Theme 3

Theme 3: Around Town: Neighborhood and Community
Around Town: Neighborhood and Community

Selections
1 Chinatown
2 A Trip to the Firehouse
3 Big Bushy Mustache
4 Jamaica Louise James
Types of Homes

Display the poem “Neighborhoods Are Special Places” and read it aloud.

SAY Let’s read a poem about places in a neighborhood. Listen and watch as I read.

As you read, use appropriate motions, such as smiling and pantomiming walking and eating. Then have children read the poem with you, including the motions.

SAY Today we are going to talk about words that name places to live. The place where you live is your home. A home may be an apartment, or it may be a house. Many people live in apartment buildings. Other people live in houses. What do you know about houses and apartments?

Record children’s responses in a Venn diagram. Help children use the information in the diagram to compare and contrast apartments and houses, either in writing or orally.

Vocabulary
neighborhood, places, street

Materials
• chart paper
• Picture-Word Cards apartment building (See Master ELL 3–3.)

Technology
Get Set for Reading
CD-ROM
Chinatown

Education Place
www.eduplace.com
Chinatown

Audio CD
Chinatown
Audio CD for Around Town: Neighborhood and Community

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY Show your friendly face. What places in your neighborhood make you smile?

Early Production/Speech Emergent
SAY Point to a picture of a house. Tell one difference between a house and an apartment.

Intermediate/Advanced
Have children draw a quick sketch of their home and write sentences to describe it.
Good-bye, Curtis

Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. Ask How many people do you see in the illustration? Describe the people in the illustration. Why do you think they are smiling? Why do you think they are together? Who do you think Curtis is?

Consonant Digraphs/Base Words and Endings -er and -est

Write child on the board and underline cb. Have children say child listening for /ch/. Say Sometimes two letters come together to make one sound. The letters ch stand for /ch/. Stress the digraphs sb, tch, wb, and tb as you say and write sbow, catch, ubeels, and teeth. Underline the digraph and have children say each word.

Display the Phonics Library selection Sunshine for the Circus and lead children on a picture walk. Prompt children to identify items and activities in the pictures whose names contain digraphs, for example, child, show, lion’s teeth, and so on.

Point to sbort and read it. Then write sborter and sbortest on the board. Underline -er and -est. Say We add the endings -er and -est to words to help us compare things. Hold up three pencils of different lengths. Model using the words sbort, sborter, and sbortest. Revisit the Phonics Library selection and have children use the endings -er and -est to compare things in the pictures.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Display three blocks of different sizes. Say This block is small. Show me a block that is smaller.

Early Production/Speech Emergent
Have children draw three boxes of different sizes. Ask them to label the pictures big, bigger, and biggest.

Intermediate/Advanced
Have pairs of children read the Phonics Library selection together.

Skill Objectives Children
• identify consonant digraphs th, wh, sh, ch (tch)
• read and write words with -er and -est endings

Academic Language
• digraph

Materials
• Phonics Library selection Sunshine for the Circus

Language Transfer Support
Children may have difficulty pronouncing one or more of the digraphs. The digraphs may not exist in a child’s primary language, or they may stand for different sounds. Provide practice as needed.
Types of Shops

**SAY** We've talked about special places called neighborhoods. Today we're going to talk about the many kinds of places in a neighborhood where people buy and sell things.

**SAY** Point to various objects or pictures, such as fruit, clothes, books, furniture, and so on. Help children identify the type of store where each is commonly found. Record children’s responses in a list. Include *outdoor market* and define the term if necessary.

**Shop Talk** Organize children into pairs and assign each pair a type of store on the list. Have children work together to draw and/or cut and paste magazine pictures to create an image of their shop. Invite children to tell about their work.

Display the completed works together to create a “Main Street.” Use the store images to set up part of the classroom as a grocery store, book store, outdoor market, or other type of store. Encourage children to role-play, taking turns being buyers and sellers.

**MULTI-LEVEL RESPONSE**

### Beginning/Preproduction

**SAY** Point to a store that sells books. Point to a store that sells food.

### Early Production/Speech Emergent

**ASK** Where can you buy a banana? What kind of store do you like to go to?

### Intermediate/Advanced

**ASK** Where is your favorite place to shop? Why do you like it best? How is a grocery store different from an outdoor market?
Get Set to Read

What Is a Chinatown?, pages 260–261

Display Anthology pages 260–261. **ASK** What are the people in the picture at the top of page 261 doing? What is happening in the picture at the bottom of the page? What is for sale outside the store? Compare the neighborhoods in the pictures to your neighborhood.

**Chinatown**

Pages 262–263: **What is the boy doing? Where do you think he is?**

Pages 264–265: **The boy is with his grandmother. What are they doing?**

Pages 266–269: **The boy and his grandmother pass people in the park doing exercises. They walk by a man working. What is the man doing? Where is he?**

Pages 270–271: **What are some of the people in the street doing? What else do you see in the picture?**

Pages 272–277: **What do you think the grandmother might buy in the first store they visit? What are the men in the restaurant doing? What are they holding in their hands? What are the men in the market selling?**

Pages 278–279: **The children are in a class. What do you think they are learning? Have you ever been in a class like this?**

Pages 280–284: **Many people are out on the street for a celebration. What do you think they are celebrating? What are some of the people holding in their bands? Where is the boy? What is he doing?**

High-Frequency Words

**during, heard**

**Display** the Word Cards **during** and **heard**. Read the words aloud. **SAY** What do you do during the day? Have you ever heard a dog bark?

**Write** **during** on the board. Have children say and spell it after you. Repeat with **heard**. Then use each word in simple sentences, such as **I teach school during the day.** Ask children to say which high-frequency word they hear.
Types of Restaurants

Read the first paragraph on Anthology page 274 aloud: Sometimes Grandma and I go for lunch at a seafood restaurant.

Encourage children to look at the illustration and to describe what is happening. Say: We’ve talked about special places called neighborhoods. We’ve talked about places to buy things in neighborhoods. Today we’re going to talk about places to eat, or restaurants, that might be in a neighborhood. Do you have a favorite restaurant? What kind of restaurant is it?

Record children’s favorite restaurants by type, such as hamburger, fried chicken, steak, seafood, pizza, and so on. Help children tally the votes. Ask: Which kind of restaurant is the favorite of most children in the class? How many children say that pizza restaurants are their favorite?

Show magazine pictures of different types of foods, such as hamburgers, fried chicken, spaghetti, and so on. Help children identify each picture and tell in which restaurant they would be most likely to order this type of food.

Have children make menus of a favorite restaurant meal by pasting and labeling pictures of food onto folded poster board.

