Theme

3

Theme 3: We’re a Family
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

We’re a Family
This week we will read about families. Let’s start by reading a rhyme about a family.

Display “My Family.” Read it a few times with these actions: rock back and forth slowly; pump your arms quickly; make swimming motions; hug; show a silly face. Read it again, tracking the print.

Have children perform the actions. On another reading, help children identify the words that name family members by drawing pictures or attaching the appropriate ELL Picture Cards. Have children tell what they know about each. Explain that grandpa, grandma, and dad are other names for grandfather, grandmother, and father.

Have children name the ways of walking mentioned in the rhyme (slowly, quickly) and other ways to walk such as silly, from side to side, backwards, sideways, and so on. Demonstrate each one. SAY I am walking quickly. Walk quickly with me. Tell how you are walking. Repeat, changing the way you walk. Ask children how they would walk with different members of their family.

Have children make up new ways to walk and name them. ASK Which ones would be fun to do with your family?

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
Reread the rhyme, pausing for children to walk slowly and quickly. Have them repeat the words slowly and quickly each time.

EARLY PRODUCTION/ SPEECH EMERGENT
SAY Name some people who might be in a family. Name a few people in your family. Show how you would walk with them.

INTERMEDIATE/ ADVANCED
ASK What do you do when you “keep up with” someone? When would you walk in a silly way? in a happy way?
Jonathan and His Mommy

Display the book and read its title. Tell children that Jonathan and his mother are going for a walk. Ask Where do you like to go walking? Who do you go walking with? Where do you think Jonathan and his mommy will go? Lead a picture walk. Encourage children to tell about the ways the two move.

Pages 2–3: Does Jonathan live in the city or the country? How can you tell? Is it a good day to take a walk? How do you know that?

Pages 4–25: Help children describe how Jonathan and his mother are walking and moving. Talk about where they are and what other people around them are doing.

Pages 26–28: How is Jonathan feeling at the end of his walk? Where do you think he and his mother will go next? How will they get there?

Phonemic Awareness/Phonics

Blending Onset and Rime

Remind children that rhyming words end with the same sounds. Provide the following example of rhyming words: bat, cat, bat. Ask children to name other words that have the same ending as bat.

Tell children to listen carefully as you say some sounds. Say /b/, /at/. Model putting /b/ and /at/ together to get the word bat. Repeat the process, saying the sounds and having children put the sounds together to make these words: /k/, /at/ cat; /h/, /at/ hat; /m/, /at/ mat; /s/, /at/ sat. Repeat with the words got, cot, bot.

Initial Consonant t /t/

Introduce Alphafriend Tiggy Tiger to children. Say Tiggy, stretching out the initial /t/. Have children do the same. Repeat with Tiger. Elicit that both Tiggy and Tiger begin with /t/. Hold up the Picture Card tag, and help children name it. Ask Does tag begin with the same sound as Tiggy and Tiger? What is that sound? Do any of you have names that begin with T like Tiggy Tiger? If you do, stand up and say your name. Give each child with a T name a turn to hold up the letter card T as the group says the child’s name. If no one has a T name, you say a T name and have children repeat it.

Distribute the Picture Cards for /t/ t. Have a child hold up a picture. Help the group name each picture. Write the picture name on the board. Then have children say the picture name, the sound /t/, and the letter name t.
People in a Family

SAY We read about a boy and his mother. Today we will talk about members of families, such as mothers, fathers, brothers, sisters, aunts, and uncles.

Have children draw pictures of themselves with their families. Quick-draw a picture of yourself as a child with your family. Point to each family member in your completed drawing. SAY This is my ___. Then have children identify members of their families. Keep children’s drawings.

Draw a simple family-tree type of chart to help children see how family members are related. Stress that families are different and that this one just shows how some members are related.

Reread “My Family,” stressing the names for family members. SAY These are words you will hear people use when they talk about their families.

Invite children to tell the special names they have for their family members. Write the special names on the chart.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION

ASK Who do you walk slowly with? quickly with? Who likes to swim or play games with you? Who hugs you when you’re sad? giggles at your silly faces? Use the person the child names to reread each line of the rhyme.

EARLY PRODUCTION/SPEECH EMERGENT

SAY Name some of the people in the drawings we made. Think about what you like to do with one of those people. Tell about it.

INTERMEDIATE/ADVANCED

SAY Tell about something you like to do with your mother, your father, your grandparents. Why do you like to ___ with him or her?
**Tortillas and Lullabies**

Display the book and read its title in English and in Spanish. A child who speaks Spanish might say the title words in Spanish. Discuss the cover picture. Point out that the people are a great-grandmother, a grandmother, a mother, and a daughter. Then lead a picture walk.

**Pages 2–25:** *Ask* What number is this? What does this picture show? Turn the page. Who are these people? What are they doing? Read these pages aloud to show children the pattern of the story. Have children look for the girl and her doll. Repeat, asking similar questions for each section.

**Pages 26–32:** *Ask* What time of day is it? How do you know? Tell children the mother is singing a song, called a lullaby, to her daughter to help her go to sleep. *Ask* Who is the daughter singing to? If you know a lullaby, sing it for the class. Invite children to share any lullabies they know and to tell who sings the songs to them.

