41

Display the photographs on Anthology pages 40–41. **Ask** How many pigs do you see in the big picture? What are the pigs in the small pictures doing? Describe one of the pigs in the picture. Have you ever seen a real pig? Describe it.

**Julius**

Lead students on a picture walk of the selection, using the following prompts.

**Page 43:** This is a story about a pig named Julius and his friend, a girl named Maya. What can you tell me about Maya and Julius?

**Pages 44–46:** Maya’s grandfather sent a gift in a big box. What did Maya think was in the box? How do you know? What was in the box?

**Pages 47–48:** Maya loves to play with Julius. How do Maya’s father and mother feel about Julius?

**Pages 49–50:** Julius isn’t used to living inside a house. How does Julius behave inside the house? What does he do?

**Pages 51–56:** Maya and Julius love to have fun together. What do Maya and Julius do together outside of the house? What do they do inside of the house?

**Pages 57–61:** Maya taught Julius how to behave. How do Maya and Julius feel about each other? How do you know?

**High-Frequency Words**

*brought, reason*

**Display** the Word Cards *brought* and *reason*. Read the words for children. Then display the Phonics Library selection *Big Hog’s House Hunt*. Lead children on a brief picture walk, using the following prompts and pointing to the corresponding word card. **Say** *What is the reason* Big Hog needed Hot Dog’s help? *(to help him find a home)* Hot Dog brought Big Hog to another home? *What was it?* *(a den)*

**Write** *brought* on the board. Have children say and spell it after you. Repeat with *reason*. Then use each word in a simple sentence, such as I brought *my umbrella to school*. Ask children to point to and say which word they hear. If children have not completed *Practice Book* page 44, preview the directions with them.
Things We Wear

Help children find Anthology page 52. Read it aloud. SAY Julius and Maya like to try on clothes. Today we’re going to talk about different things people wear. Look at the picture on page 52. What are Julius and Maya wearing?

On the board, write children’s responses. Then ask children to name other articles of clothing. Write those responses on the board, drawing a picture of each if necessary.

Ask children to think about what they are wearing as you play a following-directions game. Give directions, such as the ones below, until all children are involved in the game.

If you are wearing a dress, stand up.

If you are wearing pants, jog in place.

If you have on a red shirt, raise your hand.

Give and Take Challenge children to think of different directions to give and follow in a second round of the game.

MULTI-LEVEL RESPONSE

Beginning/Preproduction Have children point to the appropriate article of clothing as you say its name.

Early Production/Speech Emergent ASK What do people wear on their feet? Describe something you are wearing today.

Intermediate/Advanced ASK What are your favorite clothes to wear? Why do you like them best? Do you like to wear hats? Why or why not?
**Short Vowels a, i**

Display the Phonics Library selection *Robin's Farm* and take a picture walk with children. Ask them to name the animals they see in the pictures. **SAY** Listen as I name one of the animals on Robin's farm: cat. Say cat with me and listen for the vowel sound, /a/. Repeat for the word pig and the sound for short i.

Write cat and pig on the board. Remind children that they have learned that the letter a can stand for the short vowel sound /a/ and that i can stand for the short vowel sound /i/. Have children say the sound for each letter and blend the words.

**High-Frequency Words**

*special, surprise*

Display the Word Cards special and surprise. **SAY** I’m thinking of a word that begins with /sp/. It describes something that is extra nice. Have a child point to and say the word. **Now spell special with me:** s-p-e-c-i-a-l, special! Repeat for surprise.

Instruct children to say and write each word on a separate index card. Children can then hold up the index cards to complete oral sentences, for example, *At show-and-tell we share our _____ things.* (special) Raul cleaned his room to _____ his mother. (surprise)

Distribute a copy of the Phonics Library selection *Big Hog's House Hunt* to each child. Ask children to match the word cards with the words in the story. Invite pairs to reread the story together.