Vocabulary
restaurant, seafood, favorite

Materials
• Anthology
• pictures of restaurant foods
• poster board
• Picture-Word Cards hamburger, pizza, fried chicken
(See Master ELL 3–3.)
Double Consonants

Display the Phonics Library selection Mother’s Day Parade on Park Street and lead children on a picture walk. Ask At what time of year do the parades in the pictures on page 9 take place? (summer, fall)

Write fall on the board and underline the letters ll. Have children read the word, listening for the /l/ sound. Remind children that a double consonant at the end of a word or a syllable is said as one sound.

List mess, sell, yellow, and dress on the board. Ask children what they notice about each word that can help them say the words. Have children underline the double consonants. Then have children blend and read the words.

High-Frequency Words

lion, winter

Display the Word Cards lion and winter. Say I’m thinking of a word that begins with /w/. It names a season after fall. Have a volunteer point to and say the word. Say Now spell winter with me: w-i-n-t-e-r, winter! Repeat for lion. Say I’m thinking of a word that begins with /l/. It names a large, wild cat.

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, It did not snow very much last _____. (winter) We saw a _____ at the zoo. (lion)

Skill Objectives

Children
- read and write words with final and medial double consonants
- read and write new high-frequency words lion and winter

Academic Language
- double consonant

Materials
- index cards
- Phonics Library selection Mother’s Day Parade on Park Street
- Word Cards lion, winter

Phonics Library

Around Town: Neighborhood and Community
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Exercise

Read Anthology page 279 aloud: On Saturdays I take lessons at the kung fu school. Master Leung teaches us a new move each week. “To develop your body and your mind,” says Master Leung, “you must practice every day.”

The boy in the story takes kung fu lessons in his neighborhood. Kung fu is one kind of exercise. Exercise helps your body stay healthy and strong. What kinds of exercise do you do or do you know about?

Record children’s responses on word cards. As exercises are listed, have children pantomime each one. Then lead children in an exercise parade. Show a word card naming a type of exercise. Pantomime the exercise and have children imitate and follow you. Have a child read the word card aloud. Continue the parade around the room.

Guide children in making an exercise pledge badge. Give them cutouts in the shape of award ribbons. Have children copy and complete the sentence I promise to exercise by _____. Invite children to read their badge and demonstrate their favorite exercise.
Selection Review

Master ELL 3–2

Chinatown

Every morning a boy and his grandmother go for a walk through Chinatown. The boy lives in an apartment in Chinatown with his mother, father, and grandmother. They see people in the park. They always stop and say hello to Mr. Wong. He fixes shoes. The boy and his grandma visit shops and walk past restaurants. They like to go to lunch together. The boy likes to watch fish swim in the tank at the restaurant. They go to an outdoor market to buy food for dinner. Grandma buys some fresh crabs. It is time for Chinese New Year. The streets are full of people. Grandma tells the boy to be sure to stay close by. They watch the New Year’s parade together. Next year he will watch too. He tells his grandma to have a happy new year. **“And a happy new year to you too,” she says.**

Comprehension Questions for the Anthology Selection

1. **Do you think the boy enjoys living in Chinatown?** (Answers should indicate that the boy finds daily life in Chinatown stimulating.)
2. **Describe some of the places the boy visited with his grandmother.** (Answers should refer to the herbal shop, the outdoor market, and so on.)
3. **What are some of your favorite places to visit in your neighborhood?** (Answers will vary.)

Dictionary: ABC Order to the Third Letter

**Ask** What book has words in ABC order? (dictionary) Display a dictionary for children to examine. Display club, class, and clock on the board. **Ask** What do you notice about these words? (They all begin with cl.) When the first two letters in a word are the same, we have to look at the third letter in each word to put the words in ABC order. Underline the third letter in each word. Then have children alphabetize the words. Provide additional practice with these words: lion, list, like; beard, ben, belp; will, winter, wish, with; duck, dull, during, dust.

Skill Objective

Children alphabetize words to the third letter.

Materials

- alphabet strip
- dictionary
**Holidays**

Read this sentence from Anthology page 280 aloud: *My favorite holiday is Chinese New Year.*

**SAY** A holiday is a special day that people celebrate together. There is often special food. Sometimes there is special music or other activities. What is your favorite holiday?

Review a calendar with children, noting holidays such as Thanksgiving Day, New Year’s Day, and so on. Talk about the month or season each holiday occurs in. If necessary, add any holidays that children haven’t mentioned.

Have children perform a quick dramatization of a common celebration, such as a birthday or the Fourth of July. Encourage them to include movements and sound effects in their role-play.

Invite children to make up a classroom holiday, such as Children’s Day, to celebrate. Have them create greeting cards for one another. If possible, hold an actual celebration, with refreshments and music.

**Beginning/Preproduction**

See Master ELL 3–1.

Display the poem. Read it and perform the motions, having children join in. Have children ask and answer questions about the things they do in their neighborhood, for example, *Where do you go when you want to exercise? to shop?*

**Multi-Level Response**

**Beginning/Preproduction**

**ASK** Do you have a favorite holiday? What is it? Show how you celebrate your favorite holiday.

**Early Production/Speech Emergent**

Have children draw themselves celebrating a favorite holiday. Help children write a caption to go with their illustration.

**Intermediate/Advanced**

Have children draw themselves celebrating a favorite holiday. Have them write several sentences to describe the holiday activities. Bind all children’s work in a class holidays book.
Naming Words (Common Nouns)

Write boy, playground, and swing on the board. Have children read the words. SAY These words are naming words. A naming word is called a noun. Nouns name people, places, and things.

List the headings People, Places, and Things on the board. ASK What kind of noun is boy? Should we write boy under People, Places, or Things? Where should we write playground? swing?

Provide additional practice with the following sets of words: park, woman, bench; desk, school, teacher; library, books, reader; store, shopper, apples.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children draw a picture of a person, a place, and a thing. Help children label their pictures.

Early Production/Speech Emergent
Have pairs of children work together to complete a chart with the headings People, Places, and Things.

Intermediate/Advanced
Have children write a sentence that includes at least one example of each kind of noun: a person, a place, and a thing.

Using Exact Words

Remind children that when they write, they should try to use words that give a picture of what they are writing about. SAY One way to give a clear picture is to use exact nouns in your writing. Display the following sentences and read them with children. Ask them to help you choose exact words to give a clearer picture of what is happening. A man went into the store. He bought something.

Underline man and store in the first sentence and something in the second. ASK Who do you think the man is? What do you think he bought? What words can we use to make these sentences clearer? (My neighbor went into the market. He bought some bananas.)

Continue by having children suggest more exact nouns to replace the words man, store, and something.
Display the poem “Firefighter, Firefighter, What Do You Do?” and read it aloud. As you read, use appropriate motions, such as pointing to a crowd and pretending to drive a fire truck. Then have children read the poem with you, including the motions.

