



# Families and Communities

## Teacher Guide



Core Knowledge®

Core Knowledge Language Arts • New York Edition

**PRESCHOOL**





# Families and Communities

## Teacher Guide

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Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for Families and Communities

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
Core Content Objectives																			
Name the members of their own families and communities						✓													
State that their family is made up of the people who love and care for them						✓													
Name two ways that their family cares for them						✓			✓										
Define a home as a shelter where a family lives and cares for each other						✓			✓										
Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)						✓			✓										
Name two chores or routines that they do with their families and communities		✓				✓				✓									
Name two activities that they do with their families or communities		✓				✓				✓									
Name and describe one of their own family traditions						✓							✓	✓	✓	✓	✓		
Name at least one member of their extended family						✓							✓						
State two different ways that families and communities celebrate (e.g., eat special food, dance, have a party, fast, etc.)						✓								✓	✓	✓	✓		
State the name of the community where they live						✓												✓	✓

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
Name and describe two different community helpers						✓												✓	✓
Reading Standards for Literature: Prekindergarten																			
Key Ideas and Details																			
STD RL.P.1	With prompting and support, ask and answer about detail(s) in a text.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud													✓				✓	✓
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud													✓				✓	✓
Craft and Structure																			
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds												✓		✓				
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																		
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song												✓	✓	✓	✓	✓	✓	✓
	Memorize and recite independently a simple nursery rhyme, poem, or song														✓				✓
	Attend and listen to illustrated picture books with simple story lines																✓		✓

Alignment Chart for Families and Communities			Transition Cards				House Learning Center		Day												
			Routines	Colors	Book Parts	Capital Letters			1	2	3	4	5	6	10	11	12	13	14	15	16
			With prompting and support, can describe the role of an author and illustrator.																		
STD RL.P.6	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book																✓				
Integration and Knowledge of Ideas																					
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																✓				
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self																✓			✓	✓
STD RL.P.9a	With prompting and support, students will make cultural connections to text and self.																				
CKLA Goal(s)	With prompting and support, make cultural connections to text and self																✓	✓		✓	✓

Alignment Chart for Families and Communities		Transition Cards				House Learning Center		Day													
		Routines	Colors	Book Parts	Capital Letters																
Range of Reading and Level of Text Complexity																					
STD RL.P.10	Actively engage in group reading activities with purpose and understanding.																				
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding																✓				✓
	Predict events in a story (i.e., what will happen next)																✓				
	Provide a story ending consistent with other given story events																✓				
	Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay																✓	✓			
	Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word																✓		✓		
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation																				✓
Responding to Literature																					
STD RL.P. 11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																				
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them																✓				✓

## Alignment Chart for Families and Communities

Alignment Chart for Families and Communities				Transition Cards		House Learning Center		Day																									
				Routines	Colors	Book Parts	Capital Letters	1		2		3		4		5		6		10		11		12		13		14		15		16	
Reading Standards for Informational Text: Prekindergarten																																	
Prerequisite Skills																																	
CKLA Goal(s)				Sit among other children during a group activity, remaining in own physical space																													
				Attend and listen while others speak during a group activity																													
				Wait turn to speak in a group																													
Key Ideas and Details																																	
STD RI.P.1				With prompting and support, ask and answer questions about details in a text.																													
CKLA Goal(s)				With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud																													
STD RI.P.2				With prompting and support, retell detail(s) in a text.																													
CKLA Goal(s)				With prompting and support, retell important facts and information from a nonfiction/informational read-aloud																													
STD RI.P.3				With prompting and support, describe the connection between two events or pieces of information in a text.																													
CKLA Goal(s)				With prompting and support, answer <i>what will happen if . . .</i> questions based on information provided in a nonfiction/informational read-aloud																													
Craft and Structure																																	
STD RI.P.4				Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																													
CKLA Goal(s)				With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds																													

Alignment Chart for Families and Communities				Transition Cards			House Learning Center	Day															
				Routines	Colors	Book Parts	Capital Letters	1	2	3	4	5	6	10	11	12	13	14	15	16			
STD RI.P.5	Identify the front cover and back cover of book; display correct orientation of book, page-turning skills.																						
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend-reading			✓				✓			✓		✓			✓							
	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; a letter			✓				✓											✓				
STD RI.P.6	With prompting and support, can describe the role of an author and illustrator.																						
CKLA Goal(s)	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book			✓						✓													
Integration and Knowledge of Ideas																							
STD RI.P.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																						
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described								✓		✓						✓						
	Describe an illustration and how it relates to the text							✓		✓	✓	✓	✓				✓						
STD RI.P.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).																						
CKLA Goal(s)	With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different									✓													

## Alignment Chart for Families and Communities

Transition Cards				Day											
				Routines	Colors	Book Parts	Capital Letters	House Learning Center							
				1	2	3	4	5	6	10	11	12	13	14	15 16
Range of Reading and Level of Text Complexity															
STD RI.P.10	With prompting and support, actively engage in group reading activities with purpose and understanding.														
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding				✓	✓	✓	✓	✓			✓			
	With prompting and support, identify previously read books by the title and cover						✓					✓			
	With prompting and support, follow illustrated directions to do a simple craft or science experiment													✓	✓
Reading Standards for Foundational Skills: Prekindergarten															
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.															
Print Concepts															
STD RFP.1	Demonstrate understanding of the organization and basic features of print.														
STD RFP.1a	Follow words from left to right, top to bottom, and page by page.														
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter				✓						✓				
STD RFP.1b															
CKLA Goal(s)	Associate spoken and written language by matching written word labels with spoken words, such as the students' names				✓					✓					

Alignment Chart for Families and Communities			Transition Cards				House Learning Center	Day													
			Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16	
STD RFP.1c																					
CKLA Goal(s)	Point to words as distinct units on a page of print													✓	✓	✓					
STD RFP.1d																					
CKLA Goal(s)	Recognize the initial letter of one's first name						✓			✓	✓		✓	✓	✓	✓		✓		✓	
	Recognize the written form of one's first name									✓	✓		✓	✓	✓	✓		✓		✓	
	Identify at least ten letters of the alphabet by name, especially those in child's first name																				
STD RFP.1f																					
CKLA Goal(s)	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page						✓							✓	✓						



Alignment Chart for Families and Communities				Transition Cards		House Learning Center		Day															
				Routines	Colors	Book Parts	Capital Letters			1	2	3	4	5	6	10	11	12	13	14	15	16	
Phonological Awareness																							
Prerequisite Skills																							
CKLA Goal(s)	Listen to and identify environmental sounds												✓										
	Indicate the number of sounds heard (up to four sounds).												✓										
	Vocally or with musical instruments produce sounds that are loud or soft, long or short, according to verbal direction									✓													
	Use musical instruments or other objects to imitate a sequence of no more than three sounds made by a single instrument or object											✓											
	Use musical instruments or other objects to imitate a sequence of three to five sounds made by multiple musical instruments or other objects											✓	✓	✓									

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day													
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16	
STD RFP.2	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																			
STD RFP.2a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																			
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Memorize and recite independently a simple nursery rhyme, poem, or song										✓									
	Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word						✓	✓	✓					✓	✓				✓	
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation						✓		✓										✓	
	Segment a spoken sentence into separate, distinct words										✓	✓	✓							
	Segment a spoken word into separate, distinct syllables														✓	✓	✓	✓	✓	
	Blend spoken parts of a compound word, saying the whole word															✓	✓	✓	✓	
	Blend two spoken syllables, saying the whole word																✓		✓	
STD RFP.2b	Recognize and match words that rhyme.																			
CKLA Goal(s)	Given a word, provide a rhyming word						✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	

## Alignment Chart for Families and Communities

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day										
		Routines	Colors	Book Parts	Capital Letters												
							1	2	3	4	5	6	10	11	12	13	14
Phonics and Word Recognition																	
STD R.F.3	Demonstrate emergent phonics and word-analysis skills.																
STD R.F.3b	Recognizes own name and common signs and labels in the environment.																
CKLA Goal(s)	Recognize the written form of one's first name							✓	✓		✓	✓	✓	✓	✓	✓	✓
	Use labels in the classroom to identify different centers, return materials to their proper location, etc.							✓		✓							
Fluency																	
STD R.F.4	Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).																
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend reading					✓					✓	✓	✓	✓	✓	✓	✓
Writing Standards: Prekindergarten																	
Text Types and Purposes																	
STD W.P.1	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., <i>I like.... because...</i> )																
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite read-aloud, book, place, or activity											✓		✓	✓	✓	

Alignment Chart for Families and Communities				Transition Cards			House Learning Center		Day												
				Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																				
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic								✓												
	With prompting and support, use a combination of drawing, dictating, and/or writing to represent directions for a recipe or craft and/or record scientific observations of events or experiments																			✓	✓
STD W.P.3	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.																				
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one's personal experience, including a reaction to what happened														✓	✓	✓				
Production and Distribution of Writing																					
STD W.P.4	Not applicable to Prekindergarten (begins in Grade 3).																				
STD W.P.5	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.																				
CKLA Goal(s)	With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers								✓	✓	✓	✓	✓	✓	✓	✓	✓				

## Alignment Chart for Families and Communities

Transition Cards				Day										
				Routines	Colors	Book Parts	Capital Letters	House Learning Center						
				1	2	3	4	5	6	10	11	12	13	14 15 16
<b>Research to Build and Present Knowledge</b>														
<b>STD W.P.7</b>	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).													
<b>CKLA Goal(s)</b>	With prompting and support, listen to read-alouds of different books by the same author and participate in a shared writing activity describing favorite selections and why						✓							
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.													
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic						✓	✓	✓					
<b>Responding to Literature</b>														
<b>STD W.P.11</b>	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.													
<b>CKLA Goal(s)</b>	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending									✓				

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
Speaking and Listening Standards: Prekindergarten																			
Comprehension and Collaboration																			
STD SL.P.1	With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																		
STD SL.P.1a	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																		
CKLA Goal(s)	Attend and listen while others speak during a group activity												✓						
	Wait turn to speak in a group												✓						
	Demonstrate observable listening behaviors								✓	✓	✓								
STD SL.P.1b	Engage in extended conversations.																		
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments												✓						
STD SL.P.1c	Communicate with individuals from different cultural backgrounds.																		
CKLA Goal(s)	Recognize and call classmates and teacher by name												✓					✓	✓
	Greet adults as "Mr. (name)," and/or "Mrs. (name)"													✓					
	Communicate with individuals from different cultural backgrounds																✓	✓	
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions												✓	✓	✓	✓	✓	✓	✓

## Alignment Chart for Families and Communities

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day													
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16	
Presentation of Knowledge and Ideas																				
STD SL.P.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																			
CKLA Goal(s)	Describe oneself, home, and immediate family							✓	✓	✓	✓					✓	✓	✓		
	Describe an event or task that has already taken place outside the immediate place and time										✓	✓			✓	✓	✓			
	Describe an event or task that will take place in the future																		✓	
STD SL.P.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																			
CKLA Goal(s)	Add drawings or other visual displays to describe oneself, home, and immediate family							✓	✓	✓	✓				✓	✓				
	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time														✓	✓				
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																			
CKLA Goal(s)	Give simple, single-step directions							✓												
	Give simple, multistep directions							✓												
	Express a personal opinion											✓					✓	✓	✓	✓
	Assume a different role or perspective and express different possibilities, imaginary or realistic							✓											✓	✓

Alignment Chart for Families and Communities		Transition Cards				House Learning Center	Day																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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STD L.P.1		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
STD L.P.1a		Print some upper- and lowercase letters. (e.g., letters in their name).																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
CKLA Goal(s)	Perform activities requiring small muscle control																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															



## Alignment Chart for Families and Communities

Alignment Chart for Families and Communities				Transition Cards			House Learning Center	Day													
				Routines	Colors	Book Parts	Capital Letters	1		2	3	4	5	6	10	11	12	13	14	15	16
STD L.P.1e	In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).																				
CKLA Goal(s)	Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.)															✓					
	Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back)															✓					
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.																				
CKLA Goal(s)	Combine simple sentences using and															✓					
Knowledge of Language																					
STD L.P.3	Use knowledge of language and how language functions in different contexts.																				
CKLA Goal(s)	Adapt the volume of one's voice to different settings and different purposes															✓					
	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency															✓					

Alignment Chart for Families and Communities																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Routines			Colors		Book Parts		Capital Letters		1		2		3		4		5		6		10		11		12		13		14		15		16																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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STD L.P.5			With guidance and support, explore word relationships and nuances in word meanings.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
CKLA Goal(s)			Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that hot and warm are similar but not identical in meaning)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
STD L.P.5a			Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
CKLA Goal(s)	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color			✓																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

Alignment Chart for Families and Communities						Transition Cards			House Learning Center		Day																	
									Routines	Colors	Book Parts	Capital Letters	Learning Center	1	2	3	4	5	6	10	11	12	13	14	15	16		
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).																											
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)																				✓							
		Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)																				✓						
			Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/ row; up-down)																					✓				
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																											
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts																				✓	✓	✓	✓	✓	✓	✓	✓



# INTRODUCTION

## Families and Communities

### ***Domain Overview***

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#### **Introduction**

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The Teacher Guide for *Families and Communities* contains a total of twenty days of instruction. These twenty days are divided into thirteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see **Domain Calendar** on the following page). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during Morning Circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Domain Calendar. Each instructional day is divided into three parts: Starting the Day, Skills, and Listening & Learning. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the preschool day to incorporate Core Knowledge Language Arts Preschool (CKLA Preschool).

# Domain Calendar

## Families and Communities

Day(s)						
	1	2	3	4	5	6
						7-9
Starting the Day						
Routines (W)	Taking Attendance: One Pile	Introduce Classroom Jobs	--	--	Introduce Materials Labels	--
Nursery Rhyme (W)	Rain, Rain Go Away	Rain, Rain Go Away	Five Little Monkeys	Five Little Monkeys	Pease Porridge	Pease Porridge
Skills						
Small Group 1 (S)	Old MacDonald	Musical Instrument Circle	Musical Instrument Circle	How Many Noises?	Step Forward for Your Word	How Many Words?
Small Group 2 (S)	Words That End in /ae/	Handwriting Strokes with Fingers	Words That End in /ed/	Tracing with Primary Crayons	Sorting /at/ and /ee/ Words	Writing with Primary Crayons
Listening & Learning						
Read-Aloud/ Picture Talk (W)	Read-Aloud: "All Kinds of Families"	Trade Book: <i>Families by Ann Morris</i>	Trade Book: <i>Houses and Homes by Ann Morris</i>	Picture Talk: Comparing <i>Houses and Homes</i> and <i>Families by Ann Morris</i>	Read Aloud: "Families Work and Play Together"	Picture Talk: "Families Work and Play Together"
Deepening Understanding (W)	--	--	--	--	--	chores
Extension Activity (L)	My Family Book	My Family Book	My Family Book	My Family Book	My Family Book	My Tradition
Take-Home Material						
	Activity Page 1-1: Family Letter 1	Activity Page 2-3: Share a Family Tradition	--	--	Activity Page 5-1: "Families Work and Play Together" Read-Aloud	Activity Page 6-2: Big Gumball Machine

## Families

Families		Day(s)									
		10	11	12	13	14	15	16	17-19	20	
Starting the Day											
Routines (W)	Taking Attendance: How Many Students?	--	--	--	--	--	--	--			
Nursery Rhyme (W)	Teddy Bear	Teddy Bear	A Tisket, A Tasket	A Tisket, A Tasket	A Tisket, A Tasket	A Tisket, A Tasket	Nursery Rhyme Review				
Skills											
Small Group 1 (S)	How Many Words?	Words: Long or Short?	Names: How Many Parts?	Robot Talk: Blending Compound Words	Robot Talk: Blending Words	Hand Motions: Blending Compound Words	Hand Motions: Blending Words				
Small Group 2 (S)	Sorting /ok/ and /am/ Words	Handwriting Strokes with Fingers	Rhyming Picnic	Tracing with Primary Crayons	Rhyming Trip	Writing with Primary Crayons	Rhyming Words Memory				
Listening & Learning											
Read-Aloud/ Picture Talk (W)	Trade Book: <i>Full, Full, Full of Love</i> by Trish Cooke	Picture Talk: <i>Full, Full, Full of Love</i> by Trish Cooke	Read Aloud: "Family Celebrations and Traditions"	Picture Talk: Family Celebrations and Traditions	Show and Tell: Celebrations and Traditions	Trade Book: <i>Career Day</i> by Anne Rockwell	Picture Talk: <i>Career Day</i> by Anne Rockwell				
Deepening Understanding (W)	--	<i>behind</i>	--	Show and Tell: Celebrations and Traditions	Show and Tell: Celebrations and Traditions	--	Guess the Community Helper				
Extension Activity (W)	My Tradition	My Tradition	Make the Rainbow	Make the Rainbow	Make the Rainbow	Experiment: Making Colors	Experiment: Making Colors				
Take-Home Material											
	Activity Page 10-1: Family Letter 2	My Family Book	--	--	--	Activity Page 15-2: Tropical Fish	--				

## Domain Components

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The components needed to implement Core Knowledge Language Arts Preschool are as follows:









- The **Families and Communities Teacher Guide** outlines each Day of instruction and contains all the information needed to teach the *Families and Communities* domain.
- The **Families and Communities Flip Book** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The **Families and Communities Image Cards** contain additional images that are used in Skills and Listening & Learning instruction.
- The **Families and Communities Transformation and Learning Center Cards** are designed to be posted in classroom Learning Centers and provide information to students and teachers. Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The **Families and Communities Activity Pages** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of **Nursery Rhymes and Songs Posters** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following **Trade Books** are required in order to teach the *Families and Communities* domain:
  - *Families* by Ann Morris (HarperCollins, 2000) ISBN 978-0688171988
  - *Houses and Homes* by Ann Morris and photography by Ken Heyman (HarperCollins, 1995) ISBN 978-0688135782
  - *Full, Full, Full of Love* by Trish Cooke and illustrated by Paul Howard (Candlewick, 2008) ISBN 978-0763638832
  - *Career Day* by Anne Rockwell and illustrated by Lizzy Rockwell (HarperCollins, 2000) ISBN 0-06-027566-9



## Domain Icons

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The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## Learning Centers and Transitions

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Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

### Learning Centers

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The domain-specific Learning Center for the *Families and Communities* domain is the House Dramatic Play Learning Center. As they learn the roles of various family members, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds in this domain. They will have extended conversations with their teachers and peers as they conduct activities of daily living and pretend to be a family. Students will interact with print by reading magazines and newspapers in the living room and will practice writing or dictating as they compose grocery lists and birthday cards.

### Transition Cards

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In the *Families and Communities* domain, there are three sets of Transition Cards that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these Transition Cards in the *Families and Communities* Teacher Guide, and are also encouraged to think of other ways to use these cards.

- The first set, **Transition Cards: Routines**, depicts various chores and routines.
- The second set, **Transition Cards: Colors**, shows primary and secondary colors.
- The third set, **Transition Card: Book Parts**, guides teachers in asking students to identify parts of a book.
- In addition to these three sets of cards, teachers are also asked to continue to use the **Transition Cards: Capital Letters** from the previous domain.