**Skill Objectives**

**Children**
- recognize that a and i can stand for short vowel sounds
- read and write new high-frequency words *special* and *surprise*

**Academic Language**
- vowel
- short vowel
- syllable

**Materials**
- Phonics Library selection *Robin’s Farm*
- Word Cards *special, surprise*
- Phonics Library selection *Big Hog’s House Hunt*
- index cards

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

**SAY** each high-frequency word. Have children hold up the matching index card and read the word.

**Early Production/Speech Emergent**

Have pairs of children match their index cards, say and spell each word, and then use the word in an oral sentence.

**Intermediate/Advanced**

Have children write sentences using *special* and *surprise.*

**Phonics Library**

*Silly Stories*

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

Read the first sentence from Anthology page 44: Maya’s granddaddy lived in Alabama, but wintered in Alaska. Say: We’re going to talk about places in the United States. Display a map of the United States. Point out Alabama and Alaska. Say: Alabama and Alaska are states. State is the word we use to describe part of the United States. How many states are there in the United States of America? What is the name of the state we live in?

Point out your home state on the map. Invite children to identify state names they know or to share experiences they may have had living in or visiting other states. As necessary, restate children’s responses in complete sentences, such as _____ lived in New York.

To extend the activity, give pairs of children word cards with the names of several states. Have them match the names to the states on the map. Help children pronounce the name of each state. Have them use the name of the state in a simple sentence.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have children repeat after you and locate and point to states on the map as you pronounce their names.

Early Production/Speech Emergent

Have children write the name of your home state on a word card. Have each child complete the following sentence frame: We live in the state of ____. Have them practice reading the sentence aloud.

Intermediate/Advanced

Ask: What is the name of our state? What states are near our state? What other states have you visited?
Strategies for Comprehensible Input

Use the Selection Summary and suggested strategies to support student comprehension.

**Show:** crumbs
Tell children that crumbs are tiny pieces of food, such as bread or cookies. Point out the crumbs on the bed in the illustration on Anthology page 49.

**Model:** dance
Demonstrate or have children demonstrate dancing to recorded music. If possible, provide recordings of popular jazz music.

**Explain:** best friends
Best friends are friends who are especially close.

**Comprehension Questions for the Anthology Selection**

1. *Retell the story to a partner. Use the pictures to help you. Tell what happens at the beginning, middle, and end of the story.* (Answer should include a clear sequence of events.)
2. *What things can Julius do that a real pig cannot do? (try on clothes, dance to jazz records, swing on a swing)*
3. *Would you like to have an animal for a friend? Why or why not? (Answers will vary.)*

**Synonyms**

*Write* the following sentences on the board: *A rabbit can hop. A rabbit can jump.*

*Read* the sentences with children. Help children conclude that *hop* and *jump* have almost the same meaning. *Say* Words that have the same, or almost the same, meaning are called synonyms.

*Preview* Practice Book page 54 and read the words with children. Have children suggest a synonym for each word. Following the example above, have children use the words and their synonyms in simple sentences.
Manners

Help children find Anthology page 60. Read the sentence aloud: *Julius shared the things Maya had taught him with her parents . . . sometimes.* SAY We’ve talked about things friends do together. One way to be a good friend is to use good manners. How is Julius showing good manners in the picture?

Revisit the poem from Day 1, inviting children to read aloud with you. SAY I notice some words in the poem that show good manners. One person uses the word please. When you ask someone to give you something or invite someone to do something, it is polite to say “please.”

Ask children to point out other words and phrases from the poem that show good manners. Invite them to share how they use good manners at school, at home, and in other places.

Show Your Manners Have pairs of children create manners role-plays with one friend inviting another to do something, and the other responding. Have children share their role-plays with the class.

Multi-level Response

**Beginning/Preproduction**

Assist children as they practice answering simple phrases that require the use of the words please and thank you.

**Early Production/Speech Emergent**

Have partners work together to draw a picture of friends showing good manners. Ask children to include simple dialogue in speech balloons.

**Intermediate/Advanced**

Guide children in writing a list of ways to show good manners. Record children’s dictation on chart paper. Then read it together aloud. Select several suggestions from the list and have children role-play them, including appropriate polite language.
Naming Parts of Sentences

Remind children that a sentence is a group of words that tells what someone or something does. Invite children to act out these sentences: The boy reads a book. The girl laughs at the joke. The dog barks.