**SAY** Today we are going to talk about things you see on a street. If possible, direct children’s attention out a window to look at things on a street. **SAY** When you walk down a street, what kinds of things do you see? List children’s responses on the board.

Have children make a quick drawing of something they might see on a street. Have them label and share their drawings with the class. Then have partners exchange their drawings and read captions aloud to one another.
Road Work Ahead

Teacher Read Aloud, Teacher’s Edition

Say This story is called Road Work Ahead. It is about all of the people who build and repair roads. Can you name the different things people need to do to build or fix roads? What do people do to keep roads safe once they are built?

Vowel Pairs ai, ay/Compound Words

Display the Phonics Library selection Jay the Mailman and lead children on a picture walk. Read the title. Say Say Jay and listen for the vowel sound.

Write Jay and mail on the board. Underline ay and ai. Say The vowel patterns ai and ay stand for the long a sound. Add mailman to the board. Remind children that one thing they can do to read a longer word is to see if it is a compound word. Say A compound word is a word made up of two smaller words. Ask What two small words do you see in this word? (mail, man)

List day, train, waiting, someday, playground, away, raindrop, and handshake on the board. Have children underline the long a pattern in each word, then blend and read the word. In the case of compound words, help children to determine the word’s meaning from the meaning of the two smaller words.

Skill Objectives

Children
• read and write words with the vowel pairs ai, ay
• read and write compound words

Academic Language
• compound word

Materials
• Phonics Library selection Jay the Mailman
We've talked about things you see on a street, which is part of a neighborhood. Today we're going to talk about buildings in the neighborhood. You are in a neighborhood building right now! What is it called?

What kinds of buildings do you see in this neighborhood that you might see in other neighborhoods? Record children’s responses. Give prompts, as necessary, to help children identify library, police station, firehouse, bank, post office, and so on.

Lead children on a guided imagery of neighborhood buildings. Ask children to listen and pantomime the imaginary tour along with you.

SAY We are in a building that is quiet. We see many, many books on shelves. We choose a book from a shelf and sit down at a table to look at it. Where are we? Continue with other neighborhood buildings.

Multi-Level Response

Beginning/Preproduction

ASK Where would you go to get a library book? Where would you go to get money?

Early Production/Speech Emergent

ASK What kind of neighborhood building do teachers work in? Describe something you do in the library.

Intermediate/Advanced

Have children write about a neighborhood building on one side of their paper and draw a picture of it on the other side. Have them share their work with a partner.
Get Set to Read

**Fighting Fires, pages 294–295**

Direct children to the illustration on Anthology pages 294–295. **SAY** *In this illustration, you can see inside a building. What sort of building do you see? How many rooms do you see? What are some of the rooms called? Describe what you see inside some of these rooms. What are some of the people in the illustration doing? What do you call people who do this type of job?*

**A Trip to the Firehouse**

**Page 297:** What are the children in the picture doing? What are they standing in front of? Who is with the children?

**Pages 300–301:** The children are inside the firehouse. What are they doing? What are the firefighters doing? Describe their uniforms.

**Pages 302–303:** Why do you think the firefighter in the picture is sliding down the pole? What is the firefighter doing in the kitchen? What might the firefighter on the telephone be talking about?

**Pages 306–307:** What are the children looking at? What are they pointing to?

**Pages 308–309:** Describe some of the trucks or vehicles you see here. What do you think some of them might be used for?

**Pages 312–314:** What are the children doing? What are they using?

**Pages 314–318:** The firefighters are getting ready to go out. Where do you think they are going? Describe what they are doing.

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**High-Frequency Words**

**clothes, guess**

**Display** and read the Word Cards *clothes* and *guess*. Then display the Phonics Library selection *Jay the Mailman*. Lead children on a brief picture walk, using these prompts and pointing to the corresponding Word Card. **SAY** *A mailman wears special clothes. Do you have special clothes for school or sports? Jay did not guess about the surprise. Name a time when you made a guess.*

**Write** *clothes* on the board. Have children say and spell it after you. Repeat with *guess*. Then use each word in a simple sentence, such as *I wear old clothes when I paint*. Ask children to point to and say which word they hear.
Vehicles

Help children find Anthology pages 308–309. Read the pages aloud, including the captions. SAY Today we’re going to talk about some of the things people use when they want to travel, either in a neighborhood or out of it. Something that you ride in, such as a car or a truck, is called a vehicle. What kind of vehicle might you ride in to get from one place to another? Who drives that vehicle?

SAY What other kind of vehicles have you seen or do you know about? Who drives those vehicles? Think, for example, about the kind of vehicles neighborhood helpers might drive. As you record children’s responses, provide prompts as necessary to guide children to include fire trucks, police cars, and ambulances in the list. Then have children create a word card label for each type of vehicle and driver in the list.

Vehicle Driver
1. Police Car Police Officer
2. Fire Truck Firefighter
3. Ambulance EMT

Make a “vehicle” from several chairs. Have children take turns being a driver and a passenger. Direct them to choose a word card label and attach it to the vehicle during their turn. Then have them make sound effects and engage in conversation about their ride.
Consonant Digraphs th, wh, sh, ch (tch)

Display the Phonics Library selection Watch Out for Thick Mud! Lead children on a picture walk and identify the story characters with them: Rich (snake), Mitch, Beth, Josh, Sasha. SAY Remember that some letter groups stand for one sound. Say Rich with me. What letters stand for the /ch/ sound in Rich?

Write Rich on the board and underline the letters cb. Then write Mitch and underline the letters tcb. Remind children that the letters tcb can also stand for the /ch/ sound. Continue in a similar fashion using the name Beth to review the digraph tb and the names Josh and Sasha to review digraph sb. Then add where to the board to review the digraph wb. Have children identify and circle the digraphs.

High-Frequency Words order

Display the Word Card order. Have a child point to and say the word. SAY Now spell order with me: o-r-d-e-r, order! Explain that the high-frequency word order can mean “to arrange things one after the other” or “a rule or command.” Instruct children to say and write the high-frequency word order on a separate index card. Children can then hold up the index card to complete oral sentences, for example, The teacher likes us to keep our desks in _____.

Distribute a copy of the Phonics Library selection Jay the Mailman to each child. Ask children to match the Word Card with the high-frequency word in the story. Invite pairs to reread the story together.

Skill Objectives
Children
• read and write words with consonant digraphs th, wh, sh, ch (tch)
• read and write new high-frequency word order

Academic Language
• consonant digraph

Materials
• Phonics Library selection Watch Out for Thick Mud!
• Word Card order
• Phonics Library selection Jay the Mailman
• index cards

Phonics Library
Around Town: Neighborhood and Community
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Emergencies

Help children find Anthology page 305. Read the last paragraph aloud: Some calls come from 9-1-1, the number many communities use for emergencies.