## ***Starting the Day***

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Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

### **Classroom Routines**

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Continue conducting the daily routines introduced during the *All About Me* domain. These include:

- Reviewing and having students update the **Daily Schedule**
- Using **Learning Center Labels**
- Signing in to Learning Centers using **Name Cards**
- **Taking Attendance** by having students find their **Name Card** in a single pile and placing it on the **Attendance Chart** upon arrival at school
- Reviewing attendance during morning circle

During the *Families and Communities* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, the classroom routines that are introduced extend routines that are already familiar to students. Additionally, students are beginning to identify their own names and some of their classmates' names while taking attendance. Existing attendance routines are modified to challenge students who can independently recognize their name. Teachers should continue conducting all classroom routines each day throughout the school year. The routines taught or modified in this domain include:

- Taking Attendance (modified on Days 1 and 10)
- Classroom Jobs (introduced on Day 2)
- Learning Centers Materials Labels (introduced on Day 5)

Objectives associated with each of these routines are listed *only* on the day the routine is introduced to students or modified. Though every routine should be conducted every day, the associated objectives will not be listed every day.

## Nursery Rhymes

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During the *Families and Communities* domain, students learn nursery rhymes and songs that complement the content and skills taught in this domain. Each of these rhymes or songs has an accompanying Nursery Rhymes and Songs Poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs in the *Families and Communities* domain include:

- “Rain, Rain Go Away” (Nursery Rhyme Poster 41)
- “Five Little Monkeys” (Nursery Rhyme Poster 14)
- “Pease Porridge” (Nursery Rhyme Poster 36)
- “Teddy Bear” (Nursery Rhyme Poster 44)
- “A Tisket, A Tasket” (Nursery Rhyme Poster 1)

## Skills Instruction

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During Skills instruction, students gain experience with emergent literacy skills that develop during the preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

## Small Group Skills Instruction

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In the *Families and Communities* domain, students review and are introduced to a variety of emergent literacy skills through child-friendly activities such as playing musical instruments, saying rhymes, playing matching games, and blending words. Each Small Group begins with a movement opportunity designed to help students transition into their group. These activities are repeated across days so that students are increasingly able to participate in them. When possible, domain-related vocabulary from the Listening & Learning portion of the day is also

included in Skills activities. The particular Skills areas addressed in the *Families and Communities* domain include:

- environmental noises
- rhyme awareness and production
- compound word and syllable blending and segmenting
- fine motor skills and handwriting strokes

### Skills Activities Summary

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The table below shows the activities that students will participate in during Small Group instruction and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

### Handwriting Strokes

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In the *Families and Communities* domain, students begin to work with their My First Strokes Books (see Day 2 **Advance Preparation**). These books are designed as an engaging way to introduce and practice the writing strokes that students will eventually use to form letters. Students use these books as they learn each new writing stroke. First, they trace the stroke with their fingers, then trace with a primary crayon, and finally write the stroke independently. On each page, you will find a hidden bird that students can search for prior to or after completing their task. You will continue to add pages to students' books throughout subsequent domains.

## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness					Print			Handwriting	
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes
1	1	Old MacDonald	✓	✓									
	2	Words That End in /ae/		✓	✓	✓							
2	1	Musical Instrument Circle	✓									✓	
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
3	1	Musical Instrument Circle	✓									✓	
	2	Words That End in /ed/		✓	✓	✓							
4	1	How Many Noises?	✓									✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
5	1	Step Forward for Your Word		✓	✓								
	2	Sorting /at/ and /ee/ Words				✓							
6	1	How Many Words?			✓								
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
7-9	Pausing Point 1												
10	1	How Many Words?			✓								
	2	Sorting /ok/ and /am/ Words				✓							
11	1	Words: Long or Short?					✓						
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
12	1	Names: How Many Parts?					✓		✓				
	2	Rhyming Picnic				✓							
13	1	Robot Talk: Blending Compound Words						✓					
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
14	1	Robot Talk: Blending Words						✓					
	2	Rhyming Trip				✓							
15	1	Hand Motions: Blending Compound Words					✓	✓				✓	
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
16	1	Hand Motions: Blending Words					✓	✓				✓	
	2	Rhyming Words Memory				✓							
17-19	Pausing Point 2												
20	Domain Assessment												

## ***Listening & Learning Instruction***

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Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

**Note:** *Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge the many different kinds of families that students might have and to be inclusive of all family members. Additionally, if students are experiencing difficult family situations, teachers might take care to speak to these students individually and appropriately modify Listening & Learning content.*

### **Interactive Read-Alouds**

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**For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students before conducting the read-aloud.**

The *Families and Communities* domain includes five original read-alouds and four trade books that address the Core Content Objectives for this domain. The read-alouds in the *Families and Communities* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Families and Communities* domain include:

- “All Kinds of Families”
- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris
- “Families Work and Play Together”
- *Full, Full, Full of Love* by Trish Cooke
- “Family Celebrations and Traditions”
- *Career Day* by Anne Rockwell

## Picture Talks

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**Like the interactive group read-alouds, it is imperative that teachers read the Picture Talks and become familiar with the prompts used to engage students before conducting a Picture Talk.**

Picture Talks accompany the following read-alouds in the *Families and Communities* domain:

- “Families Work and Play Together”
- “Family Celebrations and Traditions”
- “Career Day”

## Deepening Understanding

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In the *Families and Communities* domain, Deepening Understanding instruction is given for the following words:

- *chores*
- *behind*

## Core Vocabulary

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The following list contains all of the core vocabulary words in *Families and Communities* in the forms in which they appear in the domain. Bold-faced words in the list have an associated Deepening Understanding activity.

### **Day 1: “All Kinds of Families”**

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cherish  
countries  
cousins  
guide  
visit

### **Day 5: “Families Work and Play Together”**

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activities  
**chores**  
organized  
pretend  
repeat

### **Day 12: “Family Celebrations and Traditions”**

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decorate  
honor  
lanterns  
throughout  
traditions

### **Day 2: *Families* by Ann Morris**

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**celebrate**  
family  
sharing

### **Day 10: *Full, Full, Full of Love* by Trish Cooke**

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**behind**  
brim  
full  
grinned  
nearly  
struggle

### **Day 15: *Career Day* by Ann Morris**

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career  
interesting  
introduce  
robe  
recycle

### **Day 3: *Houses and Homes* by Ann Morris**

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bright  
handy  
stilts  
straw  
weave

## Extension Activities

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The Extension Activities designed to be conducted during the *Families and Communities* domain include:

- Days 1– 5: My Family Book
- Days 6–11: My Tradition
- Days 12–14: Make the Rainbow
- Days 15–19: Experiment: Making Colors



Students will learn colors in addition to the *Families and Communities* content presented in this domain. To explore color relationships and practice labeling and mixing colors, students will complete two Extension Activities: Make the Rainbow and Experiment: Mixing Colors.

## ***Take-Home Material***

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Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Families and Communities* domain. Some teachers might choose to use the take-home materials during the school day. In the *Families and Communities* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 2: Share a Family Tradition
- Day 5: “Families Work and Play Together” read-aloud
- Day 6: Big Gumball Machine
- Day 10: Family Letter 2
- Day 11: My Family Book
- Day 15: Tropical Fish

## ***Pausing Points***

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Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## Assessments

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CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided with these daily observations, teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains.

### Portfolio Collection

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During the *Families and Communities* domain, students are beginning to produce more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be included as items in students’ portfolios. Students’ work in the *Families and Communities* domain can be compared to that collected in the previous domain to gauge students’ progress. In this domain, students’ work from the following activities may be included in their portfolios:

- House Dramatic Play Learning Center: Students’ emergent writing samples, such as their efforts to make grocery lists and sign birthday cards
- Day 1: Extension Activity: My Family Book (make photocopies of pages of book)
- Days 4, 6, 13, and 15: Writing Strokes Activity Pages
- Day 12: Make the Rainbow Extension Activity

### Assessment Opportunity

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In the *Families and Communities* domain, the House Dramatic Play Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire

domain. Teachers should pay particular attention to observing the Language Arts and Core Content Objectives assigned to the House Dramatic Play Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each student's portfolio. As these observations are conducted over a period of time and across different settings, together they reflect students' progress across different areas of competency.

The *Families and Communities* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing the motions for nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Families and Communities* domain.

### Student Performance Task Assessments

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During the *Families and Communities* domain, students participate in Task Assessments during Pausing Point 1 and the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Language Arts and Core Contents Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *Families and Communities* Pausing Point 1 include:

- Skills: Name Recognition
- Listening & Learning: Family Member Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that one might reasonably expect students to master by the end of the *Families and Communities* domain. The Task Assessments that students perform in the *Families and Communities* Domain Assessment include:

- Skills: Rhyming Pairs, Rhyming Words

- Listening & Learning: Color Identification
- Listening & Learning: Family Interview

## Domain Materials

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Below is information about the materials required to teach the *Families and Communities* domain before and after the first Pausing Point. Some materials from the *All About Me* domain are reused in this domain. These lists do not include materials for Pausing Point activities (see Pausing Points 1 and 2 for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each Day.

## Preparation

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Prepare the following for use throughout the domain and in other domains throughout the school year:

### ***Classroom Jobs***

Create a Classroom Jobs chart. Write the title ‘Classroom Jobs’ at the top of the chart. Make a list of jobs by posting picture of the job and writing the name of the job beneath the picture. On the chart, leave space to the right for students’ Name Cards. Use the jobs listed in **Day 2, Routines: Classroom Jobs**, add to the list, or create your own list with corresponding pictures. Create **Name Cards** to use to assign jobs to students (you might make an additional set of Name Cards like the ones used for taking attendance). Place hook-and-loop dots on the chart and the back of student **Name Cards**. Rotate jobs on a weekly basis.

Below are suggested resources available for free online:

1. Free Printable Daily Job Charts  
<http://www.daycareresource.com/printables/centersigns/centersignsclassroomhelperssigns.html>
2. Environments: Daily Jobs Printables  
<http://www.eichild.com/job-chart-signs>

### ***Learning Center Materials Labels***

Students are now more familiar with encountering and using environmental print. Provide additional opportunities for students to use print by labeling materials bins in your Learning Centers. Create durable labels with words and pictures or icons that show where each material

belongs. You may take your own pictures of your classroom materials to create labels, or you may buy labels or print pictures from the Internet. Affix the labels to containers around the classroom. Below are suggested resources, available for free or for purchase:

1. Preschool Printables: Center Labels (free online) <http://www.daycareresource.com/printables/centersigns/centersignslables2222.html>
2. Environments Classroom Materials Labels (free online) <http://www.eichild.com/materials-labels>
3. Lakeshore Learning: Classroom Labels Pack (available for purchase): <http://www.lakeshorelearning.com/seo/p%7CKT2905~~.jsp>
4. Kaplan Classroom: Supply Label System (available for purchase): <http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=18%7CSU1020%7C0&PID=71319>

### ***Family Member Classroom Visits***

The *Families and Communities* domain presents two opportunities to invite students' family members to speak with the class. On **Days 13 and 14**, family members might join students in sharing individual family traditions. During **Pausing Point 2**, family members might talk about their jobs and careers with students. Invite parents to come to the classroom by adding a note about these opportunities to **Family Letters 1 and 2**.

## Materials Required before Pausing Point 1

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### **CKLA Materials**

- Activity Pages 1-1, 2-1, 2-2, 2-3, 4-1, 5-1, 6-1, and 6-2
- Image Cards 5-1–5-4 (cut apart)
- Nursery Rhymes and Songs Posters 14, 29, 36, and 41
- House Dramatic Play Center Cards
- Transition Cards: Routines (cut apart)
- Transition Cards: Colors (cut apart)
- Transition Card: Book Parts
- Transition Cards: Capital Letters from *All About Me* domain
- Name Cards from *All About Me* domain
- Good Listening Poster from *All About Me* domain
- Families and Communities Flip Book

### **Other Materials**

- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris
- Attendance Chart
- primary crayons
- drawing tools
- paper
- construction paper
- hole puncher
- markers
- writing utensils
- stapler
- Classroom Jobs chart
- musical instruments
- report covers (one per student)
- page protectors (fifteen per student)
- shaving cream or finger paint
- trays or cookie sheets (enough for half the class)
- small cubes (at least fifty)
- small mats for cubes (see **Day 4: Advance Preparation**)
- materials labels
- pocket chart
- House Dramatic Play props (see **Learning Center: House Dramatic Play Center** for suggestions)

## Materials Required after Pausing Point 1

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### **CKLA Materials**

- *Families and Communities* Flip Book
- Activity Pages 10-1, 11-1, 11-2, 13-1, 15-1, and 15-2
- Image Cards 5-1–5-4, 10-1–10-4, and 14-1–14-5 (cut apart)
- Image Cards 13-1–13-2
- Transition Cards: Routines (cut apart)
- Transition Cards: Colors (cut apart)
- Transition Card: Book Parts
- Transition Cards: Capital Letters from *All About Me* domain
- Name Cards from *All About Me* domain
- Good Listening Poster from *All About Me* domain
- Nursery Rhymes and Songs Posters 1, 14, 36, 41, and 44
- *Families and Communities* Domain Assessment Record Form

### **Other Materials**

- *Full, Full, Full of Love* by Trish Cooke
- *Career Day* by Anne Rockwell
- Attendance Chart
- Classroom Jobs Chart
- My First Strokes Books
- paper plates
- colored construction paper
- cotton balls
- primary crayons
- drawing tools
- paper
- writing utensils
- stapler
- musical instruments
- shaving cream or finger paint
- pocket chart
- trays or cookie sheets (enough for half the class)
- small cubes (at least fifty)
- small mats for cubes (see **Day 5: Advance Preparation**)
- materials labels
- a stuffed animal or puppet
- chart paper
- red, yellow, and blue tissue paper
- House Dramatic Learning Center Play props (see **Learning Center: House Dramatic Play Center** for suggestions)

## Recommended Resources

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Trade Books We highly recommend the inclusion of any of the books listed below in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

\*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

### Supplementary Trade Book List:

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#### *Suggested for Pausing Points and Library Center:*

1. *\*All Families Are Special*, by Norma Simon and illustrated by Teresa Flavin (Albert Whitman & Company, 2003) ISBN 978-0807521755
2. *Are You My Mother?* By P.D. Eastman (Random House, 1960) ISBN 0-394-90018-9
3. *\*A Birthday Present for Tia*, by Pat Mora and Cecily Lang (Aladdin, 1997) ISBN 978-0689813283
4. *A Pocket Full of Kisses*, by Audrey Penn and Barbara Leonard Gibson (Tanglewood, 2006) ISBN 978-1933718026
5. *Bigmama's*, by Donald Crews (Greenwillow, 1998) ISBN 978-0688158422
6. *Boundless Grace*, by Mary Hoffmann and illustrated by Caroline Binch (Puffin, 2000) ISBN 978-0140556674
7. *\*Brothers and Sisters*, by Laura Dwight (Star Bright, 2012) ISBN 978-1595723642
8. *Children Just Like Me: Celebrations!* by Anabel Kindersley and Barnabas Kindersley (DK Children, 1997) ISBN 978-0789420275
9. *Curious George*, by H.A. Rey (HMH, 1973) ISBN 978-0395150238
10. *The Daddy Book*, by Todd Parr (Little, Brown and Company, 2002) ISBN 0-316-60799-1
11. *\*Daddy Calls Me Man*, by Angela Johnson and paintings by Rhonda Mitchell (Orchard Books, 1997) ISBN 0-531-07175-8



12. *Delivering Your Mail: A Book about Mail Carriers*, by Anne Owen and illustrated by Eric Thomas (Picture Window Books, 2004)  
ISBN 978-1-4048-0485-2
13. *Evie Finds Her Family Tree*, by Ashley B. Ransburg (Indiana Historical Society, 2006) ISBN 0-87195-187-8
14. *The Family Book*, by Todd Parr (Little, Brown and Company, 2010)  
ISBN 978-0316070409
15. *\*Family Pictures/Cuadros de Familia*, by Carmen Lomas Garza and illustrated by Sandra Cisneros (Children's Book Press, 2005)  
ISBN 978-0892392070
16. *Families in Many Cultures*, by Heather Adamson (Pebble Plus, 2009)  
ISBN 978-1429633789
17. *Families are Different*, by Nina Pellegrini (Holiday House, 1991)  
ISBN 0-8234-0887-6
18. *Farmers' Market Day*, by Shanda Trent and illustrated by Jane Dippold (Tiger Tales, 2013) ISBN 978-1-58925-115-1
19. *Goldilocks and the Three Bears*, by Jan Brett (Puffin, 1996)  
ISBN 978-0698113589
20. *\*How My Family Lives in America*, by Susan Kuklin (Aladdin, 1998)  
ISBN 978-0689822216
21. *Jonathan and His Mommy*, by Irene Smalls and illustrated by Michael Hays (Little, Brown and Company, 1994) ISBN 978-0316798808
22. *Juan Bobo: Four Folktales from Puerto Rico*, retold by Carmen T. Bernier-Grand and illustrated by Ernesto Ramos Nieves (Harper Trophy, 1994) ISBN 0-06-444185-7
23. *Juan Bobo Goes to Work*, retold by Marisa Montes and illustrated by Joe Cepeda (HarperCollins, 2000) ISBN 978-0-06-088227-3
24. *\*The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 2001)  
ISBN 978-0153052125
25. *Kids Need to Be Safe: A Book for Children in Foster Care*, by Julie Nelson and illustrated by Mary Gallagher (Free Spirit, 2005)  
ISBN 978-1575421926
26. *Kite Flying*, by Grace Lin. (Dell Dragonfly Books, 2002)  
ISBN 978-0553112542

27. *The Kite Festival*, by Leyla Torres (Farrar Straus Giroux, 2004)  
ISBN 0-374-38054-6
28. *The Kissing Hand*, by Audrey Penn and illustrated by Ruth E. Harper and Nancy M. Leak. (Tanglewood, 2007) ISBN 978-1933718101
29. *Little Night*, by Yuyi Morales (Roaring Brook, 2007)  
ISBN 978-1596430884
30. *Living in the Arctic*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21561-2
31. *Living in a Desert*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21560-4
32. *Living in a Rainforest*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21555-8
33. *Mama, Do You Love Me?* By Barbara M. Joosse and illustrated by Barbara Lavalley (Chronicle, 1991) ISBN 978-0877017592
34. *Make Way for Ducklings*, by Robert McCloskey (Puffin, 1999)  
ISBN 978-0140564341
35. *Me and My Family Tree*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1999) ISBN 978-0-517-70966-5
36. *The Mommy Book*, by Todd Parr (Little, Brown and Company, 2002)  
ISBN 0-316-60827-0
37. *Moonlight*, by Jan Ormerod (Frances Lincoln, 2009)  
ISBN 978-1845073916'
38. *Mr. Cookie Baker*, by Monica Wellington (Dutton Children's Books, 1992) ISBN 978-0-525-42372-0
39. *\*My Abuelita*, by Tony Johnston and illustrated by Yuyi Morales (Harcourt, 2009) ISBN 978-0152163303
40. *My Big Brother*, by Miriam Cohen and illustrated by Ronald Himler (Star Bright Books, 2005) ISBN 1-59572-007-3
41. *My Family Is Forever*, by Nancy Carlson (Puffin, 2006)  
ISBN 978-0142405611
42. *Night Shift Daddy*, by Eileen Spinelli and illustrated by Melissa Iwai (Hyperion Books for Children, 2001) ISBN 0-439-22138-2

