Theme 8

THEME 8: Down on the Farm
Down on the Farm
This week we will read about farms and farm animals. Let’s start by singing a song about farm animals.

Display “Old MacDonald” on chart paper. Sing the song to children a few times, flapping your elbows to imitate a chicken. Have children sing the song with you, imitating your actions. Then have children share what they know about farms.

Show children pictures of farm animals (see ELL Picture Cards). Name each animal. Have children repeat the name and use it in this sentence: Old MacDonald had a ___. Attach the pictures to chart paper. Name the pictured animals in random order and call on different children to point to the appropriate pictures.

Have a child play teacher by pointing to different pictures and asking, What farm animal is this? The “teacher” should then call on a classmate to name the animal by completing this sentence frame: That farm animal is a ___. Children can take turns being “teacher.”

Have children draw or cut out pictures of farm animals, attach them to craft sticks, and put the sticks in clay bases. Ask each child to introduce his or her animal to the group by naming and describing the animal.
The Story of Half-Chicken

Display the book and read its title. Tell children this is a very old story about a special chicken. Have them find the chicken and explain the characterizations of fire, water, and wind. Then take a picture walk through the story and ask:

Pages 1–3: Where does Half-Chicken live? Who are the people? Where is the chicken going?
Pages 4–15: What problems do Fire, Water, and Wind have? How does the chicken help them?
Pages 16–19: Where is the chicken now? What do you think is going to happen?
Pages 20–25: Who comes to help Half-Chicken? How do they help? Why do they help? How many half-chickens do you see? Are they all the Half-Chicken in the story? Why is there more than one half-chicken at the end of the story? What are they doing on the rooftops?

Phonemic Awareness/Phonics

Blending and Segmenting Phonemes

Hold Picture Card top, but don’t show it. SAY The word that names this picture has three sounds. Listen: /t/ /o˘/ /p/. Blend the sounds and what do you get? Say the word after children, show the picture, and clap. Repeat for kit and boat.

Show Picture Card bat and have children name it. Model how to say each sound in bat. Have children follow your model and then put the sounds together again. Say the word and its three sounds. Repeat for bat and six.

Call on individuals to act as teacher. Without showing the group, give a child Picture Card sun. Tell the child to say each sound in the word aloud slowly. Have the group blend the sounds to get the word. Repeat with other children and other CVC and CVCe Picture Cards, such as rake, sad, pot, and game.

Initial Consonants t /t/, k /k/, n /n/

Use Word Cards, Picture Cards, and the Punctuation Card to build this rebus sentence: I have a (Picture Card net). Ask a child to read the rebus sentence aloud. SAY What is the first sound you hear in net? What letter stands for /n/? Write net on the board. Have children say the word with you. Underline the n. Repeat for the words tag and kite.
Relating Sounds to Animals

**SAY** We read about a chicken and sang a song about that farm animal. We also talked about other farm animals. Let's sing the song again with the other animals.

Display and sing “Old MacDonald Had a Farm” with the chicken. Then display the animal pictures, and help children name each animal again. Imitate and then have children repeat the sounds associated with each animal.

Using self-stick notes, replace chicken and cluck, cluck with cow and moo, moo on the song chart. Sing the new verse with children a few times. Change the animal name and its sound, and continue singing new verses.

Make an audiotape with children of farm animal sounds. Display the animal pictures. Play the tape, pausing after each animal sound. Ask children to point to the picture of the animal that makes the sound. Encourage children to name the animal, using this sentence frame:

*I hear a ___ (animal name).*

Have children pantomime hearing by cupping their hands behind their ears.

**Vocabulary**

moo, baa, oink, quack

**Materials**

- Master ELL 8–1
- self-sticking notes
- tape recorder
- blank audiotape
- ELL Picture Cards
  - chicken, cow, sheep, pig, horse
  (See Master ELL 8–2.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 8–1.

Display the song “Old MacDonald Had a Farm.” Sing it for children twice, substituting cow and moo, moo for the animal and sounds the second time. Alternately point to pictures of a chicken and a cow and have children name the animals. Then introduce pictures of a sheep and a pig, and have children practice naming these animals. Finally, point to other animal pictures, in random order, and call on children to identify them, using this frame: This is a ___ (animal name).

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Which animal makes the sound moo? baa? oink? quack? neigh? Have children pantomime being each animal and saying the respective sound.

**Early Production/Speech Emergent**

**ASK** Which animal sound was the most fun to make? Which animal sound might be the loudest? the softest?

**Intermediate/Advanced**

**ASK** Why do you think a chicken makes a different sound from a horse? When would a barn be very noisy? very quiet? What other noises would you hear in a barn?
Cows in the Kitchen

Display the book and read the title aloud. Have children comment on the cover picture and then ask:

Pages 2–11: What different animals do you see? Where are they? How can you tell? Where do these animals usually live?

Pages 12–13: Where are the animals? Where is the farmer? What is he doing? What will he do when he wakes up?

Pages 14–19: How does the farmer get the animals out of his house? After the animals leave, what does the farmer do? What will the animals do next?

Pages 20–25: What do the animals do now? the farmer?

Sing the words of the story with children to the tune of “Skip to My Lou.”

Word Work/Phonics

High-Frequency Word: said

Draw a stick figure of a girl with a speech balloon above her head. Write I have a cat in the balloon. Write Nan under the stick figure. Point to the sentence. Ask a child to read what Nan said. Then write, Nan said, “I have a cat.” Remind children that this is another way to show what Nan said. Underline said and have children read aloud the sentence, including the words Nan said. Repeat the procedure with, “I have a pig,” said Dan.

Initial Consonants t /t/, k /k/, n /n/

Display Alphafriends Tiggy Tiger, Keely Kangaroo, and Nyle Noodle. Help children name each character and the beginning letters of their names. Call on children to write each friend’s initials on self-stick notes to place on the Alphafriend.

Blending Short o Words

Display Letter Cards n, o, t and say each letter sound as you point to it, /n/ /o/ /t/. Model how to blend the sounds to get not. Have children repeat. Replace Letter Card n with t. Say tot. Ask children to listen to the sounds: /t/ /o/ /t/. Model how to blend to make tot. Explain that a tot is a small child.