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**Phonemic Awareness/Word Work**

**Blending Onset and Rime**

*Ask* children to name words that rhyme with *pet*. Then tell children to listen carefully and to put the sounds you say together to make words. Say /p/ and /e˘t/. If necessary, model how to blend the sounds to make the word *pet*. Then continue, having children blend sounds to make these words: *jet*, /j/, /e˘t/; *let*, /l/, /e˘t/; *net*, /n/, /e˘t/.

*Repeat* for the words *bug*, *rug*, and *mug*.

**High-Frequency Word: my**

*Display* the cards listed in Materials. Construct the rebus sentence: See my (hand). Point to the first word, and have children read it. Then point to *my*. *Ask* What letter does this word begin with? Make the sound for that letter. Then say the complete rebus sentence as you point to your own hand. Point to each word and have children repeat the sentence with you as they point to their own hands.

*Write* See my ___ on the board. Have children draw pictures to finish the sentence. Some may want to copy the sentence See my ___ above their pictures. Encourage children to read their rebus sentences with the group.
Naming Family Activities

Ask children to look through *Tortillas and Lullabies* with you to find pictures of the family making tortillas, gathering flowers, washing dresses, and singing lullabies.

As they find the pictures, help children name the activity and tell about something they do with members of their own families that is similar to this activity. **Ask** What other things do you like to do with your family? Help them put the activities into words and actions.

Teach children to play the singing game “This Is the Way” to the tune of “Here We Go Round the Mulberry Bush.” Have them choose a family activity from *Tortillas and Lullabies* to sing and act out for each verse. For example: This is the way we make our lunch, make our lunch, make our lunch. /This is the way we make our lunch, /In our family. Other verses might include, stir the pot, wash our clothes, and go to bed.

**Multi-Level Response**

**Beginning/Preproduction**

Have children stand in a circle. Say a sentence that tells about an action, such as, I am washing clothes. Pantomime the action. Then have children echo the sentence and repeat the action.

**Early Production/Speech Emergent**

Ask one child at a time to pantomime a family activity the group acted out. When the child is finished pantomiming, he or she should ask: What am I doing? The group responds: You are ___ (washing clothes).

**Intermediate/Advanced**

**Ask** What special foods does your family like? Do you help make those foods? Tell and show us how you do that. Tell about some other things your family likes to do together.
Phonics Library
“The Birthday Party,” pages 1–7

Display page 1 of “The Birthday Party,” and read the title aloud. Ask, What do you think this story will be about? Why do you think that?

Walk children through pages 2–7, prompting them to tell the story by describing what is taking place and who the people might be. Have them identify the pictured objects and activities that show this is a birthday party.

Concepts of Print
Return Sweep/Capitalize First Word/End Punctuation

Hold up I Need a Lunch Box. Open the book to page 3. Ask a child to point to the place where you should begin reading and to name the first letter. Ask, What kind of letter begins the first word of a sentence? What letter is this?

Read aloud moving a hand under the line. Pause at the end. Have children tell what mark ends the sentence. Say, Now I will go to the beginning of the next line. Lift your hand off the page and return it to the next line. Repeat.

Call on children to take turns finding the beginning and end of the first sentence in other books. Read the sentence. Have a child demonstrate the return sweep.

Skill Objectives
Children
• identify capital letters at the beginning of sentences
• identify periods at the end of sentences
• demonstrate return sweep

Academic Language
• sentence
• period

Materials
• Big Book Tortillas and Lullabies
• Read Aloud I Need a Lunch Box from Theme 2
• Phonics Library selection “The Birthday Party”

Language Transfer Support
In Spanish, words within titles, unless they are names, are not usually capitalized.

Phonics Library
We’re a Family
Each wordless story offers children opportunities for oral language development during the week.
**Big and Small Families**

**SAY** We have been talking about families—the different people in a family and the different things families like to do together. We've learned that families are different. Today we will talk about families of different sizes.

Tell children that the words **big** and **small** can be used to tell about the different sizes of groups. Count the children in the group and say **Our group is small**. Tell how many children are in the whole class and say **Our class is big**.

Have children look at the family pictures they drew for Day 2. Ask them to take turns telling about their own families and whether they are big or small.

**SAY** Some families are big and some are small. Call on children to point out pictures of a big family and a small family in the Big Book and use the words **big** and **small** to tell about the families.

**Is It Big or Small?** Have children form big and small groups of small items, such as counters, game pieces, or pencils, to create “families.” Invite them to tell how many are in their big “family” and how many are in their small “family.”

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**Vocabulary**
- small, big, different, size

**Materials**
- children’s family pictures from Day 2

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**BEGINNING/PRERESPONSE**

**See Master ELL 3–1.**

Display the rhyme “My Family.” Read it aloud, having children chime in and do the motions. Say: **Some families have lots of people; they are big families** (stretch your arms out, to indicate big). **Some families have just a few people.** They are small families (hold two fingers just barely apart, to indicate small). Have children copy your arm motions and repeat the appropriate words with you.

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**LANGUAGE DEVELOPMENT** 15–20 MINUTES

**MULTI-LEVEL RESPONSE**

**BEGINNING/PRERESPONSE**

Draw a group of three happy faces on the board to represent small and a group of eight happy faces to represent big.

**SAY** Point to the big group. Point to the small group. Then point to a group and have children call out big or small.

**EARLY PRODUCTION/SPEECH EMERGENT**

Take children on a picture walk through the Social Studies Link “Families.” On pages 39–40, ask children to orally label each family as big or small.