43. *Papa, Do you Love Me?*, by Barbara M. Joosse and illustrated by Barbara Lavallee (Chronicle Books, 2005) ISBN 0-8118-4265-7
44. *Ramadan and Id-ul-Fitr*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432940683
45. *The Roots of My Family Tree*, by Niki Alling (Niki Alling, 2012) No ISBN provided
46. *The Runaway Bunny*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2005) ISBN 978-0060775827
47. *To Be An Artist*, by Maya Ajmeria and John D. Ivanko and with a foreword by Jacques d'Amboise (Charlesbridge, 2005) ISBN 978-1-57091-503-1
48. *Too Many Tamales*, by Gary Soto and illustrated by Ed Martinez (Puffin, 1996) ISBN 978-0698114128
49. *Two Homes*, by Claire Masurel and illustrated by Kady MacDonald Denton (Candlewick, 2003) ISBN 978-0763619848
50. *\*Uncle Jed's Barbershop*, by Margaree King Mitchell and illustrated by James Ransome (Aladdin, 1998) ISBN 978-0689819131
51. *\*Uncle Peter's Amazing Chinese Wedding*, by Lenore Look and illustrated by Yumi Heo (Atheneum, 2006) ISBN 978-0689844584
52. *Very Last First Time*, by Jane Andrews and illustrated by Ian Wallace (House of Anasi Press, 1985) ISBN 978-0-88899-043-3
53. *Welcome to Zanzibar Road*, by Niki Daly (Clarion, 2006) ISBN 978-0618649266
54. *When Mama Comes Home Tonight*, by Eileen Spinelli and illustrated by Jane Dyer (Aladdin Paperbacks, 1998) ISBN 0-589-81065-2
55. *Who's in a Family?* by Robert Skutch and illustrated by Laura Nienhaus (Tricycle, 1997) ISBN 978-1883672669
56. *Whoever You Are*, by Mem Fox and illustrated by Leslie Staub (Harcourt Brace & Company, 1997) ISBN 0-15-200787-3
57. *Whose Tools are These? A Look at Tools Workers Use-Big, Sharp, and Smooth*, by Sharon Katz Cooper and illustrated by Amy Bailey Muehlenhardt (Picture Window Books, 2006) ISBN 978-1-4048-1978-8

### ***Trade books related to colors***

58. *Cat's Colors*, by Jane Cabrera (Puffin Books, 1997)  
ISBN 978-0-14-056487-7
59. *Colors*, by DK Publishing (DK Publishing, 2009)  
ISBN 978-0-7566-5227-2
60. *Color Dance*, by Ann Jonas (Greenwillow Books, 1989)  
ISBN 978-0-688-05990-3
61. *Mouse Paint*, by Ellen Stoll Walsh (Voyager Books, 1989)  
ISBN 0-15-200118-2

### **Online resources for teachers and students**

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#### ***"All Kinds of Families "***

1. "The Family Thing" Sesame Street clip  
[http://www.youtube.com/watch?v=l477CgUhq\\_k](http://www.youtube.com/watch?v=l477CgUhq_k)
2. Assorted family groupings coloring pages  
<http://www.preschoolcoloringbook.com/color/cpfamily.shtml>
3. "Families Song" Laurie Berkner Band clip  
<http://www.youtube.com/watch?v=HDeh7kzXQrc>

#### ***Families by Ann Morris***

1. Language bingo using stickers  
<http://aplacEOFourown.org/activity.php?id=312>
2. "Where the Wild Things Are" in Claymation  
<http://www.youtube.com/watch?v=6Tatz48BoM>
3. Families playing cards  
<http://www.scribd.com/doc/76665013/family-memory-cards-2011-blank>

#### ***Houses and Homes by Ann Morris***

1. "Home" Sesame Street clip  
<http://www.youtube.com/watch?v=noxDzH9PE-4>
2. Cutting shapes to make a house  
<http://www.preschooexpress.com/skill-station08/beginning-cutting-crafts-mar08.shtml>
3. "Do You Know Your Address" animated song  
<http://www.watchknowlearn.org/Video.aspx?VideoID=5588&CategoryID=6207>

4. “Old Woman Who Lived in a Shoe” song  
<http://www.mothergooseclub.com/rhymes.php?cat=favorites&id=158>
5. Count Your House activity page  
[http://lets-explore.net/blog/wp-content/uploads/2009/09/house\\_count.pdf](http://lets-explore.net/blog/wp-content/uploads/2009/09/house_count.pdf)

### ***“Families Work and Play Together”***

1. Mom and son working/playing together  
<http://pbskids.org/video/>
2. “Daddy Helps with the Dishes” Sesame Street clip  
<http://www.youtube.com/watch?v=wYZfXBDnJTQ>
3. “Find the Baby” interactive game  
<http://storyplace.org/preschool/activities/babiesonact.asp?themeid=7>
4. “Berenstain Bears” dress-up activity game  
<http://www.sproutonline.com/games/berenstain-bears-dress>

### ***Full, Full, Full of Love by Trish Cooke***

1. “Bird Family: Sesame Street News Flash” Sesame Street clip  
<http://www.youtube.com/watch?v=6W-QDgiEsmU>
2. “Brothers and Sisters” Sesame Street clip  
<http://www.youtube.com/watch?v=ctTfxbHnom4>
3. Celebrating new siblings craft: Baby bottle painting  
<http://www.teachpreschool.org/2011/12/baby-bottle-painting-in-preschool/>
4. Taking Care of Baby: Online Game  
<http://www.nickjr.com/kids-games/nick-jr-take-care-of-baby.html>

### ***“Family Celebrations and Traditions”***

1. Ribbon painting  
<http://handsonaswegrow.com/art-ribbon-painting/>
2. Assorted family groupings coloring pages  
<http://www.preschoolcoloringbook.com/color/cpfamily.shtml>
3. “House Party Time” song about celebrations  
<http://www.youtube.com/watch?v=JF6yukXnMpo>
4. Cultural celebrations coloring pages  
<http://www.crayola.com/free-coloring-pages/#/%2Fcategory%3Apeople%2Fsubcategory%3Acultural%20celebrations>
5. Make your own multicultural instruments  
<http://makingmulticulturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/>

### ***Career Day by Anne Rockwell***

1. “What Do People Do All Day” Sesame Street clip  
<http://www.youtube.com/watch?v=pVO6U7t6hqg>
2. “Muffin Man” song  
<http://www.mothergooseclub.com/rhymes.php?cat=favorites&id=122>
3. “Ben Stiller Sings About Friends & Neighbors” Sesame Street clip  
[http://www.youtube.com/watch?v=O\\_yohVIVbEA](http://www.youtube.com/watch?v=O_yohVIVbEA)
4. “Community Helpers 2” clip about community with song  
<http://www.youtube.com/watch?v=JH-RmdU05uw>
5. Shadow Puppet Show about community on “Sam’s Dream Shadow Puppet Theatre”  
<http://www.youtube.com/watch?v=5nlu67aaPqw>
6. “Hello, hello” song about friends in the community  
<http://www.youtube.com/watch?v=sLTaEpKAGTc>
7. Virtual tour of a firehouse  
<http://www1.kent.k12.wa.us/curriculum/vtours/fire/tour.html>
8. How the post office works  
<http://money.howstuffworks.com/71-how-the-usps-works-video.htm>
9. Virtual coloring sheet: fire trucks  
<http://www.enchantedlearning.com/paint/vehicles/firetr.shtml>

# LEARNING CENTER

## Families and Communities

### ***House Dramatic Play Center***

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#### **Core Content Objectives**

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Students will:

- ✓ Name the members of their own families
- ✓ State that their family is made up of the people who love and care for them
- ✓ Name two ways that their family cares for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families
- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)
- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers.

#### **Language Arts Objectives**

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Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Greet adults as "Mr. (name)" and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Give simple single-step directions (SL.P.6)

- ✓ Give simple, multistep directions (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- ✓ Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e)
- ✓ Combine simple sentences using *and* (L.P.1f)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

### Staging the Learning Center

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**Roles:** mother, father, son, daughter, baby, grandmother, grandfather, aunt, uncle, pet

**Play Props:** Set up and label a distinct area for each room in the house. Add the Chores Play Props on Day 4. After the Pausing Point, provide a box of birthday party supplies so that students can pretend to celebrate birthdays.

- Bedroom: a baby doll bed, baby dolls, baby doll clothes
- Kitchen: play stove, table and chairs, high chair, pretend food, cutlery, plates, cups
- Living Room: soft furniture (e.g., bean bags, small chairs or couches), family photo albums, stuffed dog/cat, telephone
- Chores: spray bottle and cloth; duster; broom and dust pan; pet leash and dish; sponge; mop; bucket; trash can
- Birthday party supplies: birthday candles, streamers, wrapped presents, birthday hats, birthday card materials

#### Assessment Tip

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of ongoing assessment.

**Reading Props:** recipe books, books, magazines, newspapers, pretend food with labels, telephone book(s)



**Writing Props:** pad and pencil for grocery lists; calendar or old planner to schedule activities such as birthdays, holidays, or vacations.

## Facilitating the House Dramatic Play Center

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### Assessment Tip

The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Post the Learning Center Cards for the House Dramatic Play Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

**Note:** See the *Learning Center Card* for suggested language and vocabulary to model in this Learning Center.

### Vocabulary:

- son
- daughter
- sister
- brother
- baby
- mom/mother
- dad/father
- parents
- grandmother
- grandfather
- grandparents
- stepparents
- stepmom
- stepdad
- stepsister
- stepbrother
- pet
- celebration
- tradition
- chores

### Suggested Phrases:

Encourage students to use the conjunction *and*.

- Did you feed the baby **and** put her to bed?
- Will you help me sweep the floor **and** clean the dishes?
- I will cook dinner **and** you can set the table.
- **Before** I go to work, I have to eat breakfast **and** get dressed.

Encourage students to use prepositions to describe the location of things.

- The bowls are **on top** of the table.

- Let's vacuum the rug **under** the table.
- Let's put the sheets **on** the bed.
- The silverware is **beside** the plate.
- Let's take the dog for a walk **outside**.

Encourage students to use intonation to express surprise or urgency.

- **Surprise!** Happy birthday!
- **Hurry!** We are going to be late for school!

Encourage students to use domain-related vocabulary.

- What other **chores** do we need to do? Let's make a list.
- Our **grandparents** are coming to visit!
- What are we going to do to **celebrate** \_\_\_\_\_?
- I'm going to write your **birthday [or other holiday]** on the calendar.

### ***Before the Pausing Point***

- Teacher or aide models the role of adult family member by doing chores, reading books, scheduling events on the calendar, putting the baby or students to bed, etc.
- Students play the role of child or baby by playing with toys, listening to stories, and eating food the adult prepares.
- Teacher or aide models the role of adult family member during morning and evening routines and chores (e.g., breakfast, dinner, sweeping, dusting, etc.).
- Students help complete routines and chores.
- Teacher or aide models discussing family photo albums using family member vocabulary, and reading newspapers and magazines.
- Students participate in reading activities modeled by teacher or aide.
- Teacher or aide models the role of grandparent while students play the role of grandchildren during a visit.
- Teacher or aide models writing a grocery list and reading a recipe to make dinner.
- Students play the role of "helper" in the kitchen.

### ***After the Pausing Point***

- Students play the role of adult family members by doing chores, reading books, scheduling events on the calendar, putting the baby or students to bed, etc.
- With prompting and support from the teacher or aide, student plays the role of adult family member during morning and evening routines and chores (e.g., breakfast, dinner, sweeping, dusting, etc.).
- With prompting and support from the teacher or aide, students discuss family photo albums using family member vocabulary, and read newspapers and magazines.
- Students write a grocery list and read a recipe to make dinner.
- Teacher or aide models planning, decorating, and having a birthday party.
- Students attend birthday party and play the role of guests.

# TRANSITION CARDS

## Families and Communities

### ***Transition Cards: Routines***

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#### **Core Content Objectives**

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Students will:

- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

Language Arts Objectives

Students will:

- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)

#### **Learning Center**

Post or place the **Transition Cards: Routines** in the **House Dramatic Play Center** to give students ideas about what kinds of routines to act out in the Learning Center.

Use the **Transition Cards: Routines** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

#### ***Find That Routine***

Place **Transition Cards: Routines** in a pocket chart where all students can see them. Tell students that you are going to say the name of a routine and you want them to find that routine in the pocket chart. Say, “Who can find the picture showing a child brushing his teeth?” Choose one student to come forward and point to the card; transition that student to the next activity and continue until all students have had a chance to respond.

#### ***Name That Routine***

Tell students you are going to show them a **Routine Card** and you want them to describe what is happening in the picture. Show the first card and ask students, “What is this child doing?” Transition that student to the next activity and continue asking students to identify routines until all students have had a chance to respond. Extend the activity by asking the student to describe why that routine is important.

### ***What's Your Routine?***

Tell students to think of a chore or routine they do every day. Use the Transition Cards to help prompt students who need assistance. Once a student responds, transition him/her to the next activity.

### ***Solve the Riddle***

Tell students that you are going to describe a routine and you want them to guess which routine you are describing (do not show cards to students at this point). Tell students, "I am thinking of something I do to make sure my teeth stay clean. I use my toothbrush, toothpaste, and some water." Call on one student to answer, then show all students the Transition Card showing 'brush teeth.' Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

## ***Transition Cards: Colors***

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### **Language Arts Objectives**

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Students will:

- ✓ Sort and classify objects and images by color (L.P.5a)

Use the **Transition Cards: Colors** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

### ***Find That Color:***

Place **Transition Cards: Colors** in a pocket chart where all students can see them. Tell students that you are going to name a color and you want them to find that color in the pocket. Say, "Suzy, find the color blue." Transition the student to the next activity and continue until all students have had a chance to respond.

### ***Find That Color in the Classroom***

Tell students you are going to name a color and you want them to find something in the classroom that is that color. Ask students to point to an object in the classroom that is a specific color. Use the **Transition Cards: Colors** to support students as needed by allowing them to hold the transition card and match it to an object in the classroom.

### **Color Sort**

Put the color squares across the top of a pocket chart. Put the colored objects along the bottom of the chart. Tell students you want them to help you sort colors in the pocket chart. Call a student up to pick a card and ask the student to place the card under the matching color. Ask the student to also name the color. Once a student sorts a card, transition him/her to the next activity and continue calling students up to sort colors.

### **Name That Color**

Tell students you are going to show them a color and you want them to tell you the name of the color. Show the first card and ask students, “What color is this?” Transition the student who responds to the next activity and continue asking students to identify colors until all students have had a chance to respond.

## **Transition Card: Book Parts**

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### **Language Arts Objectives**

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Students will:

- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)

Use the **Transition Card: Book Parts** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the information on the card are presented below; these ideas progress from less to more difficult.

**Note:** *Conduct these transition activities using books students are familiar with reading or have just read.*

### **Find that Book Part**

Hold up a book (preferably one you have just read) in front of the class. Name a book part, and call on a student to come point to that part of the book. Transition the student to the next activity and continue naming book parts until all students have had a chance to interact with the book.

### ***Name that Book Part***

Hold up a book (preferably one you have just read) in front of the class. Point to a part of the book and call on a student to tell you its name. Transition the student to the next activity and continue until all students have had a chance to respond.

### ***Talk About Print***

Hold up a book (preferably one you have just read) in front of the class. Ask students the questions found on the **Transition Card: Book Parts**. Transition the student who responds to the next activity and continue until all students have had a chance to respond.

## ***Transition Cards: Capital Letters***

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### **Language Arts Objectives**

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Students will:

- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

Use the **Transition Cards: Capital Letters** from the *All About Me* domain throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

**Advance Preparation:** Sort the capital letter cards into two piles; one pile of initial letters for students' names and another pile of letters that are not the initial letter of any of your students. Place the unused letters aside for later domains.

**Note:** *Keep students' **Name Cards** nearby during these activities to support students who are still learning to recognize their name and initial letter.*

### ***Find Your Letter***

Place four **Transition Cards: Capital Letters** in a pocket chart. Call on one of the students whose initial letter is displayed to come forward and find his/her initial letter. Transition the student who responded to the next activity, then continue asking other students whose initial letter is in the pocket chart to find their initial letter. Replace specific letters as you go so that there are always four letters showing. Gradually increase the number of letters you display at any one time until students can find their initial from among eight or more letters.

### ***Raise Your Hand for Your Letter***

Follow the directions for Find Your Letter, but this time, have students raise their hand if they see their initial letter in the pocket chart. That is, do not call on a student whose letter is in the pocket chart, but ask students to raise their hand if they see their own initial letter. Transition the student to the next activity, and continue until all students have had a chance to respond.

### ***What's Your Letter's Name?***

Show students one Capital Letter card at a time. If students are ready, have them raise their hand if it is the letter that starts their name. Otherwise, tell them that it is “their” letter. Say, “Carmel, this is your letter. What is the name of your letter? What letter is this?” If students do not know the answer, tell them and have them repeat after you. Say, “This is letter ‘C’. What letter is this?” Transition the student to the next activity, and continue until all students have had a chance to respond.



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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name the members of their own families
- ✓ State that their family is made up of the people who love and care for them

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Memorize and recite with others the nursery rhyme "Rain, Rain Go Away" (RF.P.2a, RL.P.5)

***Skills***

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Use the body to imitate a sequence of three to five sounds (CK Prerequisite)
- ✓ Vocally produce sounds that are loud or soft, long or short, according to verbal direction (CK Prerequisite)
- ✓ Name and use the opposite sensory adjectives *loud* and *quiet* (L.P.5b)
- ✓ Adapt the volume of one's voice to different purposes (L.P.3)

- ✓ Memorize and recite with others the nursery rhyme “Rain, Rain Go Away” (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme “Rain, Rain Go Away,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Using the nursery rhyme “Rain, Rain Go Away,” indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “All Kinds of Families” (RI.P.4, SL.P. 2, RI.P.1)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases having to do with families that were acquired through conversations, reading and being read to, and responding to “All Kinds of Families” (L.P.6)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

## Core Vocabulary

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**cherish**, *v.* To protect and care for someone or something with love

*Example:* Do you cherish your baby brother and give him big kisses all the time?

*Variation(s):* cherishes, cherished, cherishing

**countries**, *n.* Places where people live and agree to follow the same rules.

*Example:* There are many countries around the world; our country is called the United States of America.

*Variation(s):* country

**cousins**, *n.* Your aunts' and uncles' children

*Example:* Every summer, Jackson invites his aunts, uncles, and their children—his cousins—over for a family picnic.

*Variation(s):* cousin

**guide**, *v.* To help by showing someone how to do something or get somewhere

*Example:* Every morning my sisters guide me to school so I don't get lost.

*Variation(s):* guides, guided, guiding

**visit**, *v.* To go and see a person or a place

*Example:* Serena likes to visit her grandparents who live very far away from her.