Write these sentences on the board and read them aloud: Here is a pot. My pot is not hot. As a child points to each word, have children say /o/ for the ones that have the letter that stands for the /o/ sound.

Skill Objectives

Children
- learn the high-frequency word said
- associate sounds with letters /t/ t, /k/ k, /n/ n
- blend short o words

Materials
- self-stick notes
- pencils or crayons
- Letter Cards n, o, t
- ELL Picture Cards Alphafriends Tiggy Tiger; Nyle Noodle; Keely Kangaroo
(See Masters ELL 3–2, 3–6, and 6–4.)

Language Transfer Support

Children whose primary language is Spanish may have difficulty with the /o/ sound, since it does not occur in Spanish and the letter o represents the /o/ sound. Speakers of Vietnamese may expect the letter a to represent the /o/ sound. Give children extra practice as necessary in recognizing and pronouncing this vowel sound.
What Real Animals Can Do

Have children look back through the Big Book *Cows in the Kitchen*. Have them point out and describe their favorite pictures. Supply words when needed. Talk about each animal in the book and the make-believe things that happen. Have children show how the animal would really move, eat, and sound.

Encourage children to name one animal and to use the following question and answer pairs to show something the animal could and probably could not do.

| Can a real pig walk? Yes, a real pig can walk. |
| Can a real pig sing? No, a real pig can’t sing. |

When children are able to repeat the pattern, have them work with partners to create more examples, such as Can a real cow give milk? Can a real cow dance? Can a real sheep give wool? Can a real sheep jump rope? Have each pair compare their examples with other pairs of children.

Vocabulary
real, make-believe

Materials
- Big Book *Cows in the Kitchen*
- drawing materials

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 8–1.

Display the song “Old MacDonald Had a Farm.” Invite children to sing the song with you. Then ask each child to respond to the question What animal did Old MacDonald have? Children can respond by completing this sentence frame: *He had a ___ (animal name).* Then use the children’s idea in the next verse. After every verse, ask children to show one way that animal might move. Ask questions such as Does a pig skip or walk? Does a chicken hop or slide? Model each action as you say it.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**Early Production/Speech Emergent**

**Intermediate/Advanced**

Have each child fold a piece of drawing paper in half. Have children draw pictures of farm animals doing things they really can do on one half and things they can’t do in real life on the other half. Have children tell about their pictures.
Display or distribute the Phonics Library book. Read aloud the title. Have children point to the big pot and Dot the dog. 

**Ask:** Why is the dog named Dot? 
**What will Dot do with the pot?** Let’s take a picture walk to find out.

Walk children through pages 1–7, prompting them to tell what Dot and the other animals are doing and to name the different vegetables. Help them understand the story sequence in terms of preparing and serving a meal. 

**Ask:** What are the animals doing on page 7? Why?

### Concepts of Print

**Return Sweep/Capital Letters for Emphasis**

Display “Dot Got a Big Pot.” Display page 2, and point to each word as you read the first sentence aloud. When you get to the end of the line, show children how to make the return sweep down and back to the beginning of the next line. Repeat for pages 3 and 4, having children demonstrate the return sweep motion. Invite children to follow along as you read pages 5 and 6 aloud.

**Write** on the board: *It is HOT!* Read the sentence aloud, stressing the word **HOT**.

**Ask:** Are the letters capital or small letters? Sometimes a word is shown in all capital letters. That tells readers that the word should be read in a louder voice than the other words. Ask children to take turns reading the sentence.

### Skill Objectives

**Children**
- make a return sweep while reading to locate the next line
- learn that some words may be written in all capital letters for emphasis

**Materials**
- Big Book *Cows in the Kitchen*
- Phonics Library selection “Dot Got a Big Pot”

### Phonics Library

“Dot Got a Big Pot,” pages 1–7

Have children look through *Cows in the Kitchen* for sentences in all capital letters. Read aloud the sentences, first in a normal voice and then in a loud voice.

Write these sentences, one per line: *I said to sit. Sit, Dan, SIT! Dan sat. Read the first sentence with children. Have them show where to continue reading. Repeat for each line.*

Have partners choose one sentence from “Dot Got a Big Pot” to copy, capitalizing all the letters in one of the words. Have them read their sentences aloud.

### Themes

**Theme:** Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Animals and Their Products

**SAY** Today we will read about how cows give us milk, and how that milk becomes ice cream. We get many other things from farm animals, too. Let's talk about some of them.

Display a picture of a cow. Draw a glass of milk on a card and place it to the right of the cow. Have children say milk and use it to complete this sentence frame: We get ___ (milk) from cows. Continue with other products from cows, such as cream, cheese, and butter.

Display, one at a time, pictures of other farm animals. Draw and have children name the products that come from each: hen, eggs; sheep, yarn/feathers (sweater); duck, feathers, down (pillow). In random order, point to different pictures. Have children name the product and the animal we get it from.

Remove the product pictures and place them face down. Model how to pick a picture, name the product, and tell where it comes from, using this sentence frame: ___ (product name) come(s) from ___ (animal name).

Have children identify the remaining products and use the words in similar sentences.

**Vocabulary**
farm animals and their products

**Materials**
- index cards
- ELL Picture Cards
cow, chicken, sheep, duck, dairy products, yarn/feathers
(See Master ELL 8–2.)
**Big Book Social Studies Link**

“Ice Cream: From Cows to Kids,” pages 27–33

Read the title aloud. **ASK** What do cows have to do with ice cream? What will this story show you about ice cream? Then take a picture walk with children. Help them focus on the ice cream-making process by saying:

**Pages 28–29:** Ice cream begins with milk. Where does the milk come from? How does it get to the ice cream factory?

**Pages 30–32:** What do you think the man is adding to the milk to make it sweet? Where does the milk mixture have to be put to get cold and hard?

**Page 33:** How does the finished ice cream get from where it is made to the places you can buy it? Do you and your family buy ice cream? Where?

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**Comprehension**

**Realism/Fantasy**

**Display** page 1 of “Dot Got a Big Pot.” Read the title aloud. Have children tell what Dot, the dog, is about to do.

**ASK** Do dogs in real life wear aprons or cook? Read the last line on page 5. **ASK** Do real dogs talk like people do? We can tell that Dot is a make-believe and not a real dog because she does things that dogs cannot do in real life.