SAY: This story is about people who help in an emergency. An emergency is a time when something unexpected happens that requires help from someone. The emergencies this selection talks about are fires. What other kinds of emergencies can happen? Record children’s responses.

SAY: In most communities, to get help for an emergency you call 9-1-1 on your telephone. An operator will answer. Even if you are upset, it is important to speak clearly so help can be sent quickly. If you ever have to call for help, tell the operator these things: your name, the problem, and where you live. Now let’s practice what to do in case of a fire emergency.

Model for children a 9-1-1 call. Remind children that, in the event of a fire, they should always get out of the house first, and then call 9-1-1 from a neighbor’s house. Then write the following sentence frames on the board. Have children copy and complete the sentence frames.

My name is _____.
I live at _____.
I need help because _____.

Have children practice reading their 9-1-1 script to a partner.

Multi-level Response

BEGINNING/PREPRODUCTION
ASK: What is your full name? What is your complete address?

EARLY PRODUCTION/SPEECH EMERGENT
ASK: What number do you dial if you have an emergency? What information do you give the operator?

INTERMEDIATE/ADVANCED
ASK: What would you say in a 9-1-1 call if someone was hurt?
A Trip to the Firehouse

David and his class are visiting a firehouse. The fire chief greets them at the door. Next, they meet the firehouse dog. David sees gear hanging on the wall. The firefighters show how long it takes them to put on their gear. It takes less than thirty seconds!

A firefighter shows the children how to slide down the firehouse pole. Whoosh! He slides down the pole. Then the children see where the firefighters sleep and eat.

They go to the dispatch room. When there is an emergency, calls and alarms come in to the dispatch room. If someone spots a fire and uses an alarm box, a bell clangs in the firehouse. The children get a good look at a fire truck. They help the firefighters wash the truck. Then they go inside the firehouse for a treat.

The alarm rings. Clang! Clang! The firefighters rush out of the room. The children watch out the window. They wave to the firefighters. Their visit to the firehouse is over.

Comprehension Questions for the Anthology Selection

1. **What is the topic of this selection? What are some of the main ideas and supporting details?** (Answers should include topic, main ideas, and supporting details.)
2. **Describe a firehouse.** (Answers should include descriptions of the kitchen, dispatch room, and so on, and should include information from selection text and illustrations.)
3. **What do you think would be the most interesting part of being a firefighter?** (Answers will vary.)

Dictionary: Beginning, Middle, End

**Display** a dictionary for children to examine. **Ask** If I wanted to look up the word apple would I look at the beginning of the dictionary or at the end? **Why?** (at the beginning because a is at the beginning of the alphabet) **Where would I look to find watermelon?** (near the end because w is near the end of the alphabet).

**Assist** children as they look up apple and watermelon to check their predictions. Then have them tell where these words would be found: cat, lemon, and yell.
**Time**

Read the last sentence of the first paragraph of Anthology page 303 aloud: *When there’s a fire, every second counts!*

**SAY** We’ve talked about emergencies. When there is an emergency, time is very important. Today we’re going to talk about words that tell about time. What is a word that tells about time in the part of the story we just read? *(second)* What are some other words you know that tell about time? Record children’s response around a word web with the word *Time* in the center oval.

Ask children how long they think it will take make a 9-1-1 call, giving their name, their address, and clear information about the emergency. Use a stopwatch or clock with a second hand to time children. Have children compare their guesses to their actual times. Use a demonstration clock to show times.

**ON YOUR OWN** Extend the activity by having children guess how long it normally takes to perform other common activities, such as tying shoes, sharpening a pencil, or writing the name of their school. Have children compare actual times to their guesses.

**Vocabulary**

- watch, clock, second, minute, hour

**Materials**

- Anthology
- word cards
- stop watch or clock
- Picture-Word Cards clock, watch
  (See Master ELL 3–6.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 3–4.

Display the poem. Read it and perform the motions, encouraging children to join in. Make word cards for neighborhood helpers and their corresponding building. Attach the cards to the chart. Read the first two stanzas of the poem, substituting a new helper and building for firefighter and firehouse.

**Make a Chart**

Ask children how long they think it will take make a 9-1-1 call, giving their name, their address, and clear information about the emergency. Use a stopwatch or clock with a second hand to time children. Have children compare their guesses to their actual times. Use a demonstration clock to show times.

**ON YOUR OWN** Extend the activity by having children guess how long it normally takes to perform other common activities, such as tying shoes, sharpening a pencil, or writing the name of their school. Have children compare actual times to their guesses.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** About how long does it take to write your name?

**Early Production/Speech Emergent**

**ASK** Which is longer: a second or a minute? How long did it take you to tie your shoe?

**Intermediate/Advanced**

**ASK** How many seconds are there in a minute? Which activity took the longest to do?
SKILL FOCUS: WRITING 10–15 MINUTES

Special Nouns

Write the following sentence on the board and read it with children: The boy walks to school every day. Call on children to underline the nouns, or naming words, in the sentence. Then display the following sentence beneath the first: Tim walks to school every day. SAY Tim is a special noun. Special nouns name a certain person, place, or thing, and begin with capital letters.

Lead children in suggesting special nouns to replace the other nouns in the sentence, for example, Lincoln School for school and Thursday for day. Provide practice with sentences such as The girl visited a city.

Choosing What Is Important

Explain to children that one way to remember the facts they read about is to take notes. Have children turn to Fire Safety Tips on Anthology page 292. Have them read the title of the article aloud. SAY The first thing we do when we take notes is to write down the title of the article. What should I write at the top of our page? Prompt children with similar questions to list the article’s headings. SAY I’ll leave space between the headings to write down the facts I learn.

Guide children in listing main ideas and important facts from the selection.
Places and Jobs

Display the poem “New at School” and read it aloud. As you read, use appropriate motions, such as pantomiming eating, dressing, walking, and shaking hands. Then read the poem again, having children repeat each line.

Next, have children read the poem together, with motions. SAY Pretend you are meeting someone new. What would you say? What would you do?

SAY We have talked about workers in the neighborhood. Where does this poem take place? Who in the poem works at the school? Have children help you create a chart such as the one shown. Prompt them as necessary to include librarian, postal worker, mayor, and so on.

Have children make two sets of flashcards, one containing the titles of community workers listed in the chart, and a second set containing the names of the places in which those workers work. As one child holds up the card for **Teacher**, another child holds up the card for **School**.