*Variation(s):* visits, visited, visiting

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	Attendance Chart; Name Cards	During morning circle
		Taking Attendance: One Pile		
Nursery Rhyme	W	Rain, Rain Go Away	Nursery Rhyme Poster 41	
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; Nursery Rhyme Poster 29	10
		Old MacDonald		
Small Group 2	S	Warm-Ups	Nursery Rhyme Poster 41	10
		Words That End in /ae/		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Domain Introduction		5
		Purpose for Listening		
Presenting the Read-Aloud	W	All Kinds of Families		10
Discussing the Read-Aloud	W	What’s the Big Idea?		10
Extension Activity	L	My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

## Take-Home Material

### *Families and Communities Family Letter 1*

Give students the following material to take home to their family:

**Activity Page 1-1: Families and Communities Family Letter 1**

## Advance Preparation

### *Small Groups*

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Extension Activity***

Create an example Family Book representing your own family by following the directions in the Extension Activity **My Family Book**. Draw a picture of each family member, label the pictures with your family members' names, write a sentence about each family member, and then staple the pages together to make a book. Add a cover and write the title "My Family Book" and the author (you) on it.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b>	Continue Established Routines	Attendance Chart, Name Cards	During morning circle
		Taking Attendance: One Pile		
<b>Nursery Rhyme</b>	<b>W</b>	Rain, Rain Go Away	Nursery Rhyme Poster 41	

## Routines

### Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* domain. These include:

- Daily schedule
- Learning Center labels and sign-in
- Taking attendance (see modification below)

### Taking Attendance: One Pile

**Note:** Continue using these steps to take attendance routinely every morning until Day 10, when the attendance routine will be modified.

Students will sign into school by retrieving their **Name Cards** from a pile and placing them under the school on the **Attendance Chart**. Rather than explaining this change to students as a whole group, support students individually as they arrive at school. You may find that some students are able to find their names without your assistance.

- As students arrive at school, help them sign in on the Attendance Chart by directing them to the single pile of **Name Cards**.
- Help students look for their written names to find the correct **Name Card**.
- Have students place their **Name Cards** in the appropriate place on the **Attendance Chart** to show that they are present.
- Comment on the first letter in students' names as they place them under the picture of the school.

*“Rashan, you found your name. I see a letter ‘R’ at the beginning of your name. Your name starts with ‘R.’ What letter does your name start with?”*

- During morning circle, review the list of students who are present. Then, get the absent students’ **Name Cards** from the pile and place them under the house on the **Attendance Chart**, telling students that these children are absent.

## Nursery Rhyme



### Teaching Tip

The **echo technique** is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the **echo technique** to teach students the words to the song.

### Rain, Rain Go Away

Teach students the song ‘Rain, Rain Go Away’ using the echo technique. Introduce the song by showing **Nursery Rhyme Poster 41: Rain, Rain Go Away**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in singing the entire song.

- Show **Nursery Rhyme Poster 41: Rain, Rain Go Away**

*“Today we are going to learn the song ‘Rain, Rain Go Away.’ Some of the words in this song rhyme; that means they sound the same at the end of the word. When words in a song rhyme, it makes it easier to remember that song. Listen while I sing the song and listen for the words that sound the same, or rhyme.”*

- Sing the nursery rhyme, sliding your finger under each word as you sing.

*“Now, I’m going to help you learn ‘Rain, Rain Go Away.’ I am going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”*

- Teach students the nursery rhyme in parts using the echo technique.

*“I say, ‘Rain, rain go away.’*

- Point to students.

*“You say...”*

- Have students echo you when you point to them.

- Continue having students repeat lines after you. Then, sing the song together,

*“Now let’s sing ‘Rain, Rain Go Away’ together. Remember, some of the words rhyme, which makes it easier to remember the song.”*

- Students may not have memorized the rhyme yet. Encourage students to join in for parts they remember.



## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster; Nursery Rhyme Poster 29	10
	<b>Old MacDonald</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Nursery Rhyme Poster 41	10
	<b>Words That End in /ae/</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small-group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (say *ho!*) (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!*, etc.).

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

**Note:** Statements on the **Good Listening Poster** should be simple and direct. You may want to change the wording of these behavioral cues to fit your own class' behavioral expectations.

- Show students the **Good Listening Poster** you made during the *All About Me* domain and say the following:

*Eyes look. Look at me eye to eye.  
Mouth closes. Close your lips and stop talking.  
Body is still. Stop your body from moving.  
Ears listen. Listen with your ears.*

## Old MacDonald

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Students will follow directions and repeat sounds that are loud or quiet and long or short.

- Show students **Nursery Rhyme Poster 29** and teach students the song “Old MacDonald Had a Farm” using the echo technique.
- Sing the song “Old MacDonald Had a Farm” making loud or quiet and long or short animal sounds.
- Tell students before each verse what animal you are going to sing about and model the noise for them:
  - a loud cow
  - a quiet horse
  - a donkey who makes a long braying noise
  - a chick who makes a short peeping noise
- Give students a chance to choose an animal to sing about, asking them whether the animal should make a loud or soft, long or short noise.
- After you sing the song, have the students follow your instructions to make different kinds of animal noises without singing the song.

*“Now, I am going to name an animal and then describe the noise it makes, and I want you to make that noise. If I said a loud horse, you would say, ‘NEIGH, NEIGH, NEIGH.’ If I said a quiet pig, you would say, ‘oink, oink, oink.’”*



### Warm-Ups

#### Say the Rhyme

Students will recite the nursery rhyme “Rain, Rain Go Away.”

- Lead students in singing the song “Rain, Rain Go Away.”

### Words That End in /ae/

Students will learn which words rhyme in “Rain, Rain Go Away” (Nursery Rhyme Poster 41).

**Note:** Make sure you lead students in each recitation during this activity and slow down the recitation as necessary to give students time to identify the rhyming words. Pause dramatically before coming to a rhyming word to scaffold students’ identification of the rhyme. To further scaffold students, you might give them a signal that you are saying a rhyming word by holding up your arm every time you get to a rhyming word.

- Tell students that there are lots of words in this poem that have the /ae/ sound at the end.
- Recite the poem to the students, elongating the /ae/ sound in the words *away*, *day*, and *play* and pausing before and after the /ae/ sound in each rhyming word (e.g., “Rain, rain, go a- ... WAY, come again another ... DAY”).
- After you recite the whole rhyme, say each word, *away*, *play*, and *day*, elongating the /ae/ sound and have students repeat each word after you.
- Tell students that these words rhyme because they sound the same at the end. They all have the /ae/ sound at the end. Tell students their mouths make the same shape at the end. Have students look at a partner’s mouth as he says the words to see how his mouth makes the same shape at the end.
- Tell students you are going to play a game with rhyming words that end with the sound /ae/ like *away*, *play*, and *day*.

### **Round 1**

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

- Tell students that you want them to jump in the air every time they hear a word with the /ae/ sound. You will point to them so they know when to jump.
- Sing “Rain, Rain, Go Away,” pointing to students when you say the /ae/ words.

### **Round 2**

- Sing the song a few more times, filling in different students’ names as you sing.
- Do not point to students when it is their turn to jump.

### **Round 3**

- Have students whisper the rhyme. When they get to a word that ends in the /ae/ sound, have students jump and say the /ae/ words loudly.

### **Round 4**

- Tell students you want them to help you think of other words that have the /ae/ sound at the end. These words all rhyme because they sound the same at the end.
- Give a few examples of rhyming words: *play, day, away, Monday, they, neigh*, etc.
- Accept any words or ‘silly words’ (i.e., non-words like *kray, zay, splenday*, etc.) that students suggest, as long as they end in the /ae/ sound.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Domain Introduction		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> All Kinds of Families		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Teaching Tip

Throughout the *Families and Communities* domain, be sensitive to the different kinds of families and family members that students might have. See the **Introduction** for more specific information regarding sensitivity to students' families.

#### Domain Introduction

- Remind students that they just learned all about themselves, their body parts, and what makes them special. Tell students that you are going to be talking all about something else that makes them special—their families.

*“Remember, for the past few weeks we learned all about ourselves and what makes us special. Today we are going to start learning about families. Everyone has a different family, and your family is something that makes your special.”*

- Show students the front cover of the *Families and Communities* Flip Book. Talk about the family in the picture.

*“We are going to look at some pictures in this book and I am going to read to you about many different families. Look at this family on the cover of the book. I see four people in this family—1, 2, 3, 4. I see a mom, a dad, and two siblings—a sister and a brother. Raise your hand if you have a sister. Raise your hand if you have a brother.”*

- Define the word *families* and the phrase *family members*.

*“Families are people who love and care for you. Families have lots of different people in them. We call the people in families family members.”*

- Tell students about the members of your family.

*“I have a family, and so do you. In my family, I have (name your family members). We all love and care for each other, so we are a family.”*

### Purpose for listening

---

- Tell students to listen to the read-aloud “All Kinds of Families” to learn the names of different family members and to learn why families are important.

*“Listen to the read-aloud ‘All Kinds of Families’ to learn the names of different family members and to learn why our families are so important to us.”*

## PRESENTING THE READ-ALOUD

# All Kinds of Families

10 MINUTES

1

**Note:** Suggested language is provided for the entire read-aloud “All Kinds of Families.” After the first two read-alouds in the Families and Communication domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.



### ◀ SHOW FLIP BOOK PAGE 1-1: Four families

Families are special. Families are fun.  
Family members are cared for, each and every one.  
Those we love and **cherish**, we call our family.  
No one family's the same—that's how it's meant to be.

- Discuss different family member names using the images to demonstrate possible family members.  
.....  
“Family members are the people in our family like a mom or a brother or a stepsister. This family has a mom, a sister, and a brother. This family has a dad and a son.”  
.....
- Ask students to share the names of their own family members. Any answer that refers to a plausible family member is acceptable.  
.....  
“Who are some of the members of your family?”  
.....



← **SHOW FLIP BOOK PAGE 1-2: Families around the world**

In towns and cities everywhere, in **countries** near and far—different families love each other. They make us who we are.

- Explain that there are families all over the world.

*"These families are from many different places but all families are the same in one way: they love and care for each other, no matter where they live."*

.....

.....

.....



← **SHOW FLIP BOOK PAGE 1-3: Family with cat**

My family is so precious to me. They love me for who I am.  
My dad, stepmom, stepbrother Max, and my furry pet cat named Sam.

- Identify the members of the family in the image, stopping to focus on the pet as a family member.

*"This family has a dad, a stepmom, a stepbrother, a sister, and a pet cat. Pets are an important part of some families. This little girl loves and cares for her pet cat named Sam."*

- Ask students about their own pets.

*"Do you have any pets at home that you love and care for?"*





◀ **SHOW FLIP BOOK PAGE 1-4: Girl and foster parents**

My best friend Emma Bella—(I call her that, you see)—  
Lives with her foster parents and always plays with me.

- Explain what a foster family is, if relevant to the students in your class.  
"Foster parents take care of children when they need a safe place to live for a short time or a long time."  
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- Explain that foster children and their parents don't always look alike, but that they are still a family.  
"Emma Bella and her foster parents look different but they are still a family."  
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◀ **SHOW FLIP BOOK PAGE 1-5: Family and plane**

And then there's May and Alice, two sisters from far away;  
Whose parents went to meet them, and brought them home to stay.

- Explain what it means to be adopted using the people in the image.  
"May and Alice were adopted. That means they were born to a different family. Their parents adopted them and brought them to their new home and made a new family."  
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◀ **SHOW FLIP BOOK PAGE 1-6: Kids with grandparents**

Some children live with grandparents, like my **cousins** Serena and Mark. When we go to visit them, they take us to the park.

- Tell students about grandchildren who live with their grandparents.

*"Some children live with their grandparents and have lots of fun with them. This family has two grandparents and two grandchildren."*



◀ **SHOW FLIP BOOK PAGE 1-7: Boy jumping**

Families help you grow and change; protect and **guide** you, too. They teach you things about the world, and help you become—you!

- Explain and discuss how parents "protect" their children

*"We just heard that families 'protect' you. PROTECT means to keep you safe. When you cross the street, your parents hold your hand and protect you from dangerous cars. They also protect you from the weather by giving you shelter in your home. Remember, we talked about shelter protecting people a few weeks ago."*

- Ask students what they have learned from their family members.

*"We also heard that families help you grow and change by teaching you things. In my family, the adults teach the children how to tie their shoes. What do your family members teach you how to do?"*

**Whole Group****What's the Big Idea?*****Who's in Your Family?***

- Remind students of the meaning of the word *families*.

*"Remember, we are talking all about families. Families are made up of all the people who love and care for us."*

- Have students use thumbs up and thumbs down to indicate whether or not they have certain people in their families.

*"I'm going to name some people and I want you to show me whether or not you have that person in your family. Thumbs up if the person I say is in your family, thumbs down if the person I say is not in your family."*

- Continue listing family members, saying, "Do you have a \_\_\_\_\_ in your family?"
  - sister
  - stepsister
  - brother
  - stepbrother
  - cousins
  - baby
  - mother
  - stepmother
  - father
  - stepfather
  - foster mother
  - foster father
  - grandmother
  - grandfather
  - aunt
  - uncle

***Share Who's in Your Family***

- Prompt students to talk about one member of their family and share something about that person (e.g., family member's name, what they like to do with that person, how that person takes care of them, etc.).

**Teaching Tip**

Students may or may not know exactly who is in their family. Accept any response the students give. You may choose to add or omit family members from this list as you see fit.

*“Now I want you to think of one person who is in your family. Each person is going to get a chance to tell us about one person in your family. (Student’s name), who is in your family? Can you tell us something about him/her?”*

## Extension Activity

Learning  
Center

### My Family Book

**Note:** If groups of students need extra time to complete this Extension Activity, they can do so during Pausing Point 1.

Students will identify, draw, and dictate a sentence about each member of their family and then make their drawings into a book. Complete **Part 1: Draw and Label Family Members** beginning on **Day 1**. Allow students to complete as many or as few drawings on a given day as they would like. As students complete their drawings, have them complete **Part 2: Describe, Revise, and Make a Family Book**.

#### Part 1: Draw and Label Family Members

- Explain to students that they are going to make a Family Book.
- Show students your own Family Book (see **Advance Preparation**). Read each page and describe each drawing. Describe the process you went through to make the book. First, you drew a picture of each family member and wrote the family member’s name beside the picture. Then you revised your drawings by adding more things (such as a box of cereal because your daughter enjoys cereal for breakfast) to each drawing. Finally, you wrote a sentence describing your family member to everyone.
- Invite students to draw pictures of their family members on multiple sheets of paper. Allow students to draw whoever they consider a part of their family. Students may draw multiple pages in one sitting or continually return to the center to complete a new page. As students draw, use the **parallel talk strategy** to describe what they are drawing.
- As students complete each drawing, ask students to tell you who they drew. As students describe their drawings to you, label each figure by drawing an arrow to the figure and writing the name the student gives.
- When appropriate, elicit a label for the family member and include it

#### Review Tip

While students are making their Family Book, have them talk about body parts. You might ask them something like, “What body part are you drawing now?” or “Where are your mom’s hands in your picture?” etc.

#### Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

### Review Tip

As students make their family book, talk with them about the colors they are using in their drawings. Examples include, “What color are you going to make your mom’s pants?” or “I see that you have a dog in your family. What color is he/she?”

### Language Facilitation

Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., *where*, *what*, *how*, and *why* questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

### Assessment Tip

Students’ work from this activity may be included in their portfolio and examined as part of ongoing assessment. Make photocopies or take a photograph of students’ drawings and dictation in the Family Book to include in their portfolios. Asking students to draw portraits including self-portraits at varying times during the year is a good way document students’ increasing sense of body image and fine motor skills.

### Learning Center

Place students’ completed books in the **Library Center** until students are ready to take them home to show their parents later in the domain. Encourage students to “read” their Family Book to classmates by turning pages, describing images, and pointing to text.

in the label you write (e.g., “Is Pop Pop your grandfather? Is he your uncle?”). Be sensitive to the make-up of each student’s family and use whatever name or label they provide.

- Keep students’ drawings paper-clipped together in preparation for making them into a book.

### *Part 2: Describe, Revise, and Make a Family Book*

- Have students revisit their drawings from previous days. Use the **open questions strategy** to ask students to describe their family members in detail. You might ask them to tell a story about that family member, or ask the student to describe why that family member is important, or how that family member helps the student at home.
- Based on students’ verbal descriptions of each family member, help students revise their drawings to include more detail. For example, if the student’s family member helps her take a bath, she might add a towel or rubber ducky to the drawing.
- Once students have talked with you and revised their drawings, have them dictate a sentence to describe each drawing.
- Then, help students staple their drawings together to make a book. Staple their self-portrait on top and write a title on the book for them: “My Family Book.” Then, write the name of the author (the student), “By: \_\_\_\_.” Ask students which letter you should write first to begin writing their names. As you write each letter in their names, say the name of the letter out loud.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name two ways that their family cares for them

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names or classroom jobs (RF.P.1b)
- ✓ Use labels in the classroom to identify different classroom jobs (RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Rain, Rain Go Away" (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme "Rain, Rain Go Away," finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Vocally produce sounds that are loud or soft, long or short, according to verbal direction (CK Prerequisite)

***Skills***

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Use the body to imitate a sequence of three to five sounds (CK Prerequisite)
- ✓ Use musical instruments or other objects to imitate a sequence of no more than three sounds made by a single instrument or object (CK Prerequisite)

- ✓ Hold a book correctly, turning the pages (RF.P.4, RI.P.5)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

### ***Listening & Learning***

Students will:

- ✓ Point to the front cover, title, back cover, spine, and title page of *Families* (RF.P.1a, RI.P.5)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Describe an illustration and how it relates to *Families* (RI.P.7)
- ✓ Find the illustration, or object within the illustration, that is being described in *Families* (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Families* (SL.P.2, RI.P.1)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases describing families that were acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, retell important facts and information from *Families* (RI.P.2)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)

- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

### Core Vocabulary

**celebrate**, *n.* To show happiness by doing something special

*Example:* Sebastian had a birthday party to celebrate turning four.

*Variation(s):* celebrates, celebrating

**family**, *n.* People who love and care for you

*Example:* I like to do fun things with my family, like play at the park and read bedtime stories.

*Variation(s):* families

**sharing**, *v.* Letting someone else use or have something that is yours

*Example:* Sharing your toys with your younger siblings is a nice way to show that you love them.

*Variation(s):* share, shares, shared

### At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	Name Cards; Classroom Jobs chart	During morning circle
		Classroom Jobs		
Nursery Rhyme	W	Rain, Rain Go Away	Nursery Rhyme Poster 41	
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; Musical instruments (one per student)	10
		Musical Instrument Circle		
Small Group 2	S	Warm-Ups	Activity Pages 2-1–2-2; report covers, laminate or page protectors, markers, hole puncher; shaving cream or finger paint, trays, construction paper	10
		Handwriting Strokes with Fingers		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Book Parts	Families by Ann Morris	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Families by Ann Morris	Families by Ann Morris	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Families by Ann Morris	10
Extension Activity	L	My Family Book	Drawing tools; paper; writing utensils; stapler	During Learning Centers



## Take-Home Material

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### My Tradition

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Give students the following material to take home to their family:

#### Activity Page 2-3: Share a Family Tradition

### Advance Preparation

#### *Routines*

Create a Classroom Jobs chart. Write the title “Classroom Jobs” at the top of the chart. Make a list of jobs by posting a picture of the job and writing the name of the job beneath the picture. On the chart, leave space to the right for students’ **Name Cards**. Use the jobs listed in **Day 2, Routines: Classroom Jobs**. You may add to the list of jobs suggested or create your own list with corresponding pictures. Create **Name Cards** to use to assign jobs to students (you might make an additional set of **Name Cards** like the ones used for taking attendance). Place hook-and-loop dots on the chart and the back of student Name Cards. Rotate jobs on a weekly basis. You may choose to introduce only a few jobs at first and then, as students master the existing jobs, continue introducing new and more challenging jobs throughout the year. Below are some free online resources to help you create a Classroom Jobs chart:

1. Free Printable Daily Job Charts  
<http://www.daycareresource.com/printables/centersigns/centersignsclassroomhelperssigns.html>
2. Environments: Daily Jobs Printables  
<http://www.eichild.com/job-chart-signs>

#### **Teaching Tip**

Use Classroom Jobs as an opportunity to teach students names of jobs held in the community (e.g., librarian, electrician, veterinarian, etc.).