**Read** page 6 aloud. **ASK** Are Dot’s friends Nan and Nat real or make-believe animals? How do you know? Help children conclude that since the characters are make-believe, the story must be make-believe too.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have children point out elements of realism and make-believe in storybooks, magazines, and other books. Have them show their pictures and say make-believe or real.

**Early Production/Speech Emergent**

Help children compare *Cows in the Kitchen* with the Social Studies Link on pages 28–33. **ASK** Which is about real things? make-believe things? How can you tell?

**Intermediate/Advanced**

Have partners choose two books that they think are about real people, animals, and happenings and two that are not. Have partners tell how they decided which books are which.
### Pulling It All Together

**SAY** This week we read about farm animals. Let’s sing the song about the animals and their sounds again.

Sing a verse of the song “Old MacDonald Had a Farm” to reacquaint children with it. Then encourage them to chime in on the next verses. Ask children to suggest the animals and sounds they make.

Have one-half of the children move around the room, making animal movements as they sing. Have the other half continue with the appropriate animal sounds.

**Masquerade** Invite children to make masks for the farm animals they’ve learned about. Monitor selection so that all the different animals are represented. Glue finished masks to sticks. Invite children to hold up their masks and to introduce themselves to the group. Model and then have children complete sentence frames like these:

- I am a ___ (animal name).
- I live on a farm, and I say, ___ ___ (animal sound).
- I give you ___ (product) and ___ (product).

### Multi-Level Response

#### Beginning/Preproduction

**ASK** Which is your favorite animal product? Which animal does it come from? Draw a picture of you and your favorite animal product. Tell about your picture.

#### Early Production/Speech Emergent

Have children page through *Cows in the Kitchen* and “Ice Cream: From Cows to Kids.” **ASK** Which story is make-believe? Which tells about real animals and events? Which story did you like better? Why?

#### Intermediate/Advanced

Have children use the masks they made to dramatize a barnyard scene. Appoint one or two children to be farmers.
Phonics

Blend Words with Initial Consonants t /t/, k /k/, n /n/

Give three children the Letter Cards for n, o, and t. Have children stand facing the group so that their letters form the word not. Ask each child to say the sound for the letter that he or she is holding. Then have the group blend the sounds to make the word not. Repeat, using Letter Cards to construct kit, tan, nap, and Nan.

Blending Short o Words

Write I have a mop on the board. Read the sentence aloud, saying the sounds /m/ /o˘/ /p/ in place of the word mop. Ask children to blend the sounds to get the last word. Ask them to read the whole sentence aloud. Invite children to look through the Picture Cards listed under Materials to find the one that goes with the word at the end of the sentence. Repeat the procedure for /c/ /o˘/ /t/, cot and /d/ /o˘/ /g/, dog.

Replace the first sentence with this one: I see a dot. Repeat the procedure above. Then change dot to log, and finally, change log to pot.
Things That Grow on Farms

Last week we read about farm animals and foods we get from them. Now we will read about other foods from farms.

Display “To Market, To Market.” Read the chant aloud, using these actions: make a circle with your hands for round tomatoes, pantomime pulling up a turnip, picking a pumpkin, and eating an ear of corn, and form a carrot shape with your fingers. Recite the chant a few more times, and have children name the vegetables, or veggies.

The vegetables we buy at the market come from farms. Some of the veggies grow above ground. Tomatoes, corn, and pumpkins grow above the ground. Draw a horizontal line on chart paper. Have children draw or cut and paste pictures of those vegetables above the line. Have children put vegetables that grow underground under the line. Help them use these frames to tell about the chart:

___ (vegetable) grow above the ground. ___ (vegetable) grow underground.

Encourage children to name other vegetables they know. Add the vegetable pictures to the chart, above or below the line.
Display page T85. Invite children to talk about who the people might be. Read the title aloud. Explain what a turnip is and have children point to it. Ask if the turnip looks very big. Then explain that enormous means very, very big.

Encourage discussion using the following prompts: What are the people and animals trying to do? Why are they having such a hard time? What do you think the mouse will do?

Phonemic Awareness/Phonics

Phoneme Substitution (Initial)

Display Picture Card bat. Ask children to name the picture. SAY Say the sound at the beginning of bat with me /b/. Now change the /b/ at the beginning of bat to /k/. What word do you get? Say it with me, cat. Hold up Picture Card cat.

Repeat the procedure for bug, replacing the /b/ with /r/ to get rug.

Show picture pairs. Have children name each picture in the pair and tell what sound changes in the first picture name to get the second. Use these Picture Card pairs and words: top/mop, can/man, six/mix, box/fox.

Final Consonant x /ks/

Ask children to listen for the ending sound of these two words: six, mix. Repeat the words, emphasizing the ending sounds. Write six and mix on the board. Have a child underline the last letter of each word. SAY Say the ending sound with me /ks/. Hold up Letter Cards X and x. Tell children that the letter x stands for the /ks/ sounds they hear at the end of many words. Have them read the words six and mix with you.

Introduce Alphafriend Mr. X-Ray. Say his name and have children repeat it with you. SAY Mr. X-Ray can help you remember the sounds the letter x stands for.

Write the words box, fox, mix, and six on the board. Ask children to help you read the words. Then hold up, one at a time, Picture Cards six, mix, box, and fox. Have children name each picture. Call on a child to underline the letter x in the words that name the pictures.

Skill Objectives

Children
- substitute initial phonemes in words
- associate sounds with letters /ks/ with final x

Materials
- Picture Cards bat, box, bug, can, cat, fox, man, mix, mop, rug, six, top
- Letter Cards X, x
- ELL Picture Card Alphafriend Mr. X-Ray
  (See Master ELL 8–4.)
Relating Size to Animals

Draw three barns on butcher paper: a small barn, a medium-sized barn, and a large barn. Label them: small, medium, and large. Say Barons are different sizes, and so are the farm animals that live in them. Some are small, some are medium-sized, and some are large. Say these size words with me: small, medium, large.

Show children the ELL Picture Cards listed under Materials. Name them and have children repeat the words for the animals. Work with children to arrange the pictures according to size under the corresponding barn size. Remind children to think about the actual size of the animals.