Write the sentences on the board. SAY A sentence does two things. It names who or what does the action, and it tells what the action is.

Point to the first sentence and read it. ASK Who is reading? Yes, the boy is reading. The boy is the naming part of the sentence. Have children identify the naming parts of the remaining sentences.

Skill Objectives
Children
• identify the naming parts of sentences
• write dates correctly

Academic Language
• sentence
• naming part
• action part

Materials
• twelve-month calendar

Have children match naming parts of sentences (the rabbit, the teacher, the duck) to action parts of sentences (hops, reads a book, swims in a pond).

Have pairs of children work together to create sentences. One child suggests the naming part; the second child tells what the naming part does.

Have children write three sentences. Then ask children to exchange papers with partners and underline the naming part in each sentence.

Language Transfer Support
In many cultures the day of the month precedes the month and a comma is not used, for example, 12 October 2001. Children may also lowercase the month of the year as is customary in some languages. Help children make corrections as needed.

Writing Dates

Display a twelve-month calendar for children to examine. Call on a child to choose a month and point to a day. Then write the date on the board, for example, October 12, 2001. Read the date to children.

Describe features used in writing the date. Point out that the name of the month begins with a capital letter. Circle the comma and explain that it separates the day of the month from the year. Practice writing various dates with children.
**Vocabulary**
barn, animals, horses, cows, chicks, ducks

**Materials**
- drawing materials
- Picture-Word Cards
cow, duck, chicken
(See Master ELL 1–9.)

**Technology**
Get Set for Reading
CD-ROM
Mrs. Brown Went to Town

Education Place
www.eduplace.com
Mrs. Brown Went to Town

Audio CD
Mrs. Brown Went to Town
Audio CD for Silly Stories

**Farm Animals**

**SAY** Today we are going to talk about animals that live on a farm. What do you know about farm animals?

Have children describe or pantomime actions of farm animals and mimic the sounds associated with them. (Note that the animal sounds in children’s primary languages will likely differ from “English” animal sounds.) **SAY** Now let’s read a poem about some farm animals. Listen and watch as I read.

Display the poem “In the Barn” and read it aloud. As you read, use appropriate motions, such as forming a barn rooftop with your fingertips. Then have children read the poem with you, including the motions. **SAY** Show what chicks and ducks do. Show what a cat does. Ask children to answer the last question the poem poses.

**Draw It**
Assign an animal from the poem to each child.

Ask children to draw and label a picture of their animal. As children share their drawings, ask them to imitate the sound that animal makes.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have children identify farm animals as you mimic the sound each makes.

**Early Production/Speech Emergent**

**SAY** Point to the picture of the cow. What sound does a cow make? Which animal says cock-a-doodle-doo?

**Intermediate/Advanced**

**ASK** Which animal on a farm would you most like to see? Why? Which farm animals have four legs?
Lemonade Stand

Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. SAY Lemonade Stand is a story about animals that want to sell lemonade on a hot summer day. How many animals do you see? Name the animals. What is lemonade? Have you ever tasted lemonade? What is a lemonade stand? Have you ever seen a lemonade stand?

Long Vowels CVCe: a, i

Display the Phonics Library selection Jane’s Mistake and lead children on a picture walk. SAY Listen as I read the title Jane’s Mistake. Say Jane with me and listen for the long vowel sound. Repeat for mistake, first asking how many syllables children hear and then what vowel sound they hear in the second syllable. Then read aloud the first sentence of the story. Have children repeat the words nice and smile, listening for the long vowel sound.

Write Jane, mistake, nice, and smile on the board. Have children name each letter, say its sound, and blend the word. SAY In a CVCe word, the letter e is silent but it helps to signal a long vowel sound.

Review by having children listen for long vowel sounds in other story words: take, made, name, inside, bide. As you write each word on the board, highlight the CVCe pattern. Then have children look for CVCe-pattern words on Practice Book page 60.