#### Suggested Classroom Jobs

- Librarian (gets books for teacher, puts books away, cleans up library center)
- Mail person (puts things in cubbies)
- Electrician (lights)
- Line Leader
- Caboose
- Meteorologist (helps with weather during morning circle)
- Center Checker (cleanup)

- Custodian (trash)
- Table Setter
- Table Wiper
- Sweeper
- Gardener (waters plants)
- On Vacation (students without jobs for a given week)

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Prepare a **My First Strokes Book** for each student in the class. To make a **My First Strokes Book**, you will need **Activity Pages 2-1—2-2**, report covers (one per student), plastic page protectors (fifteen per student), construction paper, markers, and a hole punch. First, make a title page for each book by writing and underlining ‘My First Strokes Book’ on a piece of construction paper. Then, write the student’s name underneath the title. Punch three holes in the title page and insert it behind the clear plastic of the report cover. Put fifteen page protectors in the report cover behind the title page. Insert the first two activity pages into the first two page protectors (order of strokes: vertical, horizontal). The remaining page protectors will be filled with additional writing strokes Activity Pages in this domain and the ones following.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines	Name Cards; Classroom Jobs chart	During morning circle
		Classroom Jobs		
<b>Nursery Rhyme</b>	W	Rain, Rain Go Away	Nursery Rhyme Poster 41	

## Routines

### Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* domain. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile

### Classroom Jobs

Students will be introduced to the Classroom Jobs chart (see **Advance Preparation**) and will learn to identify their job for the day (or week) based on where their name is located on the chart.

- Introduce students to your initial list of classroom jobs. Tell students that jobs in the classroom are important because they keep your class running smoothly so everyone can be safe, happy, and have fun together.
- Show students the jobs chart you created and tell students they will know which job to do by finding their name on the chart. Tell students they will each get a chance to do every job.
- Read the label of and describe each job on the job chart. Model how to do each job for the students.
- Explain how you will rotate students' jobs on a regular basis (daily or weekly).
- Throughout the day, refer to the Classroom Jobs chart to remind students of their jobs.

### Teaching Tip

Having a job gives students a sense of responsibility and ownership in the classroom. It also allows them to practice daily chores that involve gross and fine motor movements, such as turning lights on and off and wiping down tables.

- Continue using the chart throughout the school year. Add more difficult jobs to the list as students become ready.

## Nursery Rhyme

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Whole  
Group

### Rain, Rain Go Away

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Students will review the song “Rain, Rain Go Away” by singing it with you. Then, students will learn to recognize the rhyming words in the song.

- Show students **Nursery Rhyme Poster 41** and review the song by having them sing the song with you. Remind them that some words in the song rhyme.
- Remind students that the other day you played a game where they jumped in the air every time they heard words that end in the /ae/ sound.
- Tell students you want them to play this game again as a whole class. Have students stand in a circle and whisper the rhyme. Every time they say a word ending in the /ae/ sound, tell students to jump up in the air and say the word loudly.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	Warm-Ups	Good Listening Poster; musical instruments (one per student)	10
		Musical Instrument Circle		
<b>Small Group 2</b>	S	Warm-Ups	Activity Pages 2-1–2-2; report covers, laminate or page protectors, markers, hole puncher; shaving cream or finger paint, trays, construction paper	10
		Handwriting Strokes with Fingers		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (say *ho!*) (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!* etc.). Increase the number of sounds you make as students are ready.

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the *All About Me* domain and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Musical Instrument Circle: One Instrument

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Students will use one musical instrument to repeat up to three instrumental noises.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

### Round 1

- Tell students that you are going to play an instrument and you want them to play it just like you did.
- Make one, two, or three noises with the instrument.
- Pass the instrument to the student next to you and have them make that same number of noises.
- Ask all the students to show ‘thumbs up’ if the musician played the instrument just like you did (i.e., played the same number of sounds) and ‘thumbs down’ if they did not.
- Continue passing the instrument around the circle, giving each student a chance to repeat the noise. Repeat the noise for students as needed to remind them what you want them to repeat.
- When the instrument comes back to you, play another series of one, two, or three noises and pass the instrument again.

### Round 2

- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 1).

### Round 3

- Give each student an instrument.
- Tell students to use their instrument to copy the noises you make.
- Make one, two, or three noises with the instrument.
- Have students copy your noises.
- Continue making series of one, two, or three noises.

### Round 4

- Students keep their own instruments.
- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 3).

## Warm-Ups

### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.  
I can wave to a friend.  
I jump so high; I crouch so low.  
I tap the floor with my toe.  
I cross my arms and breathe in deep.  
I calm my body and take a seat.*

### My First Strokes Book

Students will practice two handwriting strokes by tracing lines with their fingers in their My First Strokes Books (see **Advance Preparation**). They will practice vertical and horizontal lines.



### Teaching Tip

Hold up the cover of each book and see if students can tell whose book it is by recognizing their name or their classmates' names.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.
- Model tracing the writing stroke by holding up a copy of the Activity Page and demonstrating how to trace the dark lines as you read the poem.
- Ask students to hold up their pointer fingers when they are ready to trace.

### Teaching Tip

Students should trace with the pointer finger on the hand that they will eventually use for holding a writing utensil. Some students may still be establishing dominance, while others may already have a dominant hand. If you know which hand is a student's dominant hand, you might put a sticker on their fingernail or back of their hand to help them remember to use that hand.

### Learning Center

Put shaving cream or finger paint and trays in the **Art Center** or **Sensory Table** for students to practice drawing lines independently.

### Teaching Tip

If students are ready, have them trace over the letters of their name in the shaving cream after you write them. Some students may even be able to write the first letter of their names themselves.

- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, "Turn the page."

### Handwriting Strokes with Fingers

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Students will practice making vertical and horizontal lines with their fingers in shaving cream in a tray or on a cookie sheet. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil. The tray or cookie sheet provides boundaries that help students start and stop their lines.

**Note:** *You may choose to do this activity with finger paint if shaving cream is not suitable for your students. During Handwriting Strokes with Fingers, you do not need to wipe down the shaving cream trays between groups, but you may need to add more shaving cream to each tray for the second group.*

- Squirt some shaving cream into each tray and give one to each student.
- Have students spread the shaving cream in the tray with their hands to create a smooth surface in which they can make marks.
- Read the rhymes from the *My First Strokes* book and encourage students to make marks in the shaving cream as you read. If needed, model each stroke on the pages of the book or in an extra tray.
- As students explore the strokes, they can "erase" their work by swishing the shaving cream around with their palms before trying again.
- As students practice, circulate around the table, stopping at each student to have them show you each stroke. When a student has shown you both strokes, write his/her name on the tray with your finger. Use a capital letter for the first letter and then lower case letters for the rest. Name each letter as you write the student's name. Tell the student s/he is learning how to draw lines that will help him/her write the letters in his/her name.
- Once most students have demonstrated the strokes, show students how to draw various 'pictures' using the strokes learned. Students could draw railroad tracks (two long lines across, lines down connecting the two lines) or a fence (many fence posts, and lines



across for the slats). Demonstrate these pictures for students on a white board or chart paper and allow them to experiment in their trays while using the strokes they have learned.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Book Parts	<i>Families</i> by Ann Morris	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Families</i> by Ann Morris	<i>Families</i> by Ann Morris	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>Families</i> by Ann Morris	10
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools; paper; writing utensils; stapler	During Learning Centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Learning Center

After the read-aloud, place *Families* by Ann Morris in the **Library Center** so students can look more closely at the pictures. As students explore the book, tell them about or ask them about the parts of the book, including: front and back covers, pages, and spine.

#### Book Parts

- Show students the cover of the book *Families*, by Ann Morris.
- Read the title and slide your finger under the words as you read. Connect the title to the picture on the front cover.

*"Today we are going to read a book. The title of this book is **Families**. It is a book about all the different kinds of families that people have. Look at the picture on the front cover. It is a big family! There is a picture of a family on the front of our book because the title is Families."*

- Ask a student to come forward and point to the title of the book.

*"Who can come forward and point to the title of this book?"*

- Talk about and show the front cover and back cover of the book.

*"This is the cover of the book. The cover is a thick piece of paper that protects the pages of the book. This is the front cover and this is the back cover."*

- Ask a student to come forward and show the class the covers of the book.

*"Who can come forward and show everyone the front and back covers of this book?"*

### ***Purpose for listening***

- Tell students to listen to find out about all the different kinds of families people can have and to find out about the many different things families do together.

*“The other day we learned about many different family members. How many different family members can you remember and name? Today we are going to read this book and learn more about families. I want you to listen to find out about all the different kinds of families that people can have. All over the world, people have families, and those families can be really different. Think about the people you have in your family as I read this book. We are going to talk about our own families after we are done reading.”*

**Families by Ann Morris**➔ **PAGE 1(TITLE PAGE) . . . Families by Ann Morris**

- Slide your finger under the title of the book as you read the words. Talk about the title and the family in the picture.

"This is the title page. It has the title of the book, FAMILIES, written right here. This is a picture of a baby. The baby's mom and dad are giving him a kiss. The mom and dad love the baby, and they are all members of the same FAMILY. There are three people in this family."

➔ **PAGE 3 . . . [photos of a family at a table]**

- Use the word FAMILY in a few different sentences.

"This book is about different kinds of families. Look at all the different members of this family. There are four children—two brothers and two sisters. There is a mom and a dad. This family likes to sit at the table together and do all sorts of things together. These people all love and care for each other, so they are a family."

➔ **Page 6 . . . is part of a family.**

- *Point to and talk about the family that lives on the houseboat.*

*"All of these people are members of the same family. This family has a grandma, and a baby, and brothers and sisters. This family lives on a houseboat. Their house floats on the water. We learned about houseboats a few weeks ago when we talked about shelter, or a place to live. This family has a houseboat for a shelter."*

➔ **PAGE 12 . . . they work together.**

- *Point to and talk the families doing chores.*

*"Families work together to do chores. A chore is a job you do to help your family. This little girl is helping her uncle get ready to go fishing. This girl is helping her grandfather plant a garden. This girl is helping her mom wash the dishes. And this family is using knives to take the bark off of a tree. I think they might use that tree to build their house. What kinds of chores or things do you do to help your family?"*

➔ **PAGE 20 . . . Others have none.**

- *Point to and talk about siblings.*

*"There are lots of brothers and sisters in this family. There are four children. But there aren't any brothers or sisters in this family. There is just one child and his parents. Raise your hand if you have a brother or sister. Raise your hand if you are the only child in your family."*

➡ **PAGE 23 . . . or live with just one parent.**

- *Point to and talk about the boy and his father.*

*"This little boy lives with his father. There are just two people in this family."*

- *Point to and talk about the brothers and their mother.*

*"These boys live with their mother. They like to all go to the park together and play on the slide."*

➡ **PAGE 24 . . . [Picture of grandma and two boys].**

- *Point to and talk about the grandmother.*

*"These two boys live with their grandma. There are three people in this family."*

- *Point to and talk about the mother with her adopted child.*

*"This boy was adopted by his mom. His mom is reading a story with him. She loves and cares for him so they are a family."*

➡ **PAGE 29 . . . wherever you are.**

- *Point to and talk about all the different families.*

*"No matter where you live, everyone has a family who cares for them. These people live in different places all around the world, but they all have people who love and care for them. They all have families."*

**What's the Big Idea?**

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***How Does Your Family Care for You?***

- Remind students that their families care for them by helping them do things.

*"We saw some pictures in this book that showed families caring for each other and helping each other do things."*

- Show students Pages 12 and 13 and explain how families are helping each other in the pictures.

*"Look at the families on these pages. This family is gardening. The daughter is helping her father put a plant in the ground. This mom is helping her daughter clean the dishes. This family is taking the bark off of a tree so they can build a house. The boy in this family is helping his mom by holding the tree still for her."*

- Show students Page 16 and explain how families are helping each other in the pictures.

*"Look at the families on this page. This grandma is helping her daughter cut vegetables. The daughter is helping her mother make dinner. Families take care of each other by helping each other do things. Let's talk about some things that your family members help you do."*

- Have students raise their hands when they hear something that their family members help them do.

*"I'm going to say some things that family members might help you do. If someone in your family helps you do the thing I say, raise your hand."*

- get ready for school in the morning
- pack your lunch
- take a bath
- read stories
- play outside
- play catch
- play games
- get ready for bed
- brush/braid hair

- make breakfast
- come to school
- Remind students that many different family members help them do these things because families love and care for each other.

*“Family members help you do these things because they love and care about you and want to help you.”*

### **How My Family Cares for Me**

- Ask each student to share one thing a family member does to care for him or her. Call on students one by one using their **Name Cards**. Students may also share a way they help their family members.

*“Family members help you do these things because they love and care about you and want to help you. What is something a family member helps you do?”*

- Recast student’s answers providing a label for the family member. Remember to be sensitive to and accepting of the variety of family members.

*“Misha’s stepmom helps her take a bath.”*

- After a student answers, ask the rest of the class who also has a family member that helps them do that task.

*“Who else in our class has a family member who helps them take a bath?”*

- Call on a few of the students who are raising their hands and ask them which family member helps them do that task.

*“Jamal, which family member helps you take a bath?”*

- Continue doing this until each student has a turn to speak. Each time, remind students that many different family members can teach us many different things.

### **Families Play Together**

- Remind students that they heard in the read-aloud that family members love and care for one another, even when things go wrong.

*“In our book, we learned that families love and care for one another, even when things go wrong. Listen as I read that part about families again.”*



➔ **PAGE 9... even on bad days.**

- Give examples of ways families care for each other when something bad happens, then ask students to share a time a family member cared for or helped them.

*“This little boy is telling his father about a problem he had at school. His parents are helping and caring for him by listening to his words and making him feel better. Has someone in your family ever helped you feel better when you had a bad day? How did they help you?”*

## **Extension Activity**

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Learning  
Center

### **My Family Book**

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Define a home as a shelter where a family lives and cares for each other.
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a , RL.P.5)

***Skills***

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Use musical instruments to imitate a sequence of three to five sounds made by two different musical instruments (CK Prerequisite)
- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a , RL.P.5)
- ✓ Using the nursery rhyme “Five Little Monkeys,” finish a recitation that has begun with the correct rhyming word (RL.P.10)
- ✓ Using the nursery rhyme “Five Little Monkeys,” finish a recitation that has begun with the correct rhyming word (RF.P.2a)
- ✓ Adapt the volume of one’s voice to different purposes (L.P.3)
- ✓ Using the nursery rhyme “Five Little Monkeys,” indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)

- ✓ Given a word, provide a rhyming word (RF.P.2b)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, identify the book *Families* by the title and cover (RI.P.10)
- ✓ Point to the front cover, title, and back cover of a book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, given a specific book, describe and show what the author and photographer contributed to the creation of that particular book (RI.P.6)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different (RI.P.9)
- ✓ Find the photograph in *Houses and Homes* that is being described (RI.P.7)
- ✓ Describe a photograph in *Houses and Homes* and how it relates to the text (RI.P.7)
- ✓ With prompting and support, answer *what will happen if . . .* questions based on information provided in *Houses and Homes* (RI.P.3)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *Houses and Homes* (RI.P.4, SL.P. 2, RI.P.1)
- ✓ With prompting and support, ask and answer questions about unknown words in *Houses and Homes* (RI.P.4)
- ✓ With prompting and support, retell important facts and information from *Families* and *Houses and Homes* (RI.P.2)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading *Houses and Homes* (L.P.6)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family

members and supplying some information about each member (W.P.2, W.P.8)

- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

### Core Vocabulary

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**bright**, *adj.* Colorful and easy to see

*Example:* Zach painted a bright picture using many colors.

*Variation(s):* brighter, brightest

**handy**, *adj.* Nearby and easy to use

*Example:* Kiana used the blocks that were handy to build a tall building.

*Variation(s):* none

**stilts**, *n.* Sticks that hold something up

*Example:* Sula's house by the ocean was built on stilts so the water can't reach it.

*Variation(s):* stilt

**straw**, *n.* Dried grass that can be used to build things

*Example:* The Native Americans sometimes used straw to build or make roofs for their houses.

*Variation(s):* none

**weave**, *v.* To crisscross pieces of string or cloth

*Example:* Nana used strips of cloth to weave a basket.

*Variation(s):* weaves, weaved, weaving

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Five Little Monkeys	Nursery Rhyme Poster 14	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Two different musical instruments per student (one set each)	10
		Musical Instrument Circle		
<i>Small Group 2</i>	S	Warm-Ups	Nursery Rhyme Poster 14	10
		Words That End in /ed/		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Have We Already Learned?	<i>Houses and Homes</i> by Anne Morris	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Houses and Homes</i> by Ann Morris	<i>Houses and Homes</i> by Anne Morris	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	<i>Houses and Homes</i> by Anne Morris	10
<i>Extension Activity</i>	L	My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Listening & Learning

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	W	Five Little Monkeys	Nursery Rhyme Poster 14	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Five Little Monkeys

Teach students the song “Five Little Monkeys” using the echo technique. For an example of the echo technique, see **Day 1: Rain, Rain Go Away**. Have students hold up five fingers and count down from five on their fingers as you sing the song.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Two different musical instruments per student (one set each)	10
	<b>Musical Instrument Circle</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Nursery Rhyme Poster 14	10
	<b>Words That End in /ed/</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!*, etc.). Increase the number of sounds you make as students are ready.

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the All About Me domain and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Musical Instrument Circle: Two Instruments

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Students will use two musical instruments to repeat up to five instrumental noises.

**Note:** *If students are not ready to advance after Rounds 1 and 2, repeat these rounds. Or, you may repeat **Day 2, Small Group 1: Using One Instrument.***

### Round 1

- Tell students that you are going to play two instruments and you want them to play the instruments just like you did.
- Make a sequence of three to five noises using the two instruments.
- Pass the instruments to the student next to you and have them make that same number of noises.
- Ask all the students to show ‘thumbs up’ if the musician played the instruments just like you did (i.e., played the same number of sounds) and ‘thumbs down’ if they did not.
- Continue passing the instruments around the circle, giving each student a chance to repeat the noises.
- When the instruments come back to you, play another series of three to five noises and pass the instruments again.

### Round 2

- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 1).

### Round 3

- Give each student two instruments.
- Tell students to use their instruments to copy the noises you make.
- Make a sequence of three to five noises using the two instruments.
- Have students copy your noises as a group.
- Continue making a sequence of three to five noises using the two instruments.

### Round 4

- Students keep their own instruments.



- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 3).

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### *Say the Rhyme*

Students will recite the poem “Five Little Monkeys.”

- Lead students in singing the song “Five Little Monkeys.”