<table>
<thead>
<tr>
<th>small barn</th>
<th>medium barn</th>
<th>large barn</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>cat</td>
<td>pig</td>
</tr>
<tr>
<td>duck</td>
<td>dog</td>
<td>horse</td>
</tr>
<tr>
<td>chicken</td>
<td>sheep</td>
<td>cow</td>
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Model how to compare the sizes of the animals. Use hand motions along with sentences such as these:

A ___ (mouse) is smaller than a ___ (cat).

A ___ (cow) is larger than a ___ (dog).

Point to different animal pictures. Have children use the sentence frames to name the animals and to tell if they are smaller or larger than another animal on the chart.

"To Market, To Market." Say the chant for children a few times, emphasizing the vegetable names. Distribute the ELL Picture Cards to children. Repeat the chant and have children stand and hold up the pictures when their vegetables are named. Hold up each vegetable picture, and have children name it. Help them describe the vegetable and tell what they know about it. Then ask: What is round and red? What grows on a vine? What is thin and orange? What grows under the ground?

**BEGINNING/PREPRODUCTION**

- ELL Picture Cards
- Chart paper
- Marker

**MULTI-LEVEL RESPONSE**

**BEGINNINDER/ PREPRODUCTION**

**SAY** Name an animal that is smaller than a dog. Name an animal that is bigger than a cow.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Which farm animals are in the small barn? In the medium-sized barn? In the large barn? Which animals are bigger than the animals in the medium-sized barn?

**INTERMEDIATE/ADVANCED**

Have children arrange the animal pictures from smallest to largest, orally comparing the animals as they do so.
Mouse’s Birthday

Display the book and read the title aloud. Then take children on a picture walk. Focus attention on what happens as each new guest arrives at the birthday party.

ASK Where is Mouse’s house? What does he have in his house? Which animals come to celebrate Mouse’s birthday? What presents do they bring? How old is Mouse? How do you know? What happens to Mouse’s house when he blows out the candle? What do the animals do at the end of the story?

Word Work/Phonics

High-Frequency Word: the

Display these sentences, one under the other: Is the cat big? The cat is not big. The pig is big.

Hold up Word Card the, and read the word aloud. Ask children to find a word in the first sentence that matches the word on the card. Then have them read the sentence with you. Repeat for the second sentence and The. Remind children that the first letter in words at the beginning of sentences should be a capital letter.

Call on a child to read the third sentence aloud. Then display Picture Cards cat and pig. Ask children to take turns telling about the pictures. Suggest that they begin each sentence they say with The pig or The cat.

Final Consonant x /ks/

Display Picture Card box. Have children name the picture. Display the word box above the picture. ASK What letter do you see at the end of this word? Say the sound for x with me, /ks/. Repeat the established procedure for Picture Card and word ox.

Blending Short o Words

Display Letter Cards g, o, and t in a row. Model how to blend the sounds, /g/ /ò/ /t/ to make the word got. Use the word in a short sentence. Then have children blend the sounds to say the word.

Repeat the procedure for the words dot and dog. Encourage children to use the words in sentences.

Skill Objectives

Children

• learn the high-frequency word the
• associate sounds with letters: final /ks/ x
• blend short o words

Materials

• Picture Cards box, cat, ox, pig
• Letter Cards d, g, o, t
• Word Cards the, The
Giving and Receiving Gifts

Display the Big Book *Mouse's Birthday*. The animals in this story give Mouse different presents for his birthday. Let's practice how to give gifts that come from a farm.

Help children brainstorm farm products. List their ideas on chart paper, and have children add drawings whenever possible. Have children browse through *Mouse's Birthday* and other books about farms for ideas.

Give the role of Mouse as the “birthday person.” Have children pantomime bringing you presents from the farm. Model and have children use dialogue such as this:

Giver: *Happy birthday,* ___. *Here is a ___ for your birthday* or *Here are some ___ for your birthday.*

Receiver: *Thank you for the ___*, I like ______.

Giver: *You’re welcome,* I’m glad you like ___.

Take the activity. Have children practice using a variety of responses to the gift, such as *I like carrots; I’ll put the peanuts out for everyone; I’ll put the cheese away for later,* and so on.

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>gifts, giving, receiving, thank you, you’re welcome</td>
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<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Big Book <em>Mouse’s Birthday</em></td>
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<tr>
<td>• books about farms</td>
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<tr>
<td>• ELL Picture Cards turnips/carrots, corn, tomatoes, pumpkin</td>
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<th>IF NEEDED . . .</th>
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<tr>
<td>Beginning/Preproduction See Master ELL 8–3.</td>
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Display the chant “To Market, To Market.” Invite children to say it with you, and encourage them to imitate the actions. Prepare a market basket for children, using the ELL Picture Cards. Tell children to make-believe it is the vegetable section at the market. Have one child at a time take the basket and pick a vegetable. Have the child tell what he or she is buying by completing these sentences: *Let’s go to the market. Let’s get ___ (vegetable)*, Continue shopping until all the children have had a chance to name and buy several different vegetables.
Phonics Library

“The Big, Big Box,” pages 9–15

Distribute or display the Phonics Library book. Read the title aloud and have children point to the box. Ask them where the box is and what they think is inside. Then guide the group on a picture walk, prompting them to say what the animals are doing. Have children tell what the cat and the fox find inside the box and what they do with what they find.

Concepts of Print

Return Sweep/Capital Letters for Emphasis

Write the following sentences, one under the other, on chart paper: Is it a cat? It is a cat. It is a BIG cat. Display Picture Card lion near the sentences. Read the sentences aloud, demonstrating how to track the print from left to right and how to return to the beginning of each new line.

Call on several children to come to the chart and imitate your motions as you read the sentences aloud with the group.

Write the word big beside the third sentence. Point to big and BIG. Ask How are these two words alike? different? Read the sentence with me. Remember to say the word that is in all capital letters in a big voice.

Skill Objectives

Children
• make tracking and return sweep motions while reading
• recognize the purpose of words printed in all capital letters

Materials
• Read Aloud The Enormous Turnip
• Big Book Mouse’s Birthday
• Phonics Library selection “The Big, Big Box”
• Picture Card lion
• self-stick notes

Have children look through Mouse’s Birthday to find words in all capital letters. Read the sentences in an even voice. Have children repeat with you, this time emphasizing the capitalized words.