**INTERMEDIATE/ADVANCED**

**ASK** Would you like to be part of a big family or a small family? Tell why. Name some big animals, such as elephants. Name some small animals, such as mice.
**Big Book Social Studies Link**

"Families," pages 35–41

Read the title aloud. Ask: How many people are in this family? What are these people doing together? Where are they? Are these family members having fun? How can you tell? Which pictures show a big family? a small family?

Invite children to tell which activities they enjoy with their own families.

**Comprehension**

**Story Structure: Characters/Setting**

Display "The Birthday Party." Have children point out the birthday girl and her mother on page 2. Explain that the girl is an important character in the story because it is her birthday and she is in all the pictures.

Ask children to give the girl a name. Write the name on the board. Say: Find the girl in each picture. Use her name. Tell what she is doing. Name some of the other people you see. Explain that the people in stories are called characters.

Tell children that where a story takes place is important too. Ask: Where does the girl's birthday party take place? How do you know that?

Review the story children have told about the birthday party, having individuals point to relevant pages as the story is told.

**Skill Objective**

Children identify characters and settings in stories.

**Materials**

- Phonics Library selection “The Birthday Party”
- Big Book Tortillas and Lullabies/Tortillas y cancioncitas
- an assortment of picture books
Pulling It All Together

Display the books read this week. SAY This week we read three books about families. First, we read about a boy who takes walks with his mother. Then we read about a girl and her family who make tortillas, gather flowers, wash dresses, and sing a lullaby for each other. Then we read about how families work and play together.

Revisit the rhyme “My Family.” Encourage children to join in with the words and gestures as you read. Invite children to take turns naming some of the people in their own families.

Invite children to have a make-believe family celebration. Have each child choose a role, such as the grandfather, a brother, a sister, and so on, to play.

The celebration could be centered around a meal. Encourage children to talk to each other as they role-play. Encourage dialogue with prompts as needed. For example: You are the grandfather. Sarah is your granddaughter. What would a grandfather say to a granddaughter? What would he ask her?

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Look slowly through the pages of several picture books with children. Ask them to raise their hands when they see pictures of families. Hold the book open to those pages and help children identify the family members shown.

Early Production/Speech Emergent

SAY Tell about three members of your family and what you like to do best with each of them. Where do you do this with them?

Intermediate/Advanced

Have children page through Jonathan and His Mommy and Tortillas and Lullabies to help them recall activities. ASK What family members were in these stories? What things did the families do? How is this family like yours? How is it different?
Phonemic Awareness/Phonics

Initial Consonants t /t/, m /m/, s /s/

Display the Picture Cards listed under Materials. Invite children to play a letter guessing game. SAY I begin with the letter t. I am a toy that spins. What word tells what I am? Once children identify the word top, have a child take the corresponding picture from the display and place it on a nearby table.

Continue to give clues in the same manner for the remaining pictures. Then have children sort the cards into three piles, according to their beginning sounds.

Segmenting Onset and Rime

Remind children that they have put sounds such as /b/ and /ät/ together to make words. Have them blend /b/ and /ät/ to make bat.

Have children listen as you say the word sat. ASK Do you hear /s/ at the beginning? Say it with me, /s/. Listen again. Do you hear /ät/ at the end of sat? Say the ending with me /ät/. Now you say the beginning and ending parts of the word with me /s/ /ät/. What’s the word?

Model the process with other words, such as man, pan, run, sun. Explain to children that they should first say the word, listen for the beginning sound, and then listen for the ending sound. Repeat the process for other CVC words such as mat, bat, fan, and can.
What We Need

This week, as we find out more about families, we will talk about some of the things we and our families need.

Display the rhyme “Some Things I Need” on chart paper. Read it aloud and model these actions: shivering for being cold and wiping sweat from your brow for being hot. Then have children say the rhyme after you and imitate the actions. Point to the word need.

There are things we all need. We need food to eat, a place to live, and clothes to wear.

Reread the rhyme, stopping at the end of each sentence. Ask What other things do we need when it’s cold? Have children respond by completing this sentence frame: We need ____ when it’s cold. Repeat for hot. Change the pattern of the sentence frame for line 5 to We need ____ when we’re thirsty. Use We need ____ when we’re hungry for line 7.

Supply old catalogs. Have children find and cut out things they might need when it’s cold, such as coats, sweaters, blankets, heaters, and things they might need when it’s hot, such as sun hats, beach umbrellas, T-shirts, sandals, and fans. Have children make a group collage.

Find It

Technology

Education Place

www.eduplace.com

Theme 3: We’re a Family

Audio CD

Theme 3: We’re a Family

Beginning/Preproduction

Reread the rhyme. Have children chime in and do the motions for hot and cold. Have children pantomime drinking for thirsty and eating for hungry as you read it again.

Early Production/Speech Emergent

SAY Name some things we all need. Where do you get the food you eat? Where do you get the clothes you wear?

Intermediate/Advanced

Have children draw pictures of different things they need and then show their pictures to the group. Have the group tell why they need that.
Goldilocks and the Three Bears

Teacher’s Edition, pages T86–T87

Show the story picture on page T87. Read the title aloud, explaining that this is a story that has been read or told to children for many, many years. Ask if children have ever heard it before. Have children tell or point to the girl named Goldilocks and tell what she is doing. Then encourage discussion.