### Words That End in /ed/

Students will jump up in the air every time they hear a word that ends in /ed/ (as in *bed*). Students should stand in a circle to begin.

- Tell students that there are lots of words in this poem that end in /ed/.
- Recite the poem to the students, saying the words that end in /ed/ louder than the rest of the poem.
- Say the words *bed*, *head*, *said*, elongating the /e/ sound (as in *pen*) and having students repeat after you.

**Note:** *If students are not ready to advance after Rounds 1 and 2, repeat these rounds.*

#### *Round 1*

- Tell students that you want them to jump in the air every time they hear a word that ends in the /ed/ sound. You will point to them so they know when to jump.
- Recite the poem, pointing to students for the words *bed*, *head*, and *said*.

#### *Round 2*

- Do the same as in Round 1, but do not point to students when it is their turn to jump.

#### *Round 3*

- Have students whisper the rhyme **except** for the words that end in /ed/.
- Students jump and say the /ed/ words aloud.

#### **Round 4**

- Tell students you want them to help you think of other words that have the /ed/ sound at the end. These words all rhyme because they sound the same at the end.
- Give a few examples of rhyming words: *head, bed, Fred, instead, bread*, etc.
- Accept any words or ‘silly words’ (i.e., nonwords) that students suggest, as long as they end in /ed/.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Have We Already Learned?	<i>Houses and Homes</i> by Anne Morris	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Houses and Homes</i> by Ann Morris	<i>Houses and Homes</i> by Anne Morris	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>Houses and Homes</i> by Anne Morris	10
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools; paper; writing utensils; stapler	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Have We Already Learned?

- Ask students if they remember talking about basic needs, or things all people need to stay alive.
- Remind students that they learned that shelter is a basic need.
- Ask students if they remember what the word *shelter* means. (a place that protects you from temperature and weather)
- Ask students to give some examples of a shelter.

#### Families Review

- Remind students that you learned that families are the people that love and care for you and that there are many different family members.

*"Remember, yesterday we read this book called Families. It was all about different families and how they take care of each other. Let's look at some of the pictures again so we can remember what we learned about families."*

- Show students page 17 from *Families* by Anne Morris and talk about how the family is eating in the dining room in their home.

*"Look at this family; they are eating dinner together in their home. Families care for each other and spend time at home together. Today we are going to read another book about how families live in many different kinds of shelters. Families call their shelters 'home.' A home is a special place where a family lives and cares for each other."*

### **Purpose for listening**

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- Tell students to listen to find out about all different kinds of shelters, houses, and homes that families live in.

# Houses and Homes by Ann Morris

➔ PAGE 3 (TITLE PAGE) . . . photographs by Ken Heyman

- Ask students what the page you are showing is called. (title page)
- Read the title and author's name.
- Ask students who writes the words in the book. (author)
- Tell students that there are photographs of real people in this book—not drawings or illustrations—so this book has a photographer. A photographer is someone who takes pictures or photographs with a camera.

➔ PAGE 4 . . . full of houses . . .

- Tell students that all of these pictures are of houses, but each of the houses is very different.
- Describe each of the houses, holding the book out so each student can get a good look at the photographs.

(Houses on page 4) "These houses are all built really close together—their walls are touching each other. They are built right near the water, so they have big balconies where people can sit and watch the fishermen work in their boats."

(Houses on page 5) "This house in the top picture is all white. There is a mailbox out front so that the people who live here can send and receive letters. In the bottom picture, you can see a house that has a grass roof. The families who live in these houses bundle up grass and use it as a building material. They tie the grass so tightly together that no water can get through when it rains, so it makes a good roof. The whole family works hard together to build their home; it is their shelter."

➡ PAGE 6 . . . big houses . . .

- Tell students that this house is a great, big palace. It is called Buckingham Palace and it is where the queen of England lives with her family.

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➡ PAGE 9 . . . white houses

- (House in top photo) Tell students that this house is in our country, the United States. It is called the White House and it is where the president of the United States lives.
- (House in bottom photo) Tell students that these boys live with their families in houses that are close together. They can just run across the street to their neighbor's house to say hello.

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➡ PAGE 11 . . . houses that stay

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➔ **PAGE 13 . . . or all alone.**

- *Compare and contrast the city and country homes on both pages. Ask students if they live in the city or the country.*
- *Help students compare their homes to the ones in the pictures*  
*"Do you have animals that live outside? Do you have lots of grass and trees around? Do you live very close to your neighbor and close to the street?"*

➔ **PAGE 16 . . . wood**

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➔ **PAGE 18 . . . stone.**

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➡ PAGE 25 . . . on stilts.

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➡ PAGE 29 . . . make it a home.

- *Tell students that it doesn't matter how big a house is, or what it is made out of; as long as a family lives there, it is a home.*
- *Describe how both families in these pictures are taking care of each other and how you can tell that they love each other.*

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**What's the Big Idea?**

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***My Home***

- Remind students that people live in many different homes and have many different things in their homes.
- Use the pictures from *Houses and Homes* by Ann Morris to demonstrate some of the attributes of homes.
- As you list common rooms and attributes, remind students that even though all of our homes look very different, many homes have a lot of the same things.
- Have students raise their hands when they hear something that they have in their home.
  - (show page 9) a street outside of your home where you can walk different places
  - (show page 11) a place where you play outside
  - (show page 27) a window where you can look outside
  - (show page 29) a porch or balcony where you can be outside
  - a roof that keeps you dry
  - a door where you enter your house
  - a kitchen where you make food
  - a bathroom where you take a bath or a shower and brush your teeth
  - a room where you play with your toys
  - an elevator that takes you to your floor
  - a closet where you keep your clothes
  - a bedroom where you sleep

***My Favorite Thing about My Home***

- Ask each student to share one thing about his/her home. Have the students name a particular place and describe what they do there.
- Model the activity by telling students about a special place in your home and describing what you do in that special place (e.g., “*I have a yard outside of my house where I play in the sandbox with my son.*”)
- Use **Name Cards** to call on students to share something about their homes. Use the list of home attributes above as prompts to help students describe a place in their home and something they do in that place.

- Recast students' answers to model complete sentences: "In Noelle's home, she has a porch where she helps her grandfather grow plants." Make sure to elicit an answer that describes an area in the family home and ask students to associate a specific task with that area. Be sensitive to and accepting of the variety of answers.
- Ask other students in the class whether they have a similar place in their home. Have them raise their hands if they do.
- Continue asking each student to describe something special about his/her home until all students have had a chance to share.

### ***What Would It Be Like If...***

- Show students the picture on page 27 and ask them to imagine what it would be like to live with their family in the house in the picture. Give students enough background information about living in the snow that they can use their imagination in a meaningful way (e.g., tell them that it is cold, that you have to wear tall boots, you might need a special kind of car with really big tires, etc.).
- Ask students what they think the inside of the house looks like. Ask them what kind of activities they could do inside/outside of this house, how they could get to school, and what the weather would be like outside.
- Remind students that homes are very important to families because they are a place where families take care of each other.

## ***Extension Activity***

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Learning  
Center

### **My Family Book**

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name two ways that their family cares for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)

**Language Arts Objectives**

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**Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a, RL.P.5)
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

**Skills**

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Indicate the number of sounds heard (up to four sounds) (CK Prerequisite)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)

- ✓ Draw and use as motifs: horizontal line, vertical line (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book (RI.P.6)
- ✓ With prompting and support, ask and answer who, what, where, when, and why questions about *Families* and *Houses and Homes* (RI.P.4, SL.P.2, RI.P.1)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Find the photograph in *Families* or *Houses and Homes* that is being described (RI.P.7)
- ✓ With prompting and support, retell important facts and information from *Families* and *Houses and Homes* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Families* and *Houses and Homes* (L.P.6)
- ✓ With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different (RI.P.9)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use dictation to identify a favorite book (W.P.1)
- ✓ With prompting and support, listen to read-alouds of different books by the same author and participate in a shared writing activity describing favorite selections and why (W.P.7)

- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Five Little Monkeys	Nursery Rhyme Poster 14; cards numbered 1 to 5	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Musical instruments; cubes (four per student), small mats (one per student)	10
		How Many Noises?		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Book; Activity Page 4-1, primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Two Books, One Author		20
<i>Extension Activity</i>	L	My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

## Advance Preparation

### Nursery Rhymes

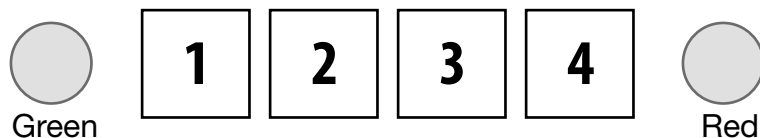
Write the numbers 1, 2, 3, 4, and 5 on five pieces of cardstock.

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Small Group 1

Draw four squares on students' mats that are the same size as the cubes. Number the squares from left to right. Draw a green circle on the left and a red circle on the right.



### ***Picture Talk***

Prepare two pieces of chart paper. Write '*Families* by Ann Morris' on one piece and '*Houses and Homes* by Ann Morris' on the other.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Five Little Monkeys	Nursery Rhyme Poster 14; cards numbered 1–5	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Five Little Monkeys

Review the song “Five Little Monkeys” by having students sing it with you. Then, help students visualize counting down from five by having students act out the song using number cards.

- Sing just the first verse of “Five Little Monkeys” to remind students of the words to the song.
- Tell students you are going to count down from five while singing the song. Show students the cards numbered 1–5 (see **Advance Preparation**). Tell them the name of each number in order. Throughout the activity, remind students that they are looking at numbers, which tell them ‘how many’.
- Call up five students and give each student a number card. Tell students that these five students are the five monkeys in the song. Have the students line up in numerical order. Then, have students count *backward* from 5. As students count down with you, have each student who is standing hold up their number card when it is called.



This will help students connect the word to the written number. Count slowly and prompt each student to hold up the card at the appropriate time.

- Now, tell students you are going to sing “Five Little Monkeys.” Each time you count down a monkey, that monkey will sit down. Tell students that monkey number **5** will sit down first because he/she will fall off the bed, bump his/her head, and then there will only be **4** monkeys left.
- Have the whole class sing “Five Little Monkeys” and help students sit down as their number is subtracted, going from **five monkeys** to **no monkeys**.
- Repeat the song to allow other students to hold the cards.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Musical instruments, cubes (four per student), small mats (one per student)	10
	<b>How Many Noises?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	My First Strokes Book; Activity Page 4-1, primary crayons	10
	<b>Tracing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!* etc.). Increase the number of sounds you make as students are ready.

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the *All About Me* domain and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## How Many Noises?

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Students will count noises by placing cubes on a mat. For each noise students hear, they should place one cube on the mat.

- Gather various rhythm instruments and distribute one mat and four cubes to each student.
- Make one noise and have students move one cube forward onto the mat you prepared in advance. They should put the cube in the square labeled '1'.
- Help students count the cube, then check under the cube to read the number.
- If students make mistakes, play the same (series of) noise(s) again and help them put a cube on their mats correctly.
- Have students clear their mats.
- Repeat this process several times, making up to four noises.
- Have students put their cubes in the squares from left to right, following the numbers written together in the squares.

## Small Group 2

**10** minutes

Small  
Group

### Warm-Ups

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#### *Move Your Body*

Students will make gross motor movements to prepare them to participate in Small Group.

- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.*

*I can wave to a friend.*

*I jump so high; I crouch so low.*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep.*

*I calm my body and take a seat.*



### ***My First Strokes Book***

Students will practice two handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, “My First Strokes Book.”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying “Turn the page.”

### **Tracing with Primary Crayons**

Students will practice tracing horizontal and vertical lines using primary crayons.

- Give each student **Activity Pages 4-1** and a primary crayon.
- Have students practice their vertical and horizontal writing strokes by tracing the lines on the front and back of the Activity Page.
- As students finish tracing each line on the front of the page, have them work on the back of the page.
- If students finish both strokes, have them color the background of their Activity Page.

### **Learning Center**

Put primary crayons and extra copies of **Activity Page 4-1** or blank paper in the **Art Center** for students to practice drawing lines.

### **Review Tip**

Use this activity to also talk about colors with students (e.g., “Find your red crayon and use it to make a vertical line,” etc.)

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> Two Books, One Author		20
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

### Picture Talk

**20** minutes

#### Two Books, One Author

**Note:** In this activity, students will compare two books by the same author—Ann Morris—and participate in a dictated writing activity, sharing their favorite parts of each book.

#### Teaching Tip

If you anticipate students having a hard time sitting still for the entire dictation activity, you might separate them into two groups once they have voted on their favorite book. The teacher and an aide could each take dictation from one group. Then, get the students back together as a whole group and read both groups' dictation aloud.

#### Review Tip

Discuss body parts by looking at the cover of each book. Talk about the body parts that you see on each cover and name a few of the body parts. Call on a few students to point out a body part that they see.

- Show the covers of *Families* and *Houses and Homes*. Tell students that these books have the same author—Ann Morris.

*“Now we have read two books by the same author—Ann Morris. First we read Families. Then, we read Houses and Homes. The author of both of these books is Ann Morris. Ann Morris wrote the words in both Families and Houses and Homes. Authors write many books during their life time. Some people have a favorite author and they read as many books by that author as they can.”*

- Remind students of the pictures and content of *Families* by doing a brief picture walk, showing students the pictures and briefly commenting on some of them.
- Remind students of the pictures and content of *Houses and Homes* by doing a brief picture walk, showing students the pictures and briefly commenting on some of them.
- Tell students to think about both of the books and decide which one is their favorite. Be sure students understand that they can only pick one book.
- Show students the chart paper you prepared for each book. Place each of the books at the top of the piece of chart paper that you prepared for that book.
- Tell students that you want them to raise their hand if *Families* was their favorite book. Write how many students liked *Families* best using a numeral (e.g., 10 students like *Families* best.).

- Call on individual students to share why they liked *Families* best. Write their responses on the chart paper. Write the student's name in red in front of their response, then write their response in black (e.g., **Jamal** said, "I love the picture where the girl is cooking with her mom."). After you finish writing, read the sentence back to the whole class, sliding your finger under the words as you read.
- Tell students that you want them to raise their hand if *Houses and Homes* was their favorite book. Write how many students liked *Houses and Homes* best using a numeral (e.g., 8 students like *Houses and Homes* best.).
- Call on individual students to share why they liked *Houses and Homes* best. Write their responses on the chart paper. Write the student's name in red in front of their response, then write their response in black (e.g., **Ketra** said, "My favorite part was learning about the house on stilts."). After you finish writing, read the sentence back to the whole class, sliding your finger under the words as you read.
- As students respond, point out the differences between the two books, incorporating their responses in the comparison  
*"Ketra liked learning about all different kinds of houses. The book about families didn't talk about houses; it talked about what families do together."*

## Extension Activity

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Learning  
Center

### My Family Book

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Use labels in the classroom return materials to their proper location (RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme “Pease Porridge” (RL.P.5, RF.P.2a)

***Skills***

Students will:

- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Segment a spoken sentence into separate, distinct words (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)

- ✓ Describe a photograph and how it relates to “Families Work and Play Together” (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Families Work and Play Together” (RI.P.4, SL.P. 2, RI.P.1)
- ✓ With prompting and support, ask and answer questions about unknown words in “Families Work and Play Together” (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to “Families Work and Play Together” (L.P.6)
- ✓ Describe an event or task that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

### Core Vocabulary

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**activities**, *n.* Things that people do for fun

*Example:* Alex’s favorite activities are painting pictures and playing catch.

*Variation(s):* activity

**chores**, *n.* Little jobs you have to do to help out and take care of your house, pets, or school

*Example:* Every morning I do many chores like making my bed and putting away my toys.

*Variation(s):* chores



**organized**, *adj.* Neatly arranged

*Example:* My teacher helps her students keep the classroom organized by keeping all of the toys in special places in each learning center.

*Variation(s):* none

**pretend**, *v.* Make believe

*Example:* Sometimes my stepdad likes to pretend he is a dog and crawls around on the floor on his hands and knees.

*Variation(s):* pretends, pretended, pretending

**repeat**, *v.* Do or say over and over again

*Example:* Jaime didn't hear Penelope ask him to pass her the milk so he asked her to repeat what she said.

*Variation(s):* repeats, repeated, repeating

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	<b>W</b>	Continue Established Routines	Materials labels	During morning circle
		Materials Labels		
<b>Nursery Rhyme</b>	<b>W</b>	Pease Porridge	Nursery Rhyme Poster 36	
<b>SKILLS</b>				
<b>Small Group 1</b>	<b>S</b>	Warm-Ups	Nursery Rhyme Poster 41	10
		Step Forward for Your Word		
<b>Small Group 2</b>	<b>S</b>	Sorting /at/ and /ee/ Words	Image Cards 5-1-5-4	10
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	<b>W</b>	What Have We Already Learned?	Families by Ann Morris	5
		Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b>	Families Work and Play Together		10
<b>Discussing the Read-Aloud</b>	<b>W</b>	What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b>	My Family Book	Drawing tools; paper; writing utensils; stapler	During Learning Centers

## Take-Home Material

### “Families Work and Play Together” read-aloud

Give students the following material to take home to their family:

**Activity Page 5-1: “Families Work and Play Together” read-aloud**

## Advance Preparation

### Routines

Create durable labels with words and pictures or icons that show where each material belongs in your classroom. Affix the labels to containers around the classroom. Only post approximately five labels when introducing students to the concept of materials labels, saving the rest of the labels for gradual introduction throughout the year. You may take

and print photographs of some of your classroom materials, or use stock labels. Here are some suggested resources available online for free or for purchase:

1. **Preschool Printables: Center Labels (free online)** <http://www.daycareresource.com/printables/centersigns/centersignslables2222.html>
2. **Environments Classroom Materials Labels (free online)**  
<http://www.eichild.com/materials-labels>
3. **Lakeshore Learning: Classroom Labels Pack (available for purchase):**  
<http://www.lakeshorelearning.com/seo/p%7CKT2905~~.jsp>
4. **Kaplan Classroom: Supply Label System (available for purchase):**  
<http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=18%7CSU1020%7C0&PID=71319>

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines	Materials labels	During morning circle
		Materials Labels		
<b>Nursery Rhyme</b>	W	Pease Porridge	Nursery Rhyme Poster 36	

## Routines

Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile
- Classroom Jobs

### Materials Labels

**Note:** *Specific ideas regarding how to familiarize students with materials labels are given below. Establishing these labels and prompting students to use with them **throughout** the school year gives students opportunities to interact with environmental print and involves them in classroom management and organization.*

- Remind students that each day they use signs to choose a center during Learning Centers.
- Tell students that signs are also used to help us stay organized and to know where materials are stored. We call these signs ‘labels’.
- Show students the labels you have made for a few specific materials and explain what each picture means. Read the words on each label, sliding your finger under them as you read.
- Tell students that you want them to use labels to put materials back in the proper place when they are finished working.

- Walk around the room, taking students on a tour of the select labels you have posted that will help them put away materials in the proper place.
- Throughout the day and year, remind students to use the labels to put things away in the proper place.
- Throughout the year, as students become familiar with the select labels you showed them, add more labels around the classroom. Each time you add new labels, introduce students to the new labels during morning circle so they know how to use them throughout the day.