Have children look through “The Big, Big Box.” Ask them to choose one word. Cover the word with a self-stick note and write it in capital letters. Read the sentence aloud together.

Have children dictate sentences about the last part of the story The Enormous Turnip. Write their sentences and read them aloud. Have children track the print as you read each sentence together.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children look through Mouse’s Birthday to find words in all capital letters. Read the sentences in an even voice. Have children repeat with you, this time emphasizing the capitalized words.

Early Production/Speech Emergent
Have children look through “The Big, Big Box.” Ask them to choose one word. Cover the word with a self-stick note and write it in capital letters. Read the sentence aloud together.

Intermediate/Advanced
Have children dictate sentences about the last part of the story The Enormous Turnip. Write their sentences and read them aloud. Have children track the print as you read each sentence together.

Phonics Library

Down on the Farm
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
We've read about farms, farm animals, and the things we get from farms. Now we'll find out about the different places on farms where animals stay.

Display pictures of places on a farm. Then display the ELL Picture Cards of farm animals. Point to the picture of the pig. **SAY** A pig lives in a sty or a pen. Point to the other animals, and tell children the names of the places where each lives, such as barn, coop, field, hive, pond.

Point to pictures of different animals shown on the ELL Picture Cards. Have children name the animals and tell where they live, using the sentence frame: A _____ lives in a ___.

**Vocabulary**
sty, field, hive, barn, coop, pond

**Materials**
- pictures of farms showing as many different areas as possible
- pictures of farm animals
- ELL Picture Cards
cow, pig, duck, horse, chicken, sheep
(See Master ELL 8–2.)

**IF NEEDED . . .**

**Beginning/Preproduction**
See Master ELL 8–3.
Display the chant “To Market, To Market.” Have children say it with you and do the actions. Repeat the chant, pausing before each vegetable name, having children supply it. Then ask: Who likes ___ (tomatoes)? Have children raise their hands. Say: ___ (child’s name) likes tomatoes. Have that child say: I like ___ (tomatoes). Repeat until all the children who raised their hands have completed the sentence. Have children who did not raise their hands complete this sentence: I don’t like ___ (tomatoes). Repeat with the other vegetables.

**Early Production/ Speech Emergent**
**SAY** Name a farm animal. Tell where it lives. Where would you live if you were a sheep? a bee? a pig?

**Intermediate/ Advanced**
Have children work with partners. One names an animal and its home, using the singular sentence pattern: A _____ lives in a ___. The partner repeats the sentence in the plural, such as Cows live in barns, and so on.
Big Book Science Link
“Who Lives on the Farm?” pages 29–35

Read the title aloud. Ask children if they have ever been to a farm and what they saw there. Then look through the Link with them. Ask questions and have children name the animals they see.

Take children on a picture walk. Encourage them to name each animal and make its sound. After the picture walk, have children recall the animals.

Comprehension
Noting Details

Display and read aloud page 1 of “The Big, Big Box.” SAY, The title tells us something about the box. What does it tell? Tell children that noticing little things in stories and their illustrations will help them understand the stories better. SAY, We know from the title that the box in this story is big. Let’s see what else we can find out about the box.

Use questions such as the following to help children identify more details about the box: Where is the box? What is it made of? Who does the box belong to? What is in the box? Repeat, having children identify details in the pictures of other familiar storybooks.

Skill Objective
Children
• identify story details

Materials
• Phonics Library selections “The Big, Big Box” and “Dot Got a Big Pot”
• Big Book Social Studies Link “Ice Cream: From Cows to Kids”
• a variety of classroom storybooks

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children point to the hat and the mat at the end of “The Big, Big Box.” Help children tell about each one. If necessary, ask questions about each item’s size, color, and purpose.

Early Production/Speech Emergent
Have partners reread “Dot Got a Big Pot.” Then ask children to draw pictures of each thing Dot put into her soup. Have children share and compare their pictures.

Intermediate/Advanced
Reread the Social Studies Link “Ice Cream: From Cows to Kids” with children. Then call on children one at a time to choose a picture and ask the group about something in it.
**Pulling It All Together**

**SAY** This week we read about farms. We read about foods that come from farms and different places on farms where animals live. Let’s look at some of the things we learned.

Display “To Market, To Market” and have children recite as much of it with you as they can. Review the names of the vegetables and have children tell what they know about them.

Next, show children the ELL Picture Cards of animals. Review the names of the animals, and have children tell what they remember about each, including the animals’ sounds and sizes.

Model for children how to make up riddles about the vegetables and animals they’ve learned about. For example:

- **I am a large animal. I live in a sty. I say, “Oink.” What am I?**

- **I am a vegetable. I am red and round. I grow above ground. What am I?**

Encourage children to use this sentence pattern in solving the riddles: *You are a big pig; You are a red tomato.*

**Make It Up**

Model for children how to make up riddles about the vegetables and animals they’ve learned about. For example:

- **I am a large animal. I live in a sty. I say, “Oink.” What am I?**

- **I am a vegetable. I am red and round. I grow above ground. What am I?**

Encourage children to use this sentence pattern in solving the riddles: *You are a big pig; You are a red tomato.*

**Vocabulary**
- farm animals, animal products, farm places

**Materials**
- Master ELL 8–3
- ELL Picture Cards
  - cow, pig, duck, horse, chicken, sheep
  (See Master ELL 8–2.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 8–3.

Display and recite the chant “To Market, To Market,” having children chime in on the words. Let pairs of children try reciting the chant on their own. Then give each pair a basket or paper bag. Have them act out going to the market to buy vegetables. Model and then have children duplicate a dialogue such as this: *Child 1: Let’s go to the market. Child 2: Let’s get some ___ (turnips). Have partners take turns suggesting a trip to the market and naming different vegetables to buy.*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Draw a picture of a small farm. Draw your favorite farm animal and the place where it lives. Draw one thing that grows on a farm. Tell about your pictures. Label pictures for children.

**Early Production/Speech Emergent**

Allow children to page through Mouse’s Birthday and “Who Lives on a Farm?”