### Community Workers

<table>
<thead>
<tr>
<th>Worker</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>school</td>
</tr>
<tr>
<td>librarian</td>
<td>library</td>
</tr>
</tbody>
</table>

### MULTI-LEVEL RESPONSE

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/Speech Emergent</th>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK</strong> Where does a teacher work? Where does a librarian work?</td>
<td><strong>SAY</strong> Write a short sentence that tells where a teacher works. Write a sentence that tells where a librarian works.</td>
<td><strong>Erase one word in each row of the chart. Have children copy the chart, adding the missing words.</strong></td>
</tr>
</tbody>
</table>

### Vocabulary

new, school, bell, teacher, work, worker

### Materials

- chart paper
- Picture-Word Cards eating, walking, shaking hands

(See Master ELL 3–9.)
Cat Up a Tree
Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. **SAY** *This story is called Cat Up a Tree. What do you see in the illustration? How would a cat get up into a tree? What would you do if you saw a cat in a tree? How would you help someone get a cat down from a tree?*

Vowel Pairs *ow, ou*/Suffixes -ly, -ful

**Display** the Phonics Library selection *Mouse’s Crowded House* and lead children on a picture walk. Write *Mouse’s Crowded House* on the board. Underline the *ou* in *Mouse’s* and *House* and the *ow* in *Crowded*. **SAY** *The vowel pairs *ou* and *ow* stand for the /ou/ sound. Have children say the title with you, listening for the vowel sound in each word.*

**List** the following story words on the board: ouch, count, loud, down, proud, shouted, outside, now, frowning, and mouth. Have children take turns underlining the vowel pair *ou* or *ow* and then blending and reading a word.

**Point** to the word *loud* and read it. Write *loudly* on the board. Underline the -ly ending. **SAY** *Some words are made up of a base word and a suffix. What suffix has been added to the base word loud to make the new word loudly? (ly)* Display the words softly, peaceful, careful, and proudly. Have children identify the base word and suffix in each word. Then have them blend and read the word.

**Skill Objectives**
**Children**
- say the /ou/ sound to read words with *ow* or *ou*
- identify base words in words with -ly and -ful endings

**Academic Language**
- vowel
- suffix
- base word

**Materials**
- Phonics Library selection *Mouse’s Crowded House*

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Have children revisit the Phonics Library selection to find pictures of items and activities that have the /ou/ vowel sound.

**Early Production/Speech Emergent**
Have partners search the story for words with the *ou* and *ow* spelling for /ou/. Have them record their findings.

**Intermediate/Advanced**
Have pairs of children read the Phonics Library selection together.

**SELECTION 3: Big Bushy Mustache**
School Workers

**SAY** We've talked about school and teachers. Today we're going to talk about the many other kinds of workers in a school. Who else besides teachers work in a school?

Record children's responses on the board, prompting them if necessary to identify specific workers in your school, as applicable, such as the principal, assistant principal, custodian, secretary, counselor, cafeteria workers, and nurse.

Organize children into small groups. Have them discuss each person's job. Then assign each group one of the school workers in your school. Direct children to make a thank-you card for the worker for a job well done.

Make a matching game for groups to play. On separate sentence strips, write the school workers and a short job description, such as helps children who are sick. On a bulletin board or other display, arrange the worker names in one column. In another column in mixed order, display the descriptions. Have children use yarn to match the two.

**Vocabulary**
worker, custodian, nurse, principal, cafeteria worker

**Materials**
- oaktag
- yarn
- Picture-Word Cards custodian, nurse
  (See Master ELL 3–9.)

**IF NEEDED . . .**

**Beginning/Preproduction**
See Master ELL 3–7.
Display “New at School” and read it with children, using the motions. Write each line of the poem on a sentence strip. Distribute sentence strips to children. Have them use the poem on the chart as a model to help them reassemble the strips in order.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Name some of the people who work in our school.

**Early Production/Speech Emergent**

**ASK** Who is the principal of our school? What does the principal of a school do?

**Intermediate/Advanced**

Have children write a few sentences about which school job they would like to have for a day and give reasons for their choice.
Get Set to Read

Costumes and Disguises, pages 324–325

Have children find the photographs on Anthology pages 324–325. **Ask** What is the boy in the picture on page 324 wearing? What does he have on his head? Who usually wears one of these? What is the boy in the picture on page 325 wearing on his head? What is he putting on his face? What is the girl doing? What is on the table in front of her?

**Big Bushy Mustache**

**Pages 326–331:** This story is about a boy named Ricky. Where do you think he is going? What does the teacher have in her hands? What do you think she is telling the class?

**Pages 332–333:** What are the children and the teacher doing? What are they wearing? What is Ricky wearing on his face?

**Pages 338–341:** Where is Ricky? With whom is he talking? What might he be saying to her? Where do you think the mustache is?

**Pages 342–345:** How do you think Ricky feels now?

**Pages 346–347:** What is Ricky doing? Why?

**Pages 348–349:** What do you think Ricky is saying to his father? What might Ricky’s father be saying to Ricky?

**Pages 352–355:** What does Ricky’s mother have in her band? What is different about the way Ricky’s father looks?

**Page 356:** Where do you think Ricky is going? Why is he carrying the mustache in his band?

**High-Frequency Words**

**story**

Display the Word Card *story*. Read the word for children. Lead children on a brief picture walk of the Phonics Library selection *Mouse’s Crowded House*, using the prompt and pointing to the corresponding Word Card. **Say** *The mice liked listening to a story.*

Write the high-frequency word *story* on the board. Have children say and spell it. Use *story* in a series of simple sentences, such as *The story is about dolphins* and *I read a good story yesterday*. Have children raise their hands when they hear the high-frequency word *story*.
Meals at Home and School

Help children find Anthology page 350. Read this sentence aloud: At breakfast, he chewed his cereal slowly. Encourage children to look at the illustration and to describe what is happening.

**ASK** What is Ricky doing? Where is Ricky? Ricky is eating breakfast at home, but some schools serve breakfast, too. What do you know about eating meals at school? Record children’s responses on the board.

Find magazine pictures of common breakfast and lunch foods served in the school cafeteria, such as cereal, milk, hamburger, macaroni and cheese, and so on. Show pictures and labels. Help children identify the foods. List foods on a chart entitled School Meals.

### School Meals

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>cereal</td>
<td>hamburgers</td>
</tr>
<tr>
<td>milk</td>
<td>macaroni</td>
</tr>
<tr>
<td>French toast</td>
<td>fish sticks</td>
</tr>
<tr>
<td></td>
<td>pizza</td>
</tr>
</tbody>
</table>

### What's for Lunch?

Direct children to fold a paper in half. On one half of the page, have them draw their favorite lunch to eat at school. On the other half, have them draw their favorite lunch to eat at home.

### Vocabulary

meals, cereal, cafeteria

### Materials

- Anthology
- magazine pictures of food
- colored markers
- Picture-Word Cards
cereal, milk
(See Master ELL 3–9.)