## ***Nursery Rhyme***

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Whole  
Group

### **Pease Porridge**

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- Teach students the song “Pease Porridge” using the echo technique. For an example of the echo technique see **Day 1: Rain, Rain Go Away**.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Nursery Rhyme Poster 41	10
	<b>Step Forward for Your Word</b>		
<b>Small Group 2</b>	<b>Sorting /at/ and /ee/ Words</b>	Image Cards 5-1–5-4	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### **Words: Same or Different?**

Students will say whether two words are the same or different.

- Explain to students that you want them to listen to hear if two words are the same or different.
- Have students show ‘thumbs up’ if the words are the same. Have students show ‘thumbs down’ if the words are different.
  - sister—brother
  - brother—brother
  - child—adult
  - uncle—cousin
  - uncle—uncle
  - aunt—mother
  - father—father
  - father—grandma
  - grandma—mother
  - grandpa—grandpa

#### Step Forward for Your Word

Students will say the rhyme “Rain, Rain, Go Away” by each saying one word of the rhyme.

- Review the words to “Rain, Rain Go Away” by leading the students

in saying the rhyme until they know it well. Use the **Nursery Rhyme Poster** for support.

- Explain that you want students to say the rhyme by each saying one—and only one—word. You will tell them which word they are going to say.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat those rounds.*

### **Round 1**

- Have eight students line up in shoulder-to-shoulder.
- Explain that each student will have one word to say from the nursery rhyme. Moving from left to right, give each student one word, saying the word as you point to him. (*Rain, rain go away. Come again another day*).
- Have the first student step forward and say his/her word.
- Continue having students step forward, saying their words until the verse is finished.
- Repeat Round 1, having students increase their speed each time.

### **Round 2**

- Have students line up in a different order.
- Have the first student step forward and say his/her word in reciting the rhyme.
- Continue having students step forward, saying their words until the verse is finished.
- Repeat Round 2, having students increase their speed each time.

### **Round 3**

- Have students line up.
- Tell each student one word of the second verse of the rhyme to say [*Little* (student says own name) *wants to play. Rain, rain go away*].
- Have the first student step forward and say his/her word.
- Continue having students step forward, saying their words until the verse is finished.

- Repeat Round 3, having students increase their speed each time.

#### Round 4

- Have students line up in a different order.
- Do not tell them which word to say. Students should try to figure out which word to say on their own to recite the rhyme.
- You start the rhyme by stepping forward for the word *rain*.
- Have the first student step forward and say *rain*.
- Continue having students step forward, saying their words until the verse or rhyme is finished.

## Small Group 2

10 minutes

Small  
Group

### Learning Center

Use copies of the Image Cards to make a folder game to put in the **Games Center**. Glue half of the /at/ and /ee/ rhyming cards to the inside of the folder. Have students make matches by placing cards that rhyme on top of the glued cards. Show them how to check their work by saying the rhyming pairs aloud.

### Sorting /at/ and /ee/ Words

Students will sort Image Cards according to whether they show a picture of a something that ends in /at/ (as in *cat*) or /ee/ (as in *tree*).

- Have students sit in a circle on the floor. Show students **Image Cards 5-1-5-2: /at/ Words** and tell them what the pictures are. Spend extra time talking about the pictures students are unfamiliar with so they can learn the associated word.
- Tell students that all the words end in the /at/ sound, so they rhyme. Put the cards in a pile.
- Repeat this process for **Image Cards 5-3-5-4: /ee/ Words**.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat those rounds.*

#### Round 1

- Mix up the cards and then give each student a card.
- Explain that the students should say their word, then stand on your left if it is an /ee/ word and on your right if it is an /at/ word. You might have students do this one at a time, or, if they are ready, all at once.
- Once students have formed two groups, have all students say their words aloud to check if they are in the correct group.



### ***Round 2***

- Have students sit in a circle on the floor. Put the /at/ and /ee/ cards face-up in the middle of the circle.
- Have students take turns making matches of rhyming words by selecting two cards that end in the same sound. If a student isn't sure what a card represents, tell him/her the word for the picture.
- Have all students say the pair of words the student selected to check if they are correct.
- Return the cards to the middle and play until all students have had a turn.

### ***Round 3***

- Have students sit in a circle on the floor. Put the /at/ and /ee/ cards face-down in a pile the middle of the circle.
- Have a student draw a card and name the picture.
- Ask the student to come up with a word that rhymes with the word he/she picked. Accept words students have seen on other cards, 'silly words,' and new words as correct.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Have We Already Learned?	<i>Families</i> by Ann Morris	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Families Work and Play Together		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

### Introducing the Read-Aloud

**5** minutes

Whole Group

#### What Have We Already Learned?

- Show students the book *Families* by Ann Morris.
- Show students page 14 and remind students that they learned about some of the different ways families play together in the book *Families* by Ann Morris.
- Show students page 12 and tell them that families also work together.

#### Purpose for Listening

- Tell students to listen to find out different ways families work together.
- Tell students to listen to find out the kinds of chores adults and children do in different families.

# Families Work and Play Together



## ◀ SHOW FLIP BOOK PAGE 5-1: Board game, homework, planting

Families do activities, like sing and work and play.  
All of us like family time each and every day.

- Define and talk about the word *ACTIVITIES*.

*"We just heard the word ACTIVITIES. Activities are all the things we do that are kind of fun. At school we do activities like painting, coloring, and reading books."*

- Talk about the activities the families in the pictures are doing.



## ◀ SHOW FLIP BOOK PAGE 5-2: Watching a movie, running, biking

Some families go to the movies. Some play with their dogs in the park.  
Carla's family likes riding bikes and playing hide-and-seek in the dark!

- Tell students what the families in the pictures are doing.
- Ask students if they have ever done anything they see in the pictures with their own families.



◀ **SHOW FLIP BOOK PAGE 5-3: Brother tickling sister**

Neveah really likes to play and so does her brother Ted.  
They jump and wrestle on the floor while Daddy makes the bed.

- Tell students they cannot see Daddy making the bed in this picture, but they can see Neveah and Ted playing together.
- Ask students if they like to play with their siblings, just like Neveah and Ted like to play together.
- Ask students if they can guess which room of the house Neveah and Ted are playing in.



◀ **SHOW FLIP BOOK PAGE 5-4: Girl and boy peeking out from covers**

Tova and Ben's mom always says, "Do your **chores** in the morning and at night."  
They sometimes **pretend** they can't hear her, and try to stay out of sight.

- Define and talk about CHORES.  
"We just heard the word CHORES. Chores are little jobs that people do every day like clearing their plates from the table, picking up their toys, or making their beds. These kids are hiding from their parents so they don't have to do their chores."



◀ **SHOW FLIP BOOK PAGE 5-5: Cleaning**

Some moms say, “Please wash the dishes” or “wipe the countertops.”  
But all moms say, “Please take a shower and change your smelly socks!”

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◀ **SHOW FLIP BOOK PAGE 5-6: Brushing teeth, walking dog**

Tito brushes his teeth after breakfast and at bedtime, too.  
Mona’s job is to walk her dog, Maggie, and give her toys to chew.

- *Discuss chores that your students might do at home or at school.*

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◀ **SHOW FLIP BOOK PAGE 5-7: Kids eating cereal**

Sometimes dads make you breakfast. Other times they might put you to bed.

Parents help you stay **organized** and make sure that you're well-fed.

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◀ **SHOW FLIP BOOK PAGE 5-8: Grandpa and girl cooking and doing homework**

"No TV until after dinnertime!" says Grandpa while he cooks.

"Your dad will help with homework and then we'll read a book."

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◀ **SHOW FLIP BOOK PAGE 5-9: Girl and mom under covers**

“Do you know how much I love you?” Moms **repeat** these words each day.

So despite all the chores and homework, home’s where kids are happy to stay.

- *Explain that even though kids might not like all of the rules at home, home is where their families who love them live and where they belong.*
- *Describe a time you felt frustrated by all the work you had to do at home, but that you knew your family loved you, no matter what.*

**What's the Big Idea?**

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***Playing with Your Family***

- Remind students that families play together and enjoy many different kinds of activities.
- Have students use 'thumbs up' and 'thumbs down' to indicate whether or not they would like to do the following activities with their families.
- Continue listing things saying, "Would you like to \_\_\_\_\_ with your family?"
  - go to the movies
  - play in the park
  - ride bikes
  - play soccer
  - go to the swimming pool
  - play a game
  - cook your favorite food for dinner
  - play baseball
  - read a book
  - watch TV at home
  - play on the computer
  - go for a walk
  - eat ice cream
  - play basketball

***What Chores Do You Do?***

- Remind students of the chores that the children in the read-aloud did with their families:
  - wash the dishes
  - wipe the countertop
  - take a shower
  - change their smelly socks
  - brush their teeth
  - walk their dog



- Prompt students to talk about chores they do at home or at school.
  - Home: make bed, pick up toys, sort laundry, put away clothes, set the table, put silverware in the dishwasher, check the mail, water plants, care for pets, dust, etc.
  - School: water plants, care for classroom pet, hold door, line leader, turn off lights, pick up toys, hand out snack, hold flag, etc.

### ***Rules at Home***

- Remind students that in the read-aloud they heard about rules some families have.
- Explain that some families have rules that you must get your chores done before you can play.
- Reread the part of the text about chores that must be done before activities.

- **Show Flip Book Page 5-8: Grandpa and girl cooking and doing homework**

*“No TV until after dinnertime!” says Grandpa while he cooks.*

*“Your dad will help with homework and then we’ll read a book.”*

- Give examples of things students have to do at school before they can play, then ask students to share something they have to do at home before they can play.

## ***Extension Activity***

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Learning  
Center

### ***My Family Book***

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Using “Pease Porridge,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in the nursery rhyme “Pease Porridge” (RL.P.4)

***Skills***

Students will:

- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ Segment a spoken sentence into separate, distinct words (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)

- ✓ Recognize the initial letter of one's first name (RF.P.1d)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Describe a photograph and how it relates to “Families Work and Play Together” (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Families Work and Play Together” (RI.P.4, SL.P.2, RI.P.1)
- ✓ With prompting and support, retell important facts and information from “Families Work and Play Together” (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Families Work and Play Together” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use a combination of drawing and dictating to identify and represent people and a celebration or tradition from one's personal experience (W.P.1, W.P.3)
- ✓ Describe a family celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Add drawings or other visual displays to describe a celebration or tradition and that has already taken place outside the immediate place and time, including details of home and family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<b>Routines</b>	<b>W</b>	Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b>	Pease Porridge	Nursery Rhyme Poster 36	
SKILLS				
<b>Small Group 1</b>	<b>S</b>	Warm-Ups		10
		How Many Words?		
<b>Small Group 2</b>	<b>S</b>	Warm-Ups	My First Strokes Book; Activity Page 6-1; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<b>Picture Talk</b>	<b>W</b>	Families Work and Play Together		15
<b>Deepening Understanding</b>	<b>W</b>	Deepening Understanding: <i>chores</i>		10
<b>Extension Activity</b>	<b>L</b>	My Tradition	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

## Take-Home Material

### Activity Page 6-2: Big Gumball Machine

Give students the following material to take home to their family:

### Activity Page 6-2: Big Gumball Machine

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

### ***Extension Activity***

- Prepare a piece of paper for each student where s/he can illustrate a family tradition. Draw a line at the top for the title, a box for the illustration, and a few lines at the bottom for students' dictated sentences.
- Prepare a drawing of your favorite family tradition. Write your name at the top of the piece of paper and a few sentences about the tradition at the bottom.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Pease Porridge	Nursery Rhyme Poster 36	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: One Pile
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Pease Porridge

- Practice the song “Pease Porridge” with students. Allow students to fill in the rhyming word that finishes each line (e.g., “Pease porridge in the \_\_\_\_\_, nine days \_\_\_\_\_.”).
- Discuss the meaning of the phrase *pease porridge*. Tell students *porridge* is another word for *oatmeal* and that *pease porridge* is a special porridge or oatmeal made out of peas.
- Explain that families made and ate *pease porridge* a long, long time ago. Tell students that families used to mash up peas and cook them in a big pot to eat for breakfast.
- Explain that today we eat oatmeal made out of oats instead of peas. Ask students if they have ever eaten porridge or oatmeal. Discuss how we cook oatmeal today, by mixing water and oats and then cooking it on the stove or in the microwave.
- Sing the song again to bring closure to the activity.

#### Learning Center

Encourage students to sing “Pease Porridge” in the **House Dramatic Play Center** while pretending to make porridge or oatmeal for breakfast.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>		10
	<b>§ How Many Words?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	My First Strokes Book; Activity Page 6-1; primary crayons	10
	<b>§ Writing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10** minutes

#### Small Group

#### Warm Ups

##### **Words: Same or Different?**

Students will say whether two words are the same or different.

- Explain to students that you want them to listen to hear if two words are the same or different.
- Have students show ‘thumbs up’ if the words are the same. Have students show ‘thumbs down’ if the words are different.
  - sing—play
  - play—play
  - work—play
  - movies—park
  - dog—dog
  - bikes—dark
  - chores—bed
  - bed—dishes
  - work—work
  - socks—socks

- brush—run
- brush—home
- home—book
- book—book

### How Many Words?

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#### Teaching Tip

To increase students' engagement in this activity, use names of students in the class in the sentences. Be sure to use student names with only one syllable so that students don't get confused about counting words vs. syllables.

Students will count words by stomping once for each word. By purposefully pausing and stomping for each word, you will teach students that words are separate oral units. This will prepare students for the more challenging task of segmenting syllables within words.

- Explain to students that they are going to count words by stomping once for each word that they hear.
- Tell students to listen because you are going to say some words. Say the sentence, "Jack ran home."
- Tell students you are going to say the words more slowly this time and you want them to stomp each time they hear a word. After you say each word, pause, giving students time to stomp. When students stomp, count the stomp. Say "Jack," wait for a stomp, then say "that's one," etc. Continue doing this, decreasing the time between words until students can stomp at the same time that you say the word.
- Repeat this process for sentences ranging from two to four words.
  - I sat.
  - Cats purr.
  - Jack ran home.
  - Liz ate cake.
  - I swim fast.
  - Dogs can play fetch.
  - Lem is my friend.





## Warm-Ups

### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.*

*I can wave to a friend.*

*I jump so high; I crouch so low.*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep.*

*I calm my body and take a seat.*

### My First Strokes Book

Students will practice two handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, “My First Strokes Book.”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”



## Learning Center

Put primary crayons and extra copies of **Activity Pages 6-1** or blank paper in the **Art Center** for students to practice drawing lines.

## Review Tip

Use this activity as a time to talk with students about colors by saying things such as, "Get your blue crayon and write a horizontal line with it," or "Get a purple crayon to make your vertical line," etc.

## Writing with Primary Crayons

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Students will practice writing horizontal and vertical lines using primary crayons.

- Give each student **Activity Page 6-1** and a primary crayon.
- Have students practice their vertical and horizontal writing strokes by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their My First Strokes Books if they cannot remember a specific stroke.
- If students finish both strokes, have them color the background of their Activity Page or practice drawing horizontal and vertical strokes on a blank piece of paper.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W Families Work and Play Together</b>		15
<b>Deepening Understanding</b>	<b>W Deepening Understanding: chores</b>		10
<b>Extension Activity</b>	<b>L My Tradition</b>	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

### Picture Talk

**15 minutes**

Whole Group

#### Families Work and Play Together

**Note:** Not every *Flip Book* page is shown during the *Picture Talk*. You might find it helpful to use sticky notes to flag the pages of the *Flip Book* that are shown.

The *Picture Talk* is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the *Flip Book* pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the *Picture Talk*: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



#### Teaching Tip

You might introduce the *Picture Talk* by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the *Picture Talk* using the suggested language.

#### ◀ SHOW FLIP BOOK PAGE 5-1: Board game, homework, planting

- Remind students that they heard all about the activities and chores families do together.

*“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about activities and chores.”*



◀ **SHOW FLIP BOOK PAGE 5-5: Cleaning**

- Talk about the chores different family members do to keep the house and themselves clean and tidy.

*“We talked about all the different chores, or little jobs, that families do every day. Remember, some kids help their parents clean the kitchen or wash dishes. Kids keep themselves clean by taking a shower and changing their smelly socks. Let’s talk about the different kinds of chores kids and adults do at home.”*

- Using the suggestions below, discuss chores with students. Expand students’ answers to be full sentences.
- Kids: make bed, pick up toys, sort laundry, put away clothes, set the table, put silverware in the dishwasher, check the mail, water plants, care for pets, dust, etc.
- Adults: take out trash, grocery shopping, sweep, vacuum, mow grass, pick up toys, cook dinner, unload the dishwasher, change diapers, wash dishes, laundry, etc.



◀ **SHOW FLIP BOOK PAGE 5-7: Kids eating cereal**

- Talk about how adults in families care for children, making sure they’re well-fed, and healthy.

*“We heard that adults have lots of things to do to take care of children in their families. This dad made his children breakfast. He made sure they were well-fed by pouring them bowls of cereal with milk before they went to school. What are some other things adults do for kids?”*

- Give baths, make meals, clip fingernails, pour drinks, wash clothes, etc.



◀ **SHOW FLIP BOOK PAGE 5-6: Brushing teeth, walking dog**

- Talk about routines and chores that children do at home and at school.

*“This boy is brushing his teeth and this girl is walking her dog. These children have chores to do to keep themselves healthy and to help around the house.”*

- Talk about what sorts of chores you have to do to take care of a pet.

*“There are lots of chores to do to take care of a dog. You have to give it food and water every day. You have to take it outside to go to the bathroom. Every afternoon, you have to take the dog on a walk. Does anybody have a pet at home? What do you do to take care of it?”*

- Ask students if they always do their chores when they’re supposed to, or if the adults in their families have to remind them sometimes. Tell them that their families love them, even when they forget to do their chores or have a hard time getting them done.

*“Do you always do your chores when you’re supposed to? Do you sometimes need your families to help you? Even if you have a hard day, your family still loves you.”*



◀ **SHOW FLIP BOOK PAGE 5-9: Girl and mom under covers**

- Read the last page of the read-aloud to bring closure to the Picture Talk.

*“Do you know how much I love you?” Moms repeat these words each day.*

*So despite all the chores and homework, home’s where kids are happy to stay.*

## Deepening Understanding

**10** minutes

### Deepening Understanding: chores

#### Defining chores

- Reread the part of the read-aloud text that contains the word *chores*.

*“Remember, in our read-aloud we heard the word chores. Listen for the word chores while I read part of the read-aloud you heard before.”*



◀ **SHOW FLIP BOOK PAGE 5-4: Girl and boy peeking out from covers**

*“Tova and Ben’s mom always says, “Do your chores in the morning and at night.”*

*They sometimes pretend they can’t hear her, and try to stay out of sight.*

- Define the word *chores*.

*“What does the word chores mean?”*

- Call on a few students to respond.
- Chores are little jobs you have to do to help out and take care of your house, pets, or school.

### **Reviewing chores**

- Have students use thumbs up and thumbs down to indicate whether or not something is a chore.

*“I want us to play the game where we put our thumbs up or down. Put your thumbs up if the thing I say is a chore and thumbs down if it is not a chore. Some of these things are activities that are fun to do and some of them are chores.”*

- go to the movies
- make the bed
- ride bikes
- play soccer
- feed your dog
- play a game
- dust
- water the plants
- read a book
- put away toys
- play on the computer

### **Expanding chores**

- Tell students that they also do chores at school. You call these chores ‘classroom jobs.’ Refer students to the Classroom Jobs chart and have them list classroom jobs.