**SAY** Name some places on a farm where animals live. Which farm animals would you like to see? Why?

**Intermediate/Advanced**

**SAY** Tell about some of the things we eat that grow on a farm. Describe where a sheep lives. Tell what you know about barns.
Phonics

Blend Words with Final x

Give three children the Letter Cards for f, i, and x. Have them stand facing the group so that their letters form the word fix. Ask each child to name his or her letter and say the sound(s) it stands for. Have the group blend the sounds /f/ /i/ /ks/ to make the word fix. Ask children to tell about something that is broken and what they might do to fix it.

Blending Short o Words

Ask the three children holding Letter Cards for f, i, and x to step apart. Ask the child with i to sit down. Then give Letter Card o to another child, and have him or her take the middle position. Have the three children say the sounds for their letters. If necessary help the middle child say /o/ for o. Ask the group to repeat the sounds and blend them to read fox. Point to o. ASK What sound does this letter stand for in this word? Say it with me: /o/.

Skill Objectives

Children
- blend words ending with x
- blend short o words

Materials
- Letter Cards f, i, o, x
- Phonics Library selections “The Big, Big Box” and “Dot Got a Big Pot”

Multi-Level Practice

Beginning/Preproduction
Display pages 10–11 of the Phonics Library selection “The Big, Big Box.” Read page 10 aloud. Ask children to point out the word with o. Read the word aloud with children. Follow a similar procedure for not and box on page 11.

Early Production/Speech Emergent
Have partners read the Phonics Library selection “Dot Got a Big Pot” together. Then have them take turns pointing out words with o and reading them.

Intermediate/Advanced
Write dot, mop, fog across the top of a paper. Ask children to think of rhyming words for each word. List their words under the rhyming-word head. Ask them to use two words from the same list in an oral sentence and to illustrate the sentence.
Fruits as Farm Products

**Vocabulary**
- farmers’ market, fruit, buying, selling

**Materials**
- chart paper
- markers
- pictures of farm products
- pictures of vegetables
- ELL Picture Cards
- fruits; animal products; vegetables
  (See Masters ELL 8–6, 8–2, 8–4.)

**SAY** A farmers’ market is a place where farmers take what they grow on their farms to sell to people who need to buy food. Listen to this rhyme about a market.

Display the chant “At the Market.” Read the rhyme, attaching the ELL Picture Cards of the fruits above or beside the words for them. Read the rhyme a few more times, pointing to the pictures. Invite children to repeat the words with you. Reread the whole chant, having children repeat each line after you.

Briefly review the animal products and vegetables that children learned about in Weeks 1 and 2. Display the ELL Picture Cards (Masters ELL 8–2 and 8–4). Talk about how the fruits shown on the chant chart are different from or similar to other farm products.

Ask children to make-believe that you are all farmers getting ready to go to the market. Start a round-robin game by saying: *I will take eggs and apples to sell at the market. What will you take?* Have the child next to you repeat the sentence, substituting two things he or she would take to the market and then asking the next child, *What will you take?* Prompt as needed by pointing to the ELL Picture Cards of farm products.

**Take It**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**SAY** Draw a picture of a market. Tell what foods are in your picture.

**Early Production/Speech Emergent**
Name two fruits. **ASK** Which do you like better? Why?

**Intermediate/Advanced**
**ASK** How do you think farmers take their products to market? Tell how you would arrange your products at market so that people would buy them.
A Lion on the Path

Teacher’s Edition, pages T142–T143

Display page T143. Ask children to tell what is happening. Then read the title aloud. Tell children it is a well-known story in which a farmer and a rabbit trick a hungry lion. Encourage discussion about details in the illustration, using questions such as Where does this story take place? Why do you think that? Is the farmer afraid of the lion? Why? What is the farmer holding? Have you ever seen a musical instrument like this? What could the lion be thinking? What will the lion do? What will the rabbit do?

Skill Objectives

Children

• substitute phonemes to get new words
• associate /f/ f, /h/ h, and /s/ s

Materials

• Picture Cards box, can, fan, fox, hat, mat, net, vet

Phonemic Awareness/Phonics

Phoneme Substitution

Display Picture Card fox. Ask children to name the picture. SAY The word fox begins with /f/. Let’s change the /f/ to /b/ to get another word. Do it with me: /b/ /o˘/ /ks/, box. Hold up Picture Card box.

Repeat the procedure, having children make the following substitutions:
Replace /h/ in hat with /m/ to get mat; /k/ in can with /f/ to get fan; /n/ in net with /v/ to get vet.

Initial Consonants f /f/, h /h/, s /s/

Ask children to listen for the beginning sounds of these two words: fix, six.

Write fix and six on the board. ASK What letter stands for /f/ at the beginning of fix? Point to the word and letter. What letter stands for /s/ at the beginning of six? Point to the word and letter.

Repeat the procedure for the words bit/sad, sit/fox, and ben/sun.

Write the words bat, sat, and cat on the board. Ask children to say the beginning sound and to read each word aloud. Call on one child each time to underline the letter that stands for the sound.
Buying and Selling Things

**SAY** You heard a story about farmers taking food to a market. We practiced buying and selling things. Today, we’ll play market here in our classroom.

**Our Own Market** Plan and set up a farmers’ market with children. Use small tables, and have children color their own sets of the ELL Picture Cards listed under Materials. Help children make signs for their farm products. Provide “shopping” bags for children to carry what they buy. Children can take turns buying and selling farm products at the market.

Observe interactions, and model sentences for children, such as *I would like two peaches, please.* Have children count out the amount for you. Rephrase children’s responses to encourage the use of complete sentences. Provide counters or play money to pay for things.

Reread the rhyme “At the Market.” Ask children to replace the fruits with the names of the things they bought and sold in the classroom market. Encourage children to talk about what they did.

**Vocabulary**

farmers’ market, buying, selling

**Materials**

• several small tables
• counters or play money
• crayons
• small bags
• Master ELL 8–5
• ELL Picture Cards
  • fruits, grocery bag; vegetables; animal products
  (See Masters ELL 8–2, 8–4, 8–6.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 8–5.