- Who are the characters in this story? Point to them. Tell what they’re doing.
- Do you think Goldilocks knows that the house she is in belongs to bears?
- What animal do you see in the picture on the wall? on the wallpaper?
- Whose chair do you think Goldilocks is trying to sit in? How do you know?
- What will happen when the bears find Goldilocks in their house?

Phonemic Awareness/Phonics

Blending Onset and Rime

Tell children to listen carefully as you say some sounds: /b/ /át/. Have children repeat the sounds with you. Have them say the sounds once more, this time blending them together quickly to make a word. If necessary, model how to put the sounds together to make the word bat.

Continue with these sounds: /k/, /ért/ for kit; /s/ /ãd/ for sad; /f/ /ël/ for bell.

Initial Consonant /b/

Introduce Alphafriend Benny Bear. Say Benny, stretching out the initial /b/.
Have children do the same. Repeat with Bear. ASK Do both words, Benny and Bear, begin with the same sound? Say that sound with me /b/.

Display the Letter Cards B and b. Ask children to name the letters. ASK Which letter does the name Benny begin with? If your name starts with B, like Benny, stand up and say your name. Say the letter that your name begins with. Write the names in a list on the board. If no children’s names begin with B, write some B names and read them aloud.

Hold up Picture Card bat and write the word on the board. Have a child match Letter Card b with the picture name. Then ask children to tell the names of other things that begin with /b/. Prompt if necessary by pointing to /b/ objects in the room.

Skill Objectives

Children
- blend onset and rime to make words
- begin to associate /b/ with b

Materials
- Picture Card bat
- Letter Cards B, b
- ELL Picture Cards
  Alphafriend Benny Bear
  (See Master ELL 3–4.)
Clothes to Wear

Help children recall things we all need. **SAY** Today we will read about a girl who gets many different clothes from her family members. Let’s talk about some of the different clothes we need.

Start a chart about kinds of clothes. Write the word Clothes in the middle. Point to different articles of clothing on yourself and on children. Name the clothing, and add the words to the chart.

Use prompts such as the following so that the list includes cold-weather clothing: What do you need to keep your neck warm? your head? your hands?

Review the items on the web, adding a quick sketch of each item or using the ELL Picture Cards. Have each child point to and name an article of clothing he or she is wearing. Then have the child point to the same article on the web. Keep this web for children to add to as they think of other articles of clothing.

**Picture It**

Review the items on the web, adding a quick sketch of each item or using the ELL Picture Cards. Have each child point to and name an article of clothing he or she is wearing. Then have the child point to the same article on the web. Keep this web for children to add to as they think of other articles of clothing.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Draw a picture of something you like to wear. Tell us about your picture.

**Early Production/Speech Emergent**

**SAY** Name three kinds of clothes you are wearing. Find someone else in the group who is wearing the same three kinds of clothes you named. Tell who that person is.

**Intermediate/Advanced**

Display a picture of a large family. Have a child secretly choose a person in the picture and tell about the clothes he or she is wearing. Listeners guess which person is being described.
Shoes from Grandpa

Display Shoes from Grandpa and read the title aloud. ASK Where are the girl and her grandfather sitting? How do you think she is feeling? How can you tell? Turn the pages for a picture walk. Select from the following prompts.

Pages 2–13: Look at the people on pages 4–5. The girl’s name is Jessie. How does Jessie feel about her new red shoes? What other clothes does Jessie get? Who gives them to her?

Pages 14–27: Continue asking about Jessie’s clothes and who they are from. Ask children to tell what Jessie is doing on pages 8, 15, and 17.

Pages 28–31: Point out the pictures on pages 27 and 29. ASK How do you think Jessie feels about the way she looks? How can you tell? What kind of clothing does she most want to have? What kind of clothing would you most want to have?

Phonemic Awareness/Word Work

Blending Onset and Rime

Display the Picture Cards listed under Materials. Ask children to listen as you say some sounds: /b/ /u˘g/. Have children say the sounds together quickly to get the word bug. Then have them find the picture that shows a bug.

Continue having children blend sounds to make words and match sounds with pictures. Use these sounds and words: /b/ /öks/ for box; /t/ /āg/ for tag; /t/ /ēn/ for ten; /b/ /ōt/ for boat; /t/ /ōp/ for top.

High-Frequency Word: like

Use Word Cards, Picture Card sandals, and the Punctuation Card period to construct this rebus sentence: I like (sandals). Point to I and have children read the word. Then point to like, and read it aloud. Ask children to read both words: I like. Then identify the picture of the sandals. ASK What do I like?

Display this sentence frame: I like my ___. Call on individuals to read the sentence aloud and to complete it by naming things they like. Then have children copy the sentence frame and draw pictures to complete it. Have children read their completed rebus sentences aloud.
Members of Extended Families

Display *Shoes from Grandpa* and turn through the pages. **ASK** Does Jessie have a big family or a small family? Let’s take another look at the people in her family and count them. Review and count the family members in the story. Help children note the family members aunt, uncle, and cousin. Then use the family chart from Week 1, Day 2 to show that aunts are sisters of mothers and fathers, uncles are brothers of fathers and mothers, and cousins are the sons and daughters of the aunts and uncles.