### IF NEEDED...

**Beginning/Preproduction**

See Master ELL 3–7.
Display “New at School.” Reread it and perform the motions, having children join in. Have children write their name on a self-stick note. Personalize the poem by using the notes to insert a name after the word hello in the poem. Then give each child a name note which is not his or her own. Have children give the name notes to the owners.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**What's for Lunch?**

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THEME 3: Around Town: Neighborhood and Community
**SKILL FOCUS: PHONICS REVIEW** 10–15 MINUTES

**Vowel Pairs ai, ay**

**Conduct** a picture walk of the Phonics Library selection *Hooray for Main Street*. Point to the title as you read it aloud.

**Remind** children that the long *a* sound is sometimes spelled with the vowel pairs *ay* and *ai*. Write *Hooray* and *Main* on the board and underline the vowel pairs *ay* and *ai*. Have children read each word, listening for the /a¯/ sound.

**List** *plain, explain, display, daylight, rainbow,* and *stayed* on the board. Call on children to underline the /a¯/ vowel pairs, then blend and read the words.

**SKILL FOCUS** 15–20 MINUTES

**High-Frequency Words**

*behind, soldier*

**Display** the Word Cards *behind* and *soldier*. **SAY** *I’m thinking of a word that begins with /s/. It names a person who is in an army.* Have a child point to and say the word. **SAY** *Spell soldier with me: s-o-l-d-i-e-r, soldier! Now I’m thinking of a word that begins with /b/. It means “in back of.” Spell behind with me.* Have children say and write each word on a separate index card, then hold up the index cards to complete oral sentences, for example, *I have a picture of my grandfather dressed like a _____.* *(soldier)* Martin is hiding _____ the tree. *(behind)*

**Reread** the Phonics Library selection *Mouse’s Crowded House* with children. Have them match the Word Cards with the words in the story. Have partners reread the story together.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Say the high-frequency words. 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, then use the word in an oral sentence.

**Intermediate/Advanced**

Have children write sentences using *behind* and *soldier*.

**Skill Objectives**

**Children**

- read and write words with the *ai* or *ay* spelling pattern
- read and write new high-frequency words *behind* and *soldier*

**Academic Language**

- vowel
- vowel pairs

**Materials**

- Phonics Library selection *Hooray for Main Street*
- Word Cards *behind* and *soldier*
- Phonics Library selection *Mouse’s Crowded House*
- index cards

**Phonics Library**

*Around Town: Neighborhood and Community*

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

Help children find Anthology page 348. Read this sentence aloud: *That night, after he put on his pajamas, Ricky went into the living room, where his father was listening to the radio.*

*SAY* This part of the story tells about something that happens at night. The story tells about other times of day, too. What are words that name other times of day? Record children’s responses as column headings Morning, Afternoon, and Night. **ASK** What are some things you usually do at each time of day? Record responses under the appropriate heading.

**Morning, Noon, and Night** Lead children in a game called “Morning, Afternoon, and Night.” Call out an activity, such as eating breakfast or going to sleep. Have children respond with Morning, Afternoon, or Night to tell when the activity is usually done.

Have children pantomime the activities as they are named.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat breakfast</td>
<td>eat lunch</td>
<td>eat dinner</td>
</tr>
<tr>
<td>get dressed</td>
<td>go to recess</td>
<td>do homework</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Do you come to school in the morning or at night? Do you eat dinner at night or in the morning?

**Early Production/Speech Emergent**

**ASK** When do you wake up? When do you come home from school? When do you go to bed? Have children answer in phrases or complete sentences.

**Intermediate/Advanced**

Direct children to write a few sentences that describe in order a morning or bedtime routine.
Selection Review

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

**Explain:**  play
A play is a story that is written for and acted on a stage.

**Show:**  mustache
Draw and label a simple mustache on the board.

**Model:**  looked in the mirror
Pantomime looking in a mirror.

Comprehension Questions for the Anthology Selection

1. How did Ricky try to solve the problem of the lost mustache?  (He looked for the mustache, tried to make a new one, then told his mother that he’d lost it.)

2. How did telling his mother about the lost mustache help Ricky solve his problem?  (Ricky’s mother discussed the problem with his father and together they came up with the idea of giving Ricky his father’s mustache.)

3. Have you ever lost something important? What did you do about it?  (Answers will vary.)

Using Context

**Write**  the following sentence on the chalkboard:  *The hound pulled at its leash and barked at us.*  Underline the word hound.  **SAY**  I don’t know what a hound is, but I know other words in the sentence.  The words leash and bark are words that have to do with dogs.  The bound in the sentence barks and pulls at its leash, like a dog.  I think a bound is a kind of dog.

**Display**  the following sentences and have children use clues from each sentence to figure out the meaning of the underlined words.  *Lee helped Mom wash and fold the laundry.  Gilberto drank a cold glass of sweet punch.*
Words of Greeting

Help children find Anthology page 336. Read this sentence aloud: A man on the street called out, “Hello, soldier.”

SAY In this part of the story, someone says hello to Ricky. The word hello is one way to greet someone. What words of greeting do you use? Use puppets to demonstrate common greetings and responses, such as hello; hi; good morning; good afternoon; How are you?; I’m fine, thanks. And you?

Chart the greetings and responses next to each other on the board. Then ask pairs of children to practice words of greeting and responses using the puppets.

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning.</td>
<td>Good morning.</td>
</tr>
<tr>
<td>How are you?</td>
<td>Fine, thanks, and you?</td>
</tr>
</tbody>
</table>

Draw outlines of two children shaking hands as if in greeting. Cut out a speech balloon for each child in the class. Display the drawing. SAY These two children are meeting. What do you think they might be saying? Have children write greetings or responses for each speech balloon. Invite them to read the greeting or response as they attach the speech balloon to the display.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

SAY Show how you greet someone in the morning. Show how you shake hands with someone.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK Do you say hello or good-bye when you first see someone? How do you answer when someone asks “How are you?”

INTERMEDIATE/ ADVANCED

ASK Do you greet a teacher and a friend the same way? Why or why not? Then have partners role play greetings and responses between students and between a student and a teacher.
One and More Than One

Write cat and cats on the board. Ask Which word names one cat and which word names more than one cat? Say Most nouns add the letter s to name more than one. Remind children that nouns that end in s, x, ch, and sh add es to name more than one. Then write bus and buses on the board. Ask which word names one and which names more than one.

List the following words on the board: bush, dress, lunch, and fox. Have children take turns reading a word and adding s or es to name more than one.

Using Exact Nouns

Remind children that when they write they should try to use words that will give readers a clear picture of what they are writing about. Say One way you can help readers to get a clear picture is to use exact nouns in your writing.