Skill Objectives

Children
• say the long vowel sound when they see a and i in CVCe patterns
• read words with the long vowels a and i in CVCe patterns

Academic Language
• vowel
• long vowel
• syllable

Materials
• Phonics Library selection Jane’s Mistake
• Practice Book page 60

Language Transfer Support
As Spanish does not use silent e to signal a long vowel, children may vocalize it in CVCe words. The letter i in Spanish is always pronounced as the English long e sound. Although there is a sound similar to long i, children may spell it ai or ay as it is spelled in Spanish. Correct spelling as needed.
Hospitals

**SAY** Today we are going to talk about hospitals. What do you know about hospitals?

On the board or chart paper, draw a concept web with the word Hospital in the center oval. Record children’s responses around the center oval, then lead children in a discussion about the people who work in a hospital.

“If I feel better, thank you.”

“Are you feeling better today?”

Provide several large cut-out speech balloons. Write a statement or question on each, such as *How are you feeling today? Does anything hurt? I’m here for a check-up. May I have some water? I feel better, thank you.* Read each speech balloon. Explain to children that these are things a hospital worker and a patient might say to each other.

Have pairs of children role-play being a health care worker and a patient in a hospital by holding and reading the appropriate speech balloons.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Ask children questions which may be answered using the information in the concept web, such as *Who takes care of people in a hospital?* or *Who helps the doctor in a hospital?*

**Early Production/Speech Emergent**

**ASK** Who works in a hospital? *Tell something about what each person does.*

**Intermediate/Advanced**

Guide children in writing a brief dialogue between a patient and a health care worker, such as the following: *Good morning. Are you feeling better today? Yes, thank you. My head still hurts, though.*
Get Set to Read

Life on a Farm, pages 68–69

Display the photographs on pages 68–69. **ASK**: What type of place do you think these pictures show? Name some of the animals in the pictures. Where do the animals live? Where is the farmer? What is he looking at?

**Mrs. Brown Went to Town**

Lead students on a picture walk of the selection, using the following prompts.

**Page 71**: This is a story about Mrs. Brown. Where does Mrs. Brown live?
**Pages 72–75**: Mrs. Brown went to town on her bicycle. What happened to her?
**Page 76**: The animals voted to move into Mrs. Brown’s house. How many voted to move into the house? Which animal disagreed?
**Pages 77–82**: What did the animals do in and outside of the house?
**Pages 83–86**: At night, the animals took showers and went to sleep in Mrs. Brown’s bed. Mrs. Brown came home and went to bed too. What happened to the bed? What do you think happened to Mrs. Brown and the animals?
**Pages 86–87**: How many animals are in the hospital? Name them.
**Pages 88–89**: After Mrs. Brown and the animals left the hospital, they lived in the barn in back of the house. Why do you think they decided to live in the barn? How does Mrs. Brown feel about living in the barn? How do you know?

**High-Frequency Words**

different, letter, word

**Display** the Word Cards different, letter and word.

**Write** the word different on the board. Have children say and spell it after you. Repeat with letter and word. Then use each word in a simple sentence, such as *I like to try different foods*. Ask children to point to and say which word they hear. If children have not completed Practice Book page 61, preview the directions and the first exercise.
 Rooms of a House

Help children find Anthology page 82. Read it aloud, SAY We’ve talked about some different places in this story: a farm and a hospital. Today we’re going to talk about another type of place—a house, and about the different rooms in a house. Name some rooms in a house and tell what people do there.

Use a dollhouse or large picture showing rooms in a house to help children identify the rooms. Then sing the following to the tune of “Have You Ever Seen a Lassie.”

A home has a kitchen, a kitchen, a kitchen.
A home has a kitchen, a good place to cook.

Repeat with children several times, substituting other rooms and their purposes.

Assign pairs of children a room in a house. Guide children in using magazine cutouts to create a collage of their assigned room.

Have children label their room and arrange the rooms on a bulletin board to create a complete house.