Display the rhyme “At the Market.” Reread it aloud, pointing to the pictures. Invite children to chime in as you reread the chant again. Have a child point to the pictures, one at a time, and have the group name the fruits. Then ask: *Which fruits are red? Which fruits are berries? Which fruit is orange? What color are peaches?* Invite children to pantomime picking fruits, putting them into a basket, and taking them to market.

**BEGINNING/SPEECH EMERGENT**

**BEGINNING/PREPRODUCTION**

**SAY** Show what you bought. Tell what it is. Show what you sold. Tell what it is.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What did you buy? What did you sell? What was your favorite thing at the market?

**INTERMEDIATE/ADVANCED**

**ASK** Which did you like better, buying or selling? Why? Tell about a time you went to a store or a market to buy food.
Cows in the Kitchen and Mouse’s Birthday

Display the Big Books from weeks 1 and 2. Ask Where do both stories take place? What animals are the same in both stories? Point to Cows in the Kitchen. Ask Which animals went into the farmer’s house? What did they do there? What did the farmer do when he woke up and found them?

Point to Mouse’s Birthday. Ask What kind of a house does Mouse live in? Who came to Mouse’s birthday?

Invite children to tell which book they thought was the funniest and why.

Word Work/Phonics

High-Frequency Words: said, the

Write these five sentences on the board, one under the other: “My, my!” said the fox. “I see a big box. I like the box.” Said the cat, “It is MY box. The box is NOT for a fox!” Tell children to follow along as you read the sentences. Then have them reread them with you.

Display Word Cards The and the. Ask How are these words alike? different? Find these words in the sentences. Repeat with Said/said. Then have children find the words, without referring to the Word Cards, as you say them aloud.

Consonants h /h/, f /f/, s /s/

List the words bat, sat, and fat on the board. Ask children to read each word, say the beginning sound, and underline the letter that stands for that sound.

Display the Phonics Library selection “The Big, Big Box.” Reread pages 10–12 aloud. Say Point to the word that begins with /f/; with /h/. Continue reading, having children identify the /h/, /f/, and /s/ words on the remaining pages.

Blending Short o Words

Display Letter Cards o and n. Have children say the sound for each letter with you, /o/ /n/. Then model how to blend the sounds. Have children do the same.

Place Letter Card D in front of o n. Help children blend the letter sounds to get the name Don. Follow a similar procedure for the name Ron.

Skill Objectives

Children

• learn the high-frequency words said and the
• associate sounds with letters /f/ f, /h/ h, /s/ s
• blend short o words

Materials

• Word Cards the, The, said, Said
• Letter Cards D, n, o, R
• Phonics Library selection “The Big, Big Box”
Buying and Giving Gifts

Show children the Big Book *Mouse’s Birthday*. Turn through the pages. Ask children to point to and name the gifts Mouse received. Talk with children about the kinds of gifts a mouse might like. Attach the ELL Picture Card *gifts* to a sheet of chart paper. List the gift ideas on the chart.

Set up the farmers’ market again. Have children use the sets of ELL Picture Cards they colored on Day 2. Have them take turns being farmers who sell their products and customers who buy them. Remind buyers that they are buying food items to give as presents. Continue until all children have sold something and bought something to give Mouse for his birthday. Move around the room to observe children as they interact. Offer support as needed.

Have children work with partners. One can be Mouse who receives the gift, and the other can be a farm animal who gives the gift. Model a short dialogue:

Giver: *Happy Birthday, Mouse! Here is a(n) ___ for you. (apple)* or *Here are some ___ for you. (carrots)*

Mouse: *Thank you! I like ___ . (apples, carrots)*

Giver: *You’re welcome! I’m glad you like ___.*

Have children exchange roles. Encourage them to improvise additional dialogue.

Vocabulary

*gifts, buying, giving, receiving, thank you, you’re welcome*

Materials

- Big Book *Mouse’s Birthday*
- chart paper
- a marker
- paper, cardboard, or clay
- colored ELL Picture Cards from Day 2
- tables

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 8–5.

Display the chant “At the Market.” Invite children to say the rhyme with you as you reread it. Ask children to make-believe they are farmers. Have each choose and draw a fruit he or she would like to grow on the farm and sell at the market. Then have children, one at a time, stand with their drawings and ask in turn: *Who wants ___ (apples)?* Coach the group to respond: *I want ___ (apples) or I don’t want ___ (apples).*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What do you say when you get a gift? What does the person say after you say thank you? What gift would you like to get?

**Early Production/Speech Emergent**

**ASK** What did you give Mouse? What did he say? What would you give a dog? a cat? a horse?

**Intermediate/Advanced**

**SAY** Describe the present you gave. We will try to remember or guess what it was.
Phonics Library
“A Pot for Dan Cat,” pages 17–22

Distribute or display “A Pot for Dan Cat.” Read the title aloud. Explain that this story tells about a fox who chases a cat. **Ask** What animals do you see? Where are they? What do you think the fox is going to do? What will the cat do? Lead the group on a picture walk. **Ask** Why are the fox and the cat running? Why does the cat get into the pot? What do you think the fox does while the cat is sleeping?

Concepts of Print
Capital Letters for Emphasis

Read aloud the Phonics Library selection “A Pot for Dan Cat.” Then ask children to suggest a few words in the story they think could be written in all capital letters to show surprise or strong feeling. Write the sentences that contain the suggested words on the board. Use self-stick notes to replace the words children name with their words in all capital letters. Read the altered sentences together with feeling.

**Skill Objective**
Children
- use emphasis as they read words written in all capital letters

**Materials**
- Phonics Library selection “A Pot for Dan Cat”
- self-stick notes

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Pantomime catching a ball. Shout out I GOT it! Then write I GOT it! on the board. Ask children why you have written one word in all capital letters. Together, pantomime and read aloud the sentence with expression.

**Early Production/Speech Emergent**
Have partners read “A Pot for Dan Cat” together. Then have each pair of children choose one sentence to copy onto the board, using all capital letters for one word. Have them read their sentences aloud with expression.

**Intermediate/Advanced**
Follow the procedure for Beginning/Preproduction, but use the sentence I DROPPED the ball. Then change the sentence several times, capitalizing other words. Reread each sentence together, with new emphasis.