**SAY** Do any of you have an aunt? What do you call your aunt? Who has more than one aunt? What are their names? Follow a similar procedure for uncles and cousins.

Go through the book again. Have children help list the relatives and the gifts each gives to Jessie. Write the list on the board: grandpa—shoes; dad—socks; mom—skirt; cousin—blouse; sister—sweater; grandma—coat; aunt—scarf; brother—hat; uncle—mittens.

**Act It Out** Have children play the parts of Jessie and her family members to dramatize the story. Prompt dialogue, with lines such as:

Hi, Jessie. I’m your ___. I’ll find you (a or some) ___.
And I’m your ___. Jessie. I’ll find you a ___ to go with the ___.

**Vocabulary**
aunt, uncle, cousin

**Materials**
- chart from Week 1, Day 2

**IF NEEDED...**

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

Display the rhyme “Some Things I Need.” Invite children to join in as you reread it. **Ask**: What does the child in the rhyme like to drink? (Pantomime drink.) Display drink containers and name the drinks each holds. Have each child repeat with you, I like to drink ___, and then hold up the drink they like to complete the sentence. Help children name the drinks.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**THEME 3: We’re a Family WEEK 2**

**Act It Out** Have children play the parts of Jessie and her family members to dramatize the story. Prompt dialogue, with lines such as:

Hi, Jessie. I’m your ___. I’ll find you (a or some) ___.
And I’m your ___. Jessie. I’ll find you a ___ to go with the ___.

**Beginning/Preproduction**

Have each child draw a picture of an aunt, uncle, or cousin they know. Have them tell about the relative. Then label the pictures.

**Early Production/Speech Emergent**

**SAY** Name your aunts. Name your uncles. Do you have any cousins? What are their names? Who is the cousin you see and play with the most?

**Intermediate/Advanced**

Have children name the family members in *Shoes from Grandpa* in pairs, according to the items of clothing that go together. For example, a child could say, Grandpa and Dad gave Jessie shoes and socks.
Phonics Library

“Baby Bear’s Family,” pages 9–15

Read aloud the title. **ASK** What does the title tell us this story is about? Let’s find out about what happens to this bear family. Walk children through pages 10–15. Have children pay special attention to Baby Bear. **ASK** Have you ever tried to catch a butterfly? Does this story have a happy ending?

Concepts of Print

Return Sweep/Capitalize First Word/End Punctuation

**Use** page 3 of *Shoes from Grandpa*. Call on several children to show where to begin reading, what direction to read in, and how to return to the next line.

**Ask** one child to dictate a sentence that tells about his or her shoes. Write the sentence on the board. Have the child “read” the sentence, pointing out the capital letter at the beginning and the period at the end.

**Call on** another child to dictate a sentence. Write it, using a lowercase letter to begin. Ask children to tell what you should change. Repeat, omitting both the initial capital and the end punctuation. Have children correct the sentence.
Clothes for Different Needs

SAY We have been reading about families and talking about things you and your families need. Explain that people need clothes for different things they do and to protect them from different weather.

SAY Remember that all Jessie really wanted was jeans that she could wear out to play. How many of you have jeans? When do you wear them?

On chart paper, start a list of sentences telling about different occasions and weather and the clothes that might be worn for each. Have children name articles of clothing and tell when they could wear them. Model a few examples for children to use:

Here is a ___ (dress). I can wear it ___ (to a party).
Here are ___ (boots). I can wear them ___ (in the snow or rain).

Write children’s sentence pairs on chart paper and reread each pair aloud. Have children write their names beside the sentences they contributed and illustrate them.
**Big Book Social Studies Link**

"Which Would You Choose?" pages 33–39

**Page 33:** Read the titles. Have children name the clothes. **Ask** Which kind of shoes do you think the girl will choose? Which would you choose?

**Page 35:** **Say** Look at the different gloves. Point to or name the gloves you would wear to play in the snow, to play baseball, to work in the garden.

**Page 37:** **Say** Point to and name the different kinds of clothes. Point to classmates who are wearing the same kinds of clothes shown in the picture.

**Page 39:** Read the second question aloud. Call on children to answer.

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**Comprehension**

**Inferences: Drawing Conclusions**

**Ask** children what is happening on page 10 of "Baby Bear's Family." **Ask** What time of day is it? How do you know? Tell them they can use clues in the picture and what they already know to get the answer. If necessary, point out that bananas and pancakes are usually eaten at breakfast. They know that breakfast is the first meal of the day, so they can conclude it is probably morning.

**Direct** children to page 11. **Ask** Where is the Bear family now? How do you know? What do you see and know already that will help you answer? **Ask** Is Baby Bear working or playing? Tell what makes you think that. Display pages 12–13. **Ask** How does Mother Bear feel? What is she worried about?

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Turn through "Baby Bear’s Family," pausing to identify the feelings of one or more of the bears. Have children repeat the word and show how they would look if they felt that way.

**Early Production/Speech Emergent**

**Ask** If I walk to the door, can you tell what I will do? How did you figure that out? Repeat with actions.

**Intermediate/Advanced**

Have partners draw conclusions about pages 12–15 of "Baby Bear’s Family." Suggest they talk about how the bears feel about each other. Partners can tell the group their conclusions.
Pulling It All Together

**SAY** This week we read about families and some of the things we need.

First we read about Goldilocks who went into the bears’ home. Why did she eat the porridge? lay in a bed? Then we read about a girl whose family gave her lots of clothes. Why did she need jeans? Last, we read about choosing different clothing for different reasons. Revisit the rhyme “Some Things I Need.” Encourage children to join in on the words and actions.