Display the following sentences on the board and read them aloud: The person gave something to the animals. The zookeeper gave meat to the lions.

Ask Which sentence gives a clearer picture of what is happening?

Demonstrate using exact nouns. Work with children to create sentences by replacing common nouns with exact nouns, for example, She gave something to the birds. (Grandma gave breadcrumbs to the pigeons.)
Teamwork

**Vocabulary**
work, job, together, help

**Materials**
- chart paper
- Picture-Word Cards
  (See Master ELL 3–12.)

**SAY** Let’s read a poem about working together. Listen and watch as I read.

Display the poem “It’s Best to Work Together.” If you are familiar with the song, sing the poem to the tune of “Have You Ever Seen a Lassie.”

As you read, use appropriate gestures, such as motioning for others to join in, pointing to yourself and others, brushing your hands together to indicate job completion, and putting your hands on your hips. Then have children read and sing the poem with you, including the motions.

**ASk** Have you ever worked on a team or with a group to get a job done at school? at home? Record children’s responses on the board, and have children copy responses onto index cards.

Hand index cards out to small groups and have groups work together to pantomime the job described on the card. Have children guess to identify the job being pantomimed.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Do you have a job at school? at home?

**Early Production/Speech Emergent**

**SAY** Name a job that you do with a group in school. Name a job that you do with someone at home.

**Intermediate/Advanced**

Guide children in collaborating to write a cheer to encourage a group or team that is working together.
Millie’s Garden
Teacher Read Aloud
Display the Read Aloud illustration. SAY Describe what you see in the illustration. Name the vegetables shown in the illustration. What do you know about gardens and gardening? If you could have your own garden, would you want to have a vegetable or a flower garden, or both? Why?

Vowel Pairs ee, ea/ The -tion, -ture Endings in Two-Syllable Words
Display the Phonics Library selection The Clean Team and lead children on a picture walk. Read the title. ASK vowel sound do you hear in the words clean and team? Now say queen. Did you hear the same vowel sound? Write clean and queen on the board. Underline ea and ee. SAY The vowel patterns ea and ee stand for the long-e sound.

List these words: cleaning, green, peanut, fourteen, squeak, sweetly. Call on children to underline the /e/ vowel pairs and to read the words.

Add creature and caption to the board. Point to each word as you say it. Underline ture as you say the word creature. SAY The letters t-u-r-e stand for the /chur/ sound. Repeat for tion and the /shun/ sound. Provide practice with these words: capture, vacation, picture, action, and direction. Have children underline -ture or -tion and then tell how they will blend and read the word.

Skill Objective
Children
• read and write words with the vowel pairs ee and ea
• read words that end with -tion and -ture

Academic Language
• compound word

Materials
• Phonics Library selection The Clean Team

MULTI-LEVEL PRACTICE
Beginning/Preproduction
SAY Listen as I say some words. Raise your hand if you hear /e/. Use these words: sheep, hen, wheel, leaf, step, tree.

Early Production/Speech Emergent
Have partners search for and list words with the long-e sound in the Phonics selection The Clean Team.

Intermediate/Advanced
Have pairs of children read the Phonics Library selection together.
Family Members

SAY We’ve talked about working together. Many times families work together. Let’s work together now to name the people in a family.

Guide children to identify mother, father, son, daughter, brother, sister, grandmother, grandfather, and so on. Record responses on the board or on chart paper.

Next, have children create stick or paper bag puppets to represent family members listed on the chart.

Organize children into small groups. Have them use their family puppets to role-play a typical family activity, such as a meal or outing.

BEGINNING/ PREPRODUCTION

Display “It’s Best to Work Together” and sing it with children, using the motions. Have children write their names on self-stick notes. Put two children’s names in the chart at a time, masking the words my and your. Sing the poem again, using children’s names. Then give pairs of children a small task to do together, such as putting books away. Say: Show how you worked with your partner.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Do you have any aunts and uncles? Who is the youngest person in your family? Have children answer in complete sentences.

INTERMEDIATE/ADVANCED

ASK Which family member do you spend the most time with? What do you like to do together?
Get Set to Read

Subway Travel, pages 364–365

Direct children to Anthology pages 364–365. **ASK** What is a subway station? Have you ever seen or been on a subway train? Subway trains travel in underground tunnels. How is that different from other types of trains? Describe the subway station in the large photograph.

**Jamaica Louise James**

**Page 367:** Describe Jamaica Louise. What is she holding in her hands? Where do you think Jamaica Louise lives?

**Pages 368–369:** Why is there a light bulb over Jamaica's head? What are the people looking at? What does it say?

**Pages 370–371:** Jamaica is with her mother and Grammy. What are they doing?

**Pages 372–375:** What is Jamaica doing? Describe her drawing. What are Jamaica and her mother and Grammy doing?

**Pages 376–377:** It is Jamaica Louise's eighth birthday. What do you think her mother and grandmother bought for Jamaica?

**Pages 378–381:** Grammy works at a subway station. Where is the subway station? What do you think she does there? Describe the subway station.

**Pages 384–385:** Where are Jamaica Louise and her mother going? What are they carrying?

**Pages 386–391:** Jamaica Louise and her mother are getting ready to surprise Grammy for her birthday. How will they surprise her? How does Grammy feel about the surprise? How do the people in the subway station feel about it?

**Skill Objective**

Children read and write new high-frequency words *believe* and *lady*.

**Materials**

- Word Cards *believe*, *lady*

**High-Frequency Words**

*believe*, *lady*

**Display** and read the Word Cards *believe* and *lady*.

**Write** *lady* on the board. Have children say and spell it after you. Repeat with *believe*. Then use each word in a simple sentence, such as *A lady at the store helped me*. Ask children to point to and say which word they hear. Review by having children suggest sentences for the high-frequency words.
Money

Help children find Anthology page 379. Read this sentence aloud: They give her a dollar or four quarters, and she slides a token into their hand.

SAY Which words in the sentence tell about money? What money words do you know? Record children’s responses.

Then show real coins: a penny, a nickel, a dime, and a quarter. Have children match each coin to a label on the board. Group labels under the headings Coins and Bills. Discuss the value of each coin, then show a dollar bill and have a child match it to its label.

Set up several money stations for children to rotate through. At one station, fill a small jar with pennies. Have children guess how many pennies are in the jar, then have them complete the sentence-frame There are ___ pennies in the jar.

When everyone has guessed, count the coins together and compare guesses. At another station, have children sort a collection of coin manipulatives by type of coin. At a third station, have children count out coin manipulatives to “buy” subway tickets costing 25 cents. At all stations, encourage children to talk about the coins and their values.