**Phonics Library**
*Down on the Farm*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
NAME: Farm Products

Page through the Social Studies Link “Ice Cream: From Cows to Kids” with children. SAY We make many things from the products we get from farm animals and from the plants that grow on farms. Ice cream is one thing we can get from milk that comes from cows. What are some other things? Attach the ELL Picture Card cow to chart paper, and list children’s ideas in a web around it. Add the ELL Picture Cards of the animal products.

Model and then have children use sentences that tell where the different products come from. For example: We make cheese from cows’ milk.

Then follow a similar procedure for products that are made from fruits, such as apples. Write children’s ideas in a web around the ELL Picture Cards of the fruit and the apple tree.

Multi-Level Response

BEGINNING/REPRODUCTION

SAY Name the products that come from a cow. Which is your favorite?

EARLY PRODUCTION/SPEECH EMERGENT

ASK What things can we make from cows’ milk? Name some things we can make from apples.

INTERMEDIATE/ADVANCED

SAY Tell how we make ice cream from cows’ milk. What are your favorite things made from apples? Tell how you think they are made.
Big Book Links

“Ice Cream: From Cows to Kids” and “Who Lives on the Farm?”

Display the title pages of both selections. Have children read each title with you.

ASK What farm animal do you see on both of these pages? Which story tells about something that is made from milk? Where does the milk come from?

What animals did you learn about in “Who Lives on the Farm?”

Comprehension

Inferences: Drawing Conclusions

Display page 17 of “A Pot for Dan Cat.” Read the title aloud, and point to the picture. ASK Who is the sleeping animal? Tell children they can figure out the answer by looking at the picture and thinking about the title they heard.

SAY The sleeping animal is a cat, and the title is “A Pot for Dan Cat.”

Read and display pages 18–19 of the same story. Mention that the story doesn’t tell us in words why Fan Fox or Dan Cat ran. ASK Can you figure that out? Think about something you have played with a friend outside. (Dan hides and Fan appears to be looking for him, so the animals may be playing hide-and-seek.)

Skill Objective

Children

• make inferences to draw conclusions about story events and characters

Materials

• Phonics Library selections “A Pot for Dan Cat” and “The Big, Big Box”
• Big Book Link “Who Lives on the Farm?”

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Ask children if they think Dan Cat and Fan Fox are friends. Have them point out scenes in the story that support their ideas.

Early Production/Speech Emergent

Tell children to use the pictures in “The Big, Big Box” and what they already know to figure out the answers to these questions: Do Fan and Dan want to find out what is in the big box? How do the animals feel about what they find?

Intermediate/Advanced

Have children look through “Who Lives on a Farm?” identifying the surroundings and items. Have them name things, other than animals, they would see at a farm. Have them draw a farm based on what they identified.
Pulling It All Together

**SAY** We have read and talked about farms. We learned about animals, vegetables, and fruits that grow on farms. Let’s talk about some of those things again.

Display the rhyme “At the Market.” Say it once for children, and then invite them to say it with you. Call on individuals to name different fruits and to tell what they know about them.

Display the books, charts, and pictures you’ve used throughout this farm theme. Help children find and name the animals, plants, and products they’ve learned about.

**Guess It** Play a guessing game with the farm items. Have children guess the item you are describing. Use clues such as these: *I see something ___ (round) and ___ (red). It grows___ (on a tree). What is it?* If an animal is being described, use the place it lives as a clue: *I see something with ___ (feathers). It lives in a ___ (coop). What is it?*

Invite one child at a time to guess and point to the picture of the answer. The child should frame the answer in the form of a question: *Is it an apple? Is it a chicken?*

After you give a few rounds of clues, let children make up their own sets of clues for classmates to guess.

**Vocabulary**

**Materials**
- Master ELL 8–5
- books, charts, and pictures used throughout Theme 8
- markers
- books and charts used in Theme 8
- ELL Picture Cards
- fruits; vegetables; animals, animal products
(See Master ELL 8–2, 8–4, 8–6.)

**Language Development 15–20 Minutes**

**Multi-Level Response**

**Beginning/Preproduction**

Display the books used throughout Theme 8. **ASK** Which is your favorite book? Which is your favorite animal in that book? Draw a picture of yourself and that animal.

**Early Production/ Speech Emergent**

Page through the Big Books *Cows in the Kitchen* and *Mouse’s Birthday* with children. **ASK** Which animals were the silliest? What is your favorite farm animal? Where does it stay on the farm?

**Intermediate/Advanced**

**SAY** Tell what you think farmers do each day. Tell why you think farms are important to us. Draw a picture.
Phonics

Blend Words with Initial Consonants f /f/, h /h/, s /s/

Display Picture Cards fan, fox, bop, sad, six. Above each, write the picture name. Have children say the letter sounds for each word in order and blend the sounds to read the words. Then erase or remove the words, and reorder the pictures.

Distribute index cards with words fan, fox, bop, sad, and six. Ask each child to say the letter sounds of the word on his or her card, blend the sounds to read the word, and match it with a picture.

Blending Short o Words

Write these words on the board as column headings: hot, hop, hog. Have children blend the sounds for the letters to read the words.

Ask a child to suggest a word that rhymes with hot. Point to hot on the board, and write the child’s suggestion under it. Ask How are hot and (child’s word) the same? different? Then have the group blend the sounds to get the child’s word. Continue for other short o words that rhyme with hot.

Follow a similar procedure for bop and bog.

Skill Objectives

Children
• blend words with initial consonants f, h, s
• blend short o words

Materials
• Picture Cards fan, fox, hop, sad, six
• Phonics Library selection “A Pot for Dan Cat”
• fan, fox, hop, sad, and six printed on separate index cards
• index cards

Beginning/ Preproduction
Tell children to listen to some words and to stand up when they hear a word with /o/ in it. Write the short o words as children respond. The words are ox, six, hug, log, box, boat, and top.

Early Production/ Speech Emergent
Write pat, cat, and dig on the board. Ask children to work together to replace the middle letter in each word with o and read the new word. Help them use the new words in sentences.

Intermediate/ Advanced
Have children think of a new ending for “A Pot for Dan Cat.” Write these words in a list: hot, got, not, pot, top, and hop. Encourage children to use three or more of them in their endings. Have children share their new endings.