Sing and pantomime “This Is the Way” to the tune of “The Mulberry Bush.” This time, use actions related to clothing. For example: *This is the way we put on our socks ... dress for a party ... tie our shoes.*

Reread the rhyme, pausing before the words *juice* and *spaghetti.* Prompt individuals to fill in with the names of their favorite drinks and foods.

**Multi-Level Response**

**Beginning/Preproduction**

Have children form a circle. Have each child, in turn, point to an article of clothing he or she is wearing. Help the next child in the circle name the article of clothing. Then that child repeats for the next child.

**Early Production/Speech Emergent**

Invite children to page through *Shoes from Grandpa* and “Which Would You Choose?” to recall family wants and needs before responding. **ASK** What things did the children in the stories need?

**Intermediate/Advanced**

Ask each child to draw a picture of himself or herself doing a favorite activity with his or her family. Label the pictures for children. Then have children take turns telling the group about their pictures.
Phonemic Awareness/Phonics

Initial Consonants $b /b/, t /t/, r /r/, m /m/

Distribute a small letter card for $b$, $t$, $r$, or $m$ to each child or have children make their own. **SAY** All of you who have the letter $b$, do these three things: Stand up. Hold up your letter. Shout out the letter's name. Repeat for $t$, $r$, and $m$.

Hold up Picture Card box and ask children to name it quietly to themselves. **SAY** If you have the letter that stands for the beginning sound of box, say the letter and hold up your card. Repeat for the remaining pictures.

Segmenting Onset and Rime

Ask children to listen for the beginning sound of the word *like*. Ask them to repeat the word and say the beginning sound, /$l/$, with you. Repeat for the ending of the word, /$ık/$, -$ike$. Continue helping children segment words such as *top*, *map*, *rug*, and *sit*.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have children listen as you say *net*, stretching it out to emphasize the beginning and ending sounds. Repeat it with children. Have them say the beginning sound, the ending sound, and finally the whole word.

**Early Production/Speech Emergent**

Say these words one at a time: *bike*, *lace*, *race*, *rake*, *soap*, *rope*. Have children repeat the word after you and identify the beginning and ending sounds of each.

**Intermediate/Advanced**

Assign each child a partner. Have children take turns saying short words for their partners to segment into onset and rime.

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**Skill Objectives**

Children

- segment onset and rime
- associate sounds with letters: $b /b/, m /m/, r /r/, t /t/$

**Materials**

- Picture Cards bat, bed, bell, box, mat, mix, mop, mule, rake, rope, rug, run, tag, ten, tooth, top
- Letter Cards $b$, $m$, $r$, $t$
Expressing Hunger and Thirst

We have been reading and talking about families—who they are and what they do together. One thing many families do together is eat. Let’s talk about being hungry and thirsty.

Write “I’m Hungry!” on chart paper, alternating colors for the lines of dialogue. Read the poem aloud a few times, using puppets or dolls to role-play the conversation. Have children name the foods and drinks mentioned in the rhyme.

SAY Food and drink are things we all need to live. Let’s practice telling people what we need. Start a chart like the one shown. Draw or cut out and paste pictures of different foods and drinks in the appropriate columns.

<table>
<thead>
<tr>
<th>I’m hungry.</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want something ___. I’ll have a ___.</td>
<td></td>
</tr>
<tr>
<td>I’m thirsty.</td>
<td>Drinks</td>
</tr>
<tr>
<td>I want something ___. I’d like some ___.</td>
<td></td>
</tr>
</tbody>
</table>

Name each food and model using it in a sentence. Ask each child, in turn, to say the I’m hungry sentence and complete the sentence frames. Repeat for being thirsty.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION

SAY Show being hungry and thirsty. What do you eat when you are hungry? What do you drink when you are thirsty?

EARLY PRODUCTION/SPEECH EMERGENT

ASK What do you say when you need something to eat? Name some things you can eat. Tell what you can drink.

INTERMEDIATE/ADVANCED

Partners take turns asking Are you hungry? Are you thirsty? Answers should include specific foods and drinks.
The Amazing Little Porridge Pot

Teacher’s Edition, pages T146–T147

Display page T147 and invite children to talk about what is happening. Tell them this is a very old story about a special pot that cooks porridge and a girl who doesn’t follow directions exactly. Read the title aloud and have children point to the pot.

Explain that porridge is a kind of cooked cereal. **ASK**: What kind of food is in the pot? Why is the girl upset? What are the other people in the picture doing? The girl’s mother was away when all this happened. Find the girl’s mother in the picture. What will the girl’s mother do when she gets home?

Phonemic Awareness/Phonics

**Blending Onset and Rime**

**Tell** children to listen carefully as you say the beginning (onset) and ending (rime) sounds of a word. Say /b/ /ı˘b/. **SAY**: Now you say the sounds with me. Say the sounds again, blending them together to make a word. **ASK**: What word did you make? If necessary, model how to put the sounds together to make the word bib. Repeat the procedure with other words, such as top, mat, and hop.