Vocabulary
money, dollar, penny, nickel, dime, quarter

Materials
• Anthology
• coins, including penny, nickel, dime, and quarter
• dollar bill
• small jar
• Picture-Word Cards penny, nickel, dime, quarter, dollar
(See Master ELL 3–12.)

Beginning/Preproduction
See Master ELL 3–10.

Display the poem. Reread and sing it and perform the motions. Encourage children to join in. If possible, record children singing the poem. Then give each child a copy of the poem. Call on children one at a time to listen to the tape with headphones and to follow along with their copy of the poem by pointing to each word as it is sung.

SAY Point to the quarter. Show how many dimes and nickels equal one quarter.

ASK Is this a quarter or a nickel? Which coin equals ten cents?

On the board, write this question: Would you rather have 100 pennies or 1 dollar? Why? Ask children not to discuss their answer, but to put it in writing.

BEGINNING/ PREPRODUCTION

EARLY PRODUCTION/ SPEECH EMERGENT

INTERMEDIATE/ ADVANCED
Vowel Pairs *ou, ow*

Display the Phonics Library selection *Big Hound’s Lunch* and lead children on a picture walk. Write *bound* and *brown* on the board and underline the vowel pairs *ou* and *ow*. Remind children that the /ou/ sound is sometimes spelled with the vowel pairs *ou* and *ow*. Have children read each word, listening for the /ou/ sound.

List *clown, pound, downtown, shouted, around, flower, vowel,* and *outside* on the board. Call on children to underline the /ou/ vowel pairs, then blend and read the words. Provide additional practice by previewing **Practice Book** page 281 with children. Read the directions and have children read the word pairs in the boxes.

High-Frequency Words

*whole*

Display the Word Card *whole*. Have a child point to and say the word. **Say**: Now spell *whole* with me: w-h-o-l-e, whole! Instruct children to say and write the word on a separate index card. Children can then hold up their index cards to complete oral sentences, for example, *We ate the _____ cake!*

Distribute copies of the Phonics Library selection *The Clean Team*. Have children match the Word Card with the high-frequency word *whole* in the story. Invite pairs to reread the story together.

Skill Objectives

Children

- read and write words with the *ou* or *ow* vowel pattern
- read and write new high-frequency word *whole*

Academic Language

- *vowel*

Materials

- Phonics Library selection *Big Hound’s Lunch*
- **Practice Book** page 281
- Word Card *whole*
- Phonics Library selection *The Clean Team*
- index cards

Phonics Library

*Around Town: Neighborhood and Community*

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

Help children find Anthology page 382. Read the first paragraph aloud: When Grammy comes home, she sews and talks about the people she sees, like Green-Hat Lady or Gentleman with the Red Bow Tie. Mama reads and hums.

**SAY** What words tell about color? Encourage children to name the colors they see in the illustration. Record children’s responses.

Direct each child to make a set of color cards by writing the words in corresponding colors. Then, as you say a color, have children hold up the appropriate card.

**What’s Missing?** Display a collection of objects to represent various colors, one item per color. Have children identify each item by naming its color first. (yellow chalk) Have children study the collection, then have them cover their eyes while you remove one of the objects. Ask children to look again at a given signal. Call on a child to tell which item is missing and name its color.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What color is the chalk? What color is the ____? **SAY** Point to the (yellow chalk).

**Early Production/Speech Emergent**

Direct children to use their favorite color and an object to complete this sentence frame: The ____ is ____. (e.g., The apple is red.) You may wish to have children illustrate their sentence.

**Intermediate/Advanced**

Organize children into groups by their favorite color. Guide each group in writing an acrostic non-rhyming poem for their color word. Write the color word vertically down a piece of chart paper. Explain that each line of the poem will begin with the first letter of each line.
Strategies for Comprehensible Input

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

Model: draw
Pantomime drawing an object or person. Select a subject for your “drawing,” then use a pencil and sketchpad or sheet of paper to demonstrate drawing for children.

Show: plaque
Point out the plaque on Anthology pages 342 and 390. If applicable, point out plaques in or near your school building.

Comprehension Questions for the Anthology Selection

1. Do you think Jamaica and her mother and Grammy enjoy living together? (Answers should indicate that Jamaica and her family seem close and supportive.)
2. Describe Jamaica’s neighborhood. (Jamaica lives in an apartment building in a big city. There are many other apartment and tall buildings in her neighborhood.)
3. Painting and drawing are Jamaica Louise’s favorite things to do. What are your favorite things to do? (Answers will vary.)

Skill Objective
Children use guidewords to find words in a dictionary.

Materials
- dictionary
- guidewords
Clothes


**SAY** Take a minute to talk with a partner about what Jamaica, Mama, and Grammy are wearing. Try to use color words, too. For example, you might say to your partner, “Mama is wearing a blue skirt. Grammy is wearing a brown sweater.” Allow time for both partners to have a turn.

**Wear It Well** Have partners turn around and describe each other’s clothing without looking. Encourage them to use color words and to include as many details as possible. Record children’s descriptions on the board. Once several descriptions are listed on the board, call on children to read them aloud and name the people to whom the descriptions apply.

Then have children draw and label a picture of themselves wearing their favorite clothes. Have them complete the sentence frame *My favorite things to wear are _____.*

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

| SAY | Point to your shoes. What color are they? What color are my shoes? |

**EARLY PRODUCTION/ SPEECH EMERGENT**

| SAY | Describe one thing you are wearing. How many people in class today are wearing pants? Describe your favorite shoes. |

**INTERMEDIATE/ ADVANCED**

| ASK | How is what you wear in the winter different from what you wear in the summer? |
Nouns That Change Spelling in the Plural

**SAY** Most nouns add *s* or *es* to name more than one, but some nouns are spelled differently when they name more than one. List these words on the board: *child, woman, mouse, man, tooth*. Tell children that all these words show one person, place, or thing.

**ASK** How do we say more than one child? Yes, we say *children*. The word *children* is an example of a word that changes its spelling when it names more than one. Help me spell *children*. Write *children* on the board. Repeat with the other words on the board.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have children choose a plural word from the board. Have them match the plural to its singular form.

**Early Production/Speech Emergent**

Have pairs of children write the plural forms of each of these words: *man, woman, child*.

**Intermediate/Advanced**

Have children write sentences that use nouns that change their spelling in the plural form.

**Skill Focus: Writing**

**Audience**

**Display** magazine ads for children to examine. Include ads designed to appeal to adults and ads geared toward children. Hold up each ad and have children tell for whom it is designed and how they know.

**Lead** children to see that writers think about their *audience*, or their readers, when they write. They use words that will mean something to their readers. Tell children that they will now create their own ads. As a group, chose a real or invented product for which the ads will be written. Then, help children brainstorm two ads for the product. One ad should appeal to adults and one should appeal to children.