Vocabulary
rooms, house, kitchen, cook

Materials
• Anthology
• colored markers
• magazine cutouts
• Picture-Word Cards
  house, kitchen
  (See Master ELL 1–9.)

IF NEEDED . . .

Beginning/Preproduction
See Master ELL 1–7.

Display the poem. Read the poem aloud and perform the motions, encouraging children to do the motions and chime in with you on parts they know. Give each child a copy of the poem. Have children illustrate the words, then invite them to share their illustrations.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have children point to the rooms of a house as you identify them. Have them repeat after you as you pronounce the name of each room.

Early Production/Speech Emergent
ASK In which room do you take a shower or bath? In what room of a house do people cook? Point to the picture that shows the bedroom.

Intermediate/Advanced
ASK Where in your home do you like to spend most of your time? Why? Where do you do your homework? Why?
Short Vowels o, u, e

Display the Phonics Library selection *The Big Surprise* and take a picture walk with children. **Ask** What color is the family’s house? Yes, red. Say *red* with me and listen for the vowel sound, /e/.  

Write *red, mop,* and *dust* on the board. Remind children that they have learned that *e* can stand for the short vowel sound /e/, that *o* can stand for the short vowel sound /o/, and that *u* can stand for the short vowel sound /u/.  

Distribute copies of the Phonics Library selection. Have children look for words with short *e, o,* and *u.* List the words on the board. Review by having children blend and read the words.

High-Frequency Words

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**floor, move, poor**

Display the Word Cards *floor, move,* and *poor.* **Say** I’m thinking of a word that means “something you stand on.” Have a child point to and say the word. **Say** Now spell *floor with me:* f-l-o-o-r, *floor!* Repeat for the remaining words.  

Instruct children to say and write each word on a separate index card. Have children hold up the index cards to complete oral sentences, for example: Please sweep the ____ *(floor)* I feel sorry for the ____ *lost dog,* *(poor)* I was sad when my friend had to ____ *away:* *(move)*

**Skill Objectives**  
Children  
- recognize that *o, u,* and *e* can stand for short vowel sounds  
- read one- and two-syllable words containing short vowels  
- read and write new high-frequency words *floor,* *move,* and *poor*

**Academic Language**  
- vowel  
- short vowel

**Materials**  
- Phonics Library selection *The Big Surprise*  
- Word Cards *floor, move,* and *poor*  
- index cards

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

**Beginning/Preproduction**  
Say each word. Have children hold up the matching index card and read the word.

**Early Production/Speech Emergent**  
Have pairs of children match their index cards, say and spell each word, and then use the word in an oral sentence.

**Intermediate/Advanced**  
Have children write sentences using *floor, move,* and *poor.*
Help children find Anthology page 79. Read it aloud. From the part of the story we just read, we can tell that two of the places in the story, the barn and Mrs. Brown’s house, are red. What other colors might the animals have painted the house? What is your favorite color? Use children’s responses to create a color chart similar to the one below. Include the color red.

<table>
<thead>
<tr>
<th>Favorite Colors</th>
<th>Red</th>
<th>Blue</th>
<th>Yellow</th>
<th>Purple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felix</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Su Ling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify each color by taping a strip of construction paper over the appropriate color name. Then ask children to name their favorite color.

As students respond, have them record their names under the appropriate color. As names are recorded, say things like _____ likes red best. _____’s favorite color is green. Have students refer to the chart in order to complete the following activities.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Name colors and have students point to and pronounce the name of the color.

**Early Production/Speech Emergent**
**ASK** What is ____’s favorite color? How many children said that their favorite color is blue? Do more children like red or blue? How can you tell?

**Intermediate/Advanced**
Guide children in writing a list of questions that can be answered by using information from the chart. For example, Which color do the most children like?
Strategies for Comprehensible Input

Use the Selection Summary and suggested strategies to support student comprehension.

- **Explain:** a yak
  A yak is an animal that looks like a cow. Yaks do not usually live on farms in the United States.

- **Model:** rode her bike
  Pantomime riding a bicycle while seated. Have children name the parts of a bicycle they are familiar with.