**Initial Consonant n /n/**

**Introduce** Alphafriend Nyle Noodle to children. Say Nyle and Noodle, stretching out the initial /n/. Have children do the same. **ASK**: Do Nyle and Noodle begin with the same sound? Say that sound with me, /n/.

**Display** Letter Card N and n. Write Nyle Noodle on the board. Tell children that Nyle begins his name with a capital N. Ask children to point to the capital N and to stand if their own names start with the same letter. Write the N names on the board. Have children say each name with you.

**Hold up** Picture Card nine. Have children say the number. Write the word on the board and ask what letter the word nine begins with. Have children match letter card n with the word nine.

**SAY**: Listen as I say some words. If you hear /n/ at the beginning of a word, stand and shout “N.” Use the words nose, rose, bed, nut, note, tire, set, net.
**Names of Foods**

*SAY* Today we will read Tortillas and Lullabies again. In that story, a girl, her mother, her grandmother, and her great-grandmother do many things together. Families get together for different reasons. Let’s talk about some foods we like to eat with our families and friends.

Help children generate a list of favorite and special-occasion foods. List them on chart paper, including pictures whenever possible. For example:

<table>
<thead>
<tr>
<th>Foods</th>
<th>Favorites</th>
<th>Birthday</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>spaghetti</td>
<td>cake</td>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>curried chicken</td>
<td>ice cream</td>
<td>ham</td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td>hot dogs</td>
<td>salmon</td>
<td></td>
</tr>
</tbody>
</table>

**Let’s Party!** Have children sit in a circle to play a party game. *SAY* I’m going to a party, and I’m taking ___ (food name). What will you take? Turn to child next to you, and have him or her say the same sentences. Let children use the list on the chart to supply the name of a food, or help them supply new words. Continue until all children in the circle have had a chance to contribute.
Tortillas and Lullabies and Shoes from Grandpa

Display the Big Books. Point to Tortillas and Lullabies. **Ask** What is the title of this book? Let’s shout it out together! Ask a child to show several pages. **Ask** What kinds of things did the people in this book do for each other? Help children recall activities like making tortillas, picking flowers, washing a dress, and singing lullabies. Repeat for Shoes from Grandpa. Have children name the different types of clothes they are wearing and then tell about clothes they have received as a gift.

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

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**Phonemic Awareness/Word Work**

**Blending Onset and Rime**

Display the Picture Cards boat and goat. Ask children to blend the sounds /b/ and /ōt/ to make a word. Point to the picture of the boat as children say boat. Have them say boat again and then change the beginning /b/ to /g/ and say the new word. Point to the picture of the goat as children say goat.

**Repeat** with other CVC words such as box, bug, and pig. Provide the sounds if children have difficulty hearing or blending them.

**High-Frequency Words: my, like**

**Use** Word Cards to create this sentence starter: I like my ___. Ask children to read the words aloud and name something they like to complete the sentence. Repeat until each child has had a turn to finish the sentence.

**Guide** children to write I like my at the top of a piece of paper. Have them draw a picture and write a period to complete the sentence.

**Invite** children to show their pictures and tell about them. Fasten children’s pictures together to make a booklet. Write the sentence each child created below his or her picture.
More Clothing Words

Show children Shoes from Grandpa. Turn through the pages. Ask children to point to their favorite pieces of clothing. Write the word for the clothes on chart paper. Draw a quick sketch of each article to help children remember its name. **Say** I will name a piece of clothing. You point to where it goes on your body. Tell when or where you might wear it. Would you wear it in the winter? to school? to a special place?

As you name different clothes, point to their pictures and names on the chart. Have children repeat the name and point to where it is worn on the body. Help them tell where or when they would wear it. Reverse the procedure by saying an occasion or place and asking what children might wear.

Play a guessing game about the clothes on the chart. **Say** I am warm. You wear me in the winter. I keep your arms and chest warm. What am I? (You are a sweater.)

Prompt children as needed to help them solve the riddles. Explain or show examples of any descriptive words used.
Phonics Library
“Cat’s Surprise,” pages 17–23
Distribute or display the Phonics Library book. Turn to page 17 and read the title aloud. **SAY** *Let’s go on a picture walk to see what happens.* Turn through pages 18–23, prompting children to tell the main action in each illustration. Ask them who the people are, where the children in the story are looking, and what they think the children will find at the end of the story.

Concepts of Print
**Return Sweep/Capitalize First Word/End Punctuation**
**Make** copies of the take-home version of “Cat’s Surprise.” Cut out the story pages, number them 1–6, and paste each at the top of a piece of chart paper.

**Point out** the boy holding the dish of cat food. Ask children what he is doing. **ASK** *What is the boy holding? Who is the food for? What is the boy saying?*

**Write** children’s suggestions in sentence form below the picture. Then have the child read his or her sentence with you. Run your hand under the words as you read. Then ask a child to do the same as you read the sentence again.

**Ask** the group to point out all the capital letters and circle those that begin sentences. Have them also point to and circle periods at the ends of sentences.

**Skill Objectives**
*Children*
- identify capital letters at the beginning of sentences
- identify periods at the end of sentences
- demonstrate return sweep

**Materials**
- take-home version of the Phonics Library selection “Cat’s Surprise”
- chart paper, scissors, paste
- Picture Cards cat, dog
- Word Cards I, like, my
- Punctuation Cards: period
- a variety of picture storybooks

**Phonics Library**
*We’re a Family*
Each wordless story offers children opportunities for oral language development during the week.
Special Occasions

**SAY** We have been talking about times families get together. Do a quick picture walk through “Families” and “Which Would You Choose?”

**SAY** These two stories showed things families do together. When families get together, they do different things and sometimes eat special foods. Give an example, such as, *My family dresses up and eats cake on birthdays.*

**Chart It**

Ask children to think of occasions when their families get together, when they go to special places, and when they work and play together. List their ideas on chart paper.

Review the answers. **SAY** First, I will name one of the special days on the chart. Then you tell me what you would wear that day. Choose one child to respond to each occasion.

**SAY** Now when I name a special day on our list, you tell me what you would eat that day. Repeat the procedure until all children have a chance to respond.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

**ASK** What is your favorite special day? What do you like to wear on that special day? Draw a picture of yourself on that day.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** Which things on the list do you do with your family? Have you ever had to eat a food you did not like? What was it?

**INTERMEDIATE/ ADVANCED**

**SAY** Draw a picture of yourself on a special family day. Tell about your picture. Prompt children to include people, clothes, and food.
Big Book Links

“Families” and “Which Would You Choose?”

Display the title pages of the two Links. Invite children to say the titles aloud with you. Call on children to tell how the title pages are different. Turn the pages of each Link. Help children recall and compare the two books with the prompts.

- What are the people doing? How many children are shown in each picture?
- Which story is mostly about what you can wear? Which story is mostly about what families do together?

Comprehension

Characters and Setting/Drawing Conclusions

Help children compare the pictures on pages 17 and 20 in “Cat’s Surprise.”

**Ask** Who are the people on these pages? Where are they? Who is the woman in the yellow hat behind the fence? Why isn’t she in the picture on page 17?

Suggest that they use clues in the pictures and what they know about families, friends, and neighbors to help them figure out the answer.

Select and show several pages at random in “Cat’s Surprise” and have children tell what is happening. **Ask** Is this happening inside or outside? How do you know? Remember, you can use picture clues and what you already know to help you figure out the answer.

- **Skill Objective**
  
  Children draw conclusions about story characters, settings, and events.

- **Materials**
  - Phonics Library selection “Cat’s Surprise”
  - Teacher Read Aloud The Amazing Little Porridge Pot
  - Big Book Tortillas and Lullabies

**MULTI-LEVEL PRACTICE**

- **Beginning/Preproduction**
  
  Look through “Cat’s Surprise.” **Ask** Who is this? Who says, “Here, Kitty! Come here, Kitty?” “I need to water the flowers?” “I will look for the cat”? Help children support their answers.

- **Early Production/Speech Emergent**
  
  Reread aloud the first two paragraphs of The Amazing Little Porridge Pot. **Ask** Who is introduced in this part of the story? Where does the story happen? What lesson did the daughter learn?

- **Intermediate/Advanced**
  
  Display Tortillas and Lullabies. Have children identify the characters. Then discuss the tradition of making tortillas. **Ask** Why is making tortillas important to this family?
We worked hard this week. We talked a lot about families and times when families get together. We used family names, food words, and clothing words.

Display any graphic organizers and visual aids used over the theme. Help children recall the words they learned.

Revisit “I’m Hungry!” Invite children to chime in on any words they know. We all have foods we like. Let’s find out what some of those foods are.

Give each child a chance to name a food he or she likes. Then have the group restate the idea in a sentence using the child’s name. Provide these models for children to use:

Child: I like ___ (cereal).
Group: (Child’s name) likes ___ (cereal).

We don’t all like the same things. I don’t like lemons. What foods don’t you like? Provide a model for children to express their dislikes. Have the group restate the idea in a sentence using the child’s name. Use these models:

Child: I don’t like ___ (pickles).
Group: (Child’s name) doesn’t like ___ (pickles).
Phonemic Awareness/Phonics

Segmenting Onset and Rime

Tell children to listen as you say the parts of a word. Say /s/ /and/. Have children repeat the beginning (onset) and ending (rime) sounds, blending them together to make the word sand.

Call on children, one at a time, to act as the "teacher." Whisper one of these words, band, ben, toy, mop, nice, rose, sack, into the child's ear. Have the child say the beginning and the ending sounds aloud separately. Have the group blend the two sounds together to make the word. Call on other children to be the "teacher" and repeat the procedure.

Initial Consonants t /t/, b /b/, s /s/, r /r/, n /n/

Label five large envelopes with the letters t, b, s, r, and n. Display, in random order, the Picture Cards listed under Materials. Help children name the pictures.

Hold up an envelope so children can see the letter on it. SAY Name this letter and say the sound it stands for with me. Now point to one picture whose name begins with the sound for the letter. Have the group repeat the name of the picture and the beginning sound. Then call on one child to put the picture in the letter envelope. Repeat for the remaining pictures.

Skill Objectives

Children

- segment onset and rime
- review sounds with letters: t /t/, b /b/, s /s/, r /r/, and n /n/

Materials

- five large envelopes
- Picture Cards bat, bed, bell, box, net, nine, nurse, nut, rake, rope, rug, run, sandals, seal, six, sun, tag, ten, tooth, top
- Letter Cards b, n, r, s, t