- **Show:** the hospital
  Point out the hospital room and beds shown in the illustration on Anthology pages 86–87. Explain that Mrs. Brown and the animals are wearing casts or bandages, and that they all have thermometers in their mouths.

**Comprehension Questions for the Anthology Selection**

1. **Look at the illustration on pages 80–81. What are the animals doing? Name some of the foods they are eating.** (eating and making a mess; alphabet soup, jelly beans, donuts, and so on)
2. **How do you think the animals will behave now that Mrs. Brown is living with them?** (They might be better behaved once she is in the house with them.)
3. **Would you want to live on a farm? Why or why not?** (Answers will vary.)

**Multiple-Meaning Words**

- **Write** the following sentences on the board, circling the word letter in each: The first letter of the alphabet is A. I wrote a letter to my friend.

- **Read** the sentences with children and discuss the meanings of the words. **Say** Some words, like letter, have more than one meaning. What are two meanings for the word letter? Preview the meanings of the words children will use on Practice Book page 71. Have children used the words in oral sentences.
Today we’ll talk about things people use to get from place to place: vehicles. In the story we have just read, some vehicles go from one place to another. What are they? What are some other vehicles you know about?

Record responses on the board. Then show pictures of different vehicles, such as a fire truck, ambulance, taxicab, police car, cargo truck, bicycle, and so on. Make a label for each.

If possible, bring in a large box with the top cut off and a swinging door cut in the sides. Give pairs of children one of the labels with a vehicle name.

Have children get in the box (or use chairs to make an imaginary vehicle) and pretend to be the driver and the passenger. Encourage children to tell about the vehicle and what they are doing in it.

Vehicles

Vocabulary
vehicle, place, truck, taxicab, bicycle, ambulance

Materials
- Anthology
- index cards
- large box
- Picture-Word Cards taxi, truck, ambulance

IF NEEDED...
Beginning/Preproduction
See Master ELL 1–7.

Display the poem. Read it aloud and perform the motions, encouraging children to join in with you. Write each line of the poem on a sentence strip and distribute strips to individual children or pairs. Guide children in using the poem on the chart to reassemble the poem using the sentence strips. Reread the poem, using the sentence strip version.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Identify vehicles by name and have children point to the appropriate picture. Have children identify the vehicles as you hold up pictures.

Early Production/Speech Emergent
Have partners write a brief summary of their vehicle pantomime, such as We rode in a taxi. We picked people up. Encourage them to draw a picture of the vehicle that goes with their pantomime. Ask children to share their work orally.

Intermediate/Advanced
Have children write a group speech introducing a new vehicle at a car show. Record children’s dictation, guiding them as necessary to use complete sentences and to describe the vehicle clearly and tell its purpose. Have children take turns reading sentences aloud.
Action Parts of Sentences

Remind children that a sentence is a group of words that tells what someone or something does.

Write these sentences on the board. The bird flaps its wings. The dancer spins around. SAY Today we will look at the action part of the sentence. The action part of a sentence tells what is happening.

Point to the first sentence and read it. ASK What part of the sentence tells what is happening? Yes, flaps its wings tells what is happening. It is the action part of the sentence. Have children identify the action part of the second sentence.

Skill Objectives
Children
• identify the action parts of sentences
• improve their writing by making voice more apparent

Academic Language
• sentence
• naming part
• action part
• voice

Materials
• Practice Book pages 66 and 75

Have children match naming parts of sentences (the bird, the dancer) to action parts of sentences (flaps its wings, spins around).

Have pairs of children work together to create sentences. One child suggests the naming part; the second child tells the action part.

Have children write three sentences. Then ask children to exchange papers with partners and underline the action part in each sentence.

Voice

Model for children how to write a journal entry. Ask them to help you create a group journal entry. You may wish to use the format shown on Practice Book pages 66 and 75 in order to familiarize children with those pages.

Guide children in suggesting sentences for the journal entry, making sure that each child participates in the language experience. Remind children to dictate their sentences as if they were speaking to a friend. Tell children that the sentence they write should have their own “voice,” or sound like them.