*“Some of you do chores at home, and everyone does chores here at school. We all have little jobs to do to help make our classroom a clean, safe place to be. Who can remember the jobs we do here in our classroom?”*

## Extension Activity



### Teaching Tip

Review each student's **Activity** **Page 2-3: Share a Family Tradition** before beginning this activity. If families have not yet returned the form, use this time to help the student decide on the celebration or tradition he/she wants to present to the class and help the student acquire an object or picture that represents his/her celebration. You might bring in an object for the student (e.g., birthday candles, stocking, American flag, etc.) or print a picture of the object from the Internet.

### Language Facilitation

Use the **repetition strategy** to model correct articulation, pronunciation, syntax, and grammar while acknowledging students' communication attempts in a positive manner (e.g., Student: "Him shared the car with me." Teacher: "He shared the car with you.")

### My Tradition

**Note:** *This Extension Activity requires you to work one-on-one with each student to prepare for Show and Tell on Days 13 and 14. Be sure to meet with each student prior to Day 13. To do this efficiently, call one student and complete the dictation portion of the activity, then set that student up to draw independently. Monitor the student who is drawing while you call another student to begin dictation. Continue calling students and adding to the group, working one-on-one with a student and monitoring the others. If necessary, continue to conduct this extension activity during the Pausing Point.*

Students will make a drawing to illustrate dictated sentences about their favorite family tradition. Work with students to prepare them for the Show and Tell Extension Activity to help them share their tradition with the whole class.

- Show students your own drawing of your special tradition. Explain how you wrote a sentence about the tradition. Then, describe how you drew the tradition and how you included special details in your drawing.
- Explain to the students that you want them to tell you about their favorite family tradition so you can write it down.
- Write the name of the tradition on the line for the title on the sheet of paper you prepared (see **Advance Preparation**).
- Write down the important details that the student mentions, helping him/her develop these details into full sentences. Use the **repetition strategy** to acknowledge the student's communication attempts (e.g., Student: "I getted this toy for my birfday." Teacher: "You got this toy for your birthday." ; Student: "This is lellow ormanent." Teacher: "That is a yellow ornament.")
- Write the student's name on the paper.
- Read the paper to the student, sliding your finger under the words as you read.
- Ask the student draw to a picture depicting what s/he told you about the celebration.

- Call the next student to begin dictation.
- As students are working on their drawings, encourage them to revise their drawings by adding more details or depicting other parts of the sentences they dictated.



**Note to Teacher**

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Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

**☑ Lesson Objectives**

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**Core Content Objectives Up to This Pausing Point**

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Students will:

- ✓ Name the members of their own families
- ✓ State that their family is made up of the people who love and care for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

## ***Student Performance Assessment Task***

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### **Skills Task Assessment**

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#### ***Name Recognition***

Assess which students have learned to recognize their own names without the support of a photograph using the students' **Name Cards**. Cover students' photographs using a piece of paper and a paperclip. Use the **Name Cards** to move students from one activity to another by holding up a **Name Card** and having students stand up when they see their name. After giving adequate wait time, support students who are not yet able to recognize their own name by showing their photographs so that all students are successful at this task. Provide more intensive support for name recognition to students who are not yet able to recognize their names.

### **Listening & Learning Task Assessment**

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#### ***Family Member Identification***

Assess which students can name at least some of their family members by having them talk about their 'My Family Book' with you or another student. Have students sit down at a table or in the Library Center and go through the pages of their Family Book, naming each family member and talking about who they are.

## ***Skills Review***

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### **Skills Activities Summary**

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The following chart shows the Small Group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness					Print			Handwriting	
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes
1	1	Old MacDonald	✓	✓									
	2	Words That End in /ae/		✓	✓	✓							
2	1	Musical Instrument Circle	✓									✓	
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
3	1	Musical Instrument Circle	✓									✓	
	2	Words That End in /ed/		✓	✓	✓							
4	1	How Many Noises?	✓									✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
5	1	Step Forward for Your Word		✓	✓								
	2	Sorting /at/ and /ee/ Words				✓							
6	1	How Many Words?			✓								
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
7–9	Pausing Point 1												

## Additional Skills Activities

### Developing Fine Motors Skills

Ideas for activities that develop fine motor skills:

- Building with interlocking blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with play dough
- Playing with squirt bottles

- Screwing and unscrewing lids
- Popping air-bubbled packing plastic
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs or clothespins to pick up small objects

### ***Chalkboard Painting***

**Materials: Blackboard; paintbrushes; cups of water**

Allow students to use space on the classroom chalkboard to practice drawing and writing strokes. Give each student their own paintbrush and a cup of water. Encourage students to draw and practice the writing strokes they have learned up until Pausing Point 1.

### ***Dry Erase Writing Strokes***

**Materials: My First Strokes Books; dry erase marker; tissues**

Give each student their My First Strokes book, a dry erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

### ***Show Me How Many Noises You Heard***

**Materials: Various instruments or noisemaker**

Make up to four noises with the instrument or noisemaker. Have students jump, clap, or bang on the table to indicate how many noises they heard.

### ***Sentences: Smooth or Choppy?***

Select a nursery rhyme or song that students have heard. Say each line of the nursery rhyme, making it either ‘smooth’ (i.e., no pauses between words) or ‘choppy’ (i.e., slight pauses between words). Tell students you will say a sentence and it will either be ‘smooth’ or ‘choppy.’ After listening, ask students to indicate if the sentence was smooth by using a swooping motion with their hand or choppy by using a chopping motion. Once the correct answer is established, have students repeat the sentence in the same way it was originally said while using the associated motion. For choppy sentences, model and encourage students to use one chop for each word.

### *Catch the Rhyme*

#### **Teaching Tip**

You may also use a large ball that students can roll, toss, or pass to each other. Affix hook and loop tape to the ball and images.

#### **Materials: Image Cards 5-1-5-4**

Make a large cube out of cardboard and use hook and loop tape to affix six cards from various rhyme families (using rhyme family **Image Cards**). Have students toss the cube to each other. Once they catch it, students must say a word that rhymes with the image on the top of the cube. Continue tossing the cube, changing out the rhyme family cards as needed.

## ***Listening & Learning Review***

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### **Read-Aloud and Picture Talk Reviews**

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If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity for students to practice using Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to plan and conduct a Picture Talk addressing pages not shown in the original Picture Talk.

### **Domain-Related Trade Books**

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Read non-fiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. See the Introduction for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Goldilocks and the Three Bears*, by Jan Brett (Puffin, 1996) ISBN 978-0698113589

Connection to content from “All Kinds of Families”: There are three members of the Bear family. Talk about who the family members are and what makes the Bears a family.

*Make Way for Ducklings*, by Robert McCloskey (Puffin, 1999) ISBN 978-0140564341

Connection to content from “Families Work and Play Together” and *Houses and Homes* by Ann Morris: The Mallard family is looking for a

home, but are having trouble finding just the right place to live. Talk with students about what kinds of places make good homes for ducks and what kinds of places make good homes for people. The Mallard family also does lots of things together; Mr. and Mrs. Mallard do chores and they also play in the water. Talk with students about what kinds of chores and activities they do with their own families.

*The Runaway Bunny*, by Margaret Wise Brown and Clement Hurd  
(HarperCollins, 2005) ISBN 978-0060775827

Connection to content from “All Kinds of Families” and “Families Work and Play Together”: The members of the bunny family include the little bunny and his mother. Little bunny wants to run away from home, but his mother loves him so much that she thinks of all the ways she will get him back.

## Activities

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### *Family Blocks*

**Materials: Photo frame cubes; cardboard cubes; or empty tissue boxes; magazines; scissors; glue**

Make family blocks by cutting out pictures of different kinds of family members (baby, mother, father, grandparents) from magazines. Glue or tape the pictures to the cubes and add them to the Blocks Center. As students build with them, encourage them to talk about the different families shown on the blocks. If students are able to bring in pictures of their own family members, you might even make blocks using students' own families.

### *Families Class Big Book*

**Materials: Large paper (11" x 14"); markers; primary crayons; magazines; glue**

Help students cut out people from magazines to represent each of their family members. Have students glue the cut-outs on a large sheet of paper. Label the cut-outs with each family member's name. Ask each student to tell you something about his/her family and write it at the bottom of the piece of paper. Bind all the pages together and place the book in the Library Center for students to read.

### ***Counting Family Members***

#### **Materials: Teddy bear counters in various sizes**

Have students use the teddy bear counters to make their family. Ask them to count how many people are in their family. Then, have students make various groupings of counters representing different families. Ask them to count the number of people in each family. Ask students to talk about the family members, using the words *mother*, *father*, *son*, *brother*, *daughter*, *sister*, *aunt*, *uncle*, *stepmom*, etc.

### ***Decorate a House***

#### **Materials: Large box (e.g., refrigerator box); markers; construction paper; glue; scissors**

Help students make their own house out of the large box. Ask them where they would like the windows and doors and cut them out for them. Encourage them to decorate the outside of the house. Allow a few students at a time to play in the house during Learning Centers.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)
- ✓ Memorize and recite with others the nursery rhyme "Teddy Bear" (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with "Teddy Bear" (RL.P.10)

***Skills***

Students will:

- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ Segment a spoken sentence into separate, distinct words (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)



## ***Listening & Learning***

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ With prompting and support, describe an illustration and make cultural connections to the story, self, and world around them (RL.P.7, RL.P.9a, RLP. 11)
- ✓ With prompting and support, ask and answer *who, what, where, when,* and *why* questions about *Full, Full, Full of Love* (RL.P.1, RL.P.3, SL.P. 2)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Full, Full, Full of Love* (L.P.6)
- ✓ Show understanding of and use in context the temporal words *first, then, next, and last* (L.P.5c)
- ✓ Predict events in a story, i.e., what will happen next (RL.P.10)
- ✓ Retell *Full, Full, Full of Love*, including characters, setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (W.P.11)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, use a combination of drawing and dictating to identify and represent people and a celebration or tradition from one's personal experience (W.P.1, W.P.3)
- ✓ Describe a family celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Add drawings or other visual displays to describe a celebration or tradition and that has already taken place outside the immediate place and time, including details of home and family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

## Core Vocabulary

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**behind**, *prep.* In the back of

*Example:* I always line up behind Julia and in front of Keon.

*Variation(s):* none

**brim**, *n.* The edge of a cup or container

*Example:* When my dad pours milk in my cup, he always fills it all the way up to the brim.

*Variation(s):* brims

**full**, *adj.* So much inside that nothing else will fit

*Example:* My piece of paper was so full of stickers, I couldn't find room for my new rainbow sticker.

*Variation(s):* none

**grinned**, *v.* Smiled [*demonstrate grinning*]

*Example:* When Papa opened his birthday present and saw a new football, he grinned.

*Variation(s):* grin, grins, grinning

**nearly**, *adv.* Almost

*Example:* Shawna was nearly asleep when she heard a loud knock on the door.

*Variation(s):* none

**struggle**, *v.* To have difficulty or a hard time doing something; to try very hard to do something

*Example:* Sometimes Henrietta has to struggle to reach her blanket when it is on a high shelf in the closet.

*Variation(s):* struggles, struggled, struggling

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	Attendance Chart with numbers; Name Cards	During morning circle
		Taking Attendance: How Many Students?	Attendance Chart with numbers; Name Cards	
Nursery Rhyme	W	Teddy Bear	Nursery Rhyme Poster 44	
SKILLS				
Small Group 1	S	Warm-Ups		10
		How Many Words?		
Small Group 2	S	Sorting /ok/ and /am/ Words	Image Cards 10-1–10-4	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Essential Background Information or Terms	Full, Full, Full of Love by Trish Cooke	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Full, Full, Full of Love by Trish Cooke	Full, Full, Full of Love by Trish Cooke	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Full, Full, Full of Love by Trish Cooke	10
Extension Activity	L	My Tradition	Activity Page 2-1 completed by family; paper; writing tools; drawing utensils	During Learning Centers

## Take-Home Material

### *Families and Communities Family Letter 2*

Give students the following material to take home to their family:

**Activity Page 10-1: *Families and Communities Family Letter 2***

## Advance Preparation

### *Routines*

Write or add numbers to the left side of the Attendance Chart under both the At School and At Home headings. Write as many numbers as you have students in each column.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Cut apart **Image Cards 10-1-10-2:** /ok/ words and **10-3-10-4:** /am/ words

### ***Listening & Learning***

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines	Attendance Chart with numbers; Name Cards	During morning circle
	<b>Taking Attendance: How Many Students?</b>	Attendance Chart with numbers; Name Cards	
<b>Nursery Rhyme</b>	<b>W</b> Teddy Bear	Nursery Rhyme Poster 44	

## Routines

Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the **All About Me** and **Families and Communities** domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance (see below for modification)
- Classroom Jobs

### Taking Attendance: How Many Students?

**Note:** Continue using these steps to take attendance routinely every morning until a new attendance routine is introduced.

Students will sign into school by retrieving their **Name Cards** from a pile and placing them beside a number under the school on the Attendance Chart. During morning circle, students will learn the difference between numbers and letters by counting the number of students present and absent.

- As students arrive at school, help them sign in on the Attendance Chart by directing them to the single pile of **Name Cards**.
- Help students look for their written names to find the correct **Name Card**.
- Have students place their **Name Cards** in sequential order beside the numbers you added (see **Advance Preparation**). Tell students not to skip any numbers.

### Teaching Tip

Highlight the difference between letters and numbers throughout the day. Point to letters and numbers in environmental print and talk about how you read letters and you count with numbers. You might talk about the difference between letters and numbers during calendar, when reading a book with page numbers, or when counting manipulatives, toys, or snack foods.

- Comment on the number by which the student posted his/her name. Tell students that the number tells them how many students are here. Tell students their name, which has letters in it, tells us who is here.

*“Rashan, you put your name beside the number three. You are the third person to get to school. One, two, three. There are three people at school so far. I see the letter ‘R’ at the beginning of your name. Your name starts with ‘R’ and you are number three. This is a number, and these are the letters in your name.”*

- During morning circle, count down the list of students who are present, pointing to each number as you count. Have students count aloud with you using the echo technique, or, if they are ready, in chorus.
- Get the absent students’ Name Cards from the pile and place them under the house, counting students that are absent. Point out and explain the difference between letters and numbers to students.

*“The numbers over here that we just counted tell us how many students are here today. Your names, which have letters in them, tell us who is here today. These are numbers, and these are the letters in your names. We count numbers and we read letters.”*

# Nursery Rhyme



## Teddy Bear

Teach students the song “Teddy Bear” using the echo technique. For an example of the echo technique see **Day 1: “Rain, Rain Go Away.”** Have students learn the motions of “Teddy Bear” at the same time they learn the rhyme.

When you say...	Do this...
Turn around	Spin in a circle
Touch the ground	Bend over and touch ground
Climb the stairs	March in place
Comb your hair	Pretend to comb hair
Turn off the light	Hold up one finger and pretend to flip a light switch
Say goodnight	Put hands together beside face

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	Warm-Ups		10
		How Many Words?		
<b>Small Group 2</b>	S	Sorting /ok/ and /am/ Words	Image Cards 10-1–10-4	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### *Silly Words: Same or Different?*

**Note:** Up until this point, students have indicated whether two real words are the same or different. It is possible that students were thinking of the meaning of the word, rather than the sounds of the words when they were indicating same vs. different (e.g., a car something you drive and a rug is something you walk on, so they are not the same thing). It is important that students begin to pay attention to the sounds in the words to say whether or not they are the same. Using nonwords instead of real words draws students' attention to the sounds in the words rather than what they mean.

Students will say whether two silly words (i.e., nonwords) are the same or different.

- Tell students you are going to say some silly words—words they've never heard before and that don't mean anything. Tell them to listen to the way the words sound.
- Have students show 'thumbs up' if the words sound the same. Have students show 'thumbs down' if the words sound different.
- boz—jow
- jow—jow



- sim—jep
- jep—lile
- lile—dar
- toag—plok
- swad—narine
- narine—narine
- chove—wamp
- wamp—wamp
- jase—jint

### How Many Words?

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#### Teaching Tip

To increase students' engagement in this activity, use names of students in the class in the sentences. Be sure to use student names with only one syllable so that students don't get confused about counting words vs. syllables.

Students will count words by stomping once for each word. By purposefully pausing and stomping for each word, you will teach students that words are separate oral units. This will prepare students for the more challenging task of segmenting syllables within words.

- Follow the procedure from **Day 6: How Many Words** and have students count words in sentences by stomping each time they hear a word.
- Review a variety of sentences containing three to five words.
  - Jack ran home.
  - Liz ate cake.
  - I swim fast.
  - The cat felt sick.
  - Sue loves her mom.
  - I ran home fast.
  - Cold drinks are nice.
  - I hear with my ears.
  - I smell with my nose.
  - Our class likes to play.
  - I see with my eyes.
  - I taste with my tongue.

**Sorting /ok/ and /am/ Words**

Students will sort Image Cards according to whether they show a picture of something that ends in /ok/ (as in *clock*) or /am/ (as in *clam*).

- Have students sit in a circle on the floor. Show students **Image Cards 10-1–10-2: /ok/ Words** and tell them what the pictures are. Spend extra time talking about the pictures students are unfamiliar with so they can learn the associated word. (Words that may be difficult for students to remember include: *knock* and *lock*.)
- Ask students what sound all the words have in common (/ok/) and put the cards in a pile.
- Repeat this process for **Image Cards 10-3–10-4: /am/ Words**. (Words that may be difficult for students to remember include: *clam*, *jam*, *ram*, and *Sam*.)

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

**Round 1**

- Mix up both sets of cards and give each student a card.
- Explain that the students should say their word, then stand on your left if it is an /ok/ word and on your right if it is an /am/ word.
- Once students have formed two groups, have all students say their words aloud to check if they are in the correct group.

**Round 2**

- Have students sit in a circle on the floor. Put the /ok/ and /am/ cards face-up in the middle of the circle.
- Have students take turns making matches of rhyming words by selecting two cards that end in the same sound. If a student isn't sure what a card represents, tell him/her the word for the picture.
- Have all students say the pair of words the student selected to check if they are correct.
- Return the cards to the middle and play until all students have had a turn.

### ***Round 3***

- Have students sit in a circle on the floor. Put the /ok/ and /am/ cards face-down in a pile the middle of the circle.
- Have a student draw a card and name the picture.
- Ask the student to come up with a word that rhymes with the word s/he picked. Accept words students have seen on other cards, 'silly words,' and new words as correct.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Essential Background Information or Terms	<i>Full, Full, Full of Love</i> by Trish Cooke	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Full, Full, Full of Love</i> by Trish Cooke	<i>Full, Full, Full of Love</i> by Trish Cooke	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>Full, Full, Full of Love</i> by Trish Cooke	10
<b>Extension Activity</b>	<b>L</b> My Tradition	Activity Page 2-1 completed by family; paper; writing tools; drawing utensils	During Learning Centers

### Introducing the Read-Aloud

5 minutes



#### Teaching Tip

As you read *Full, Full, Full of Love* by Trish Cooke, review content from previous read-alouds. Talk with students about the different family members who come to dinner and the different chores that they do.

#### Essential Background Information or Terms

- Show students the cover of the book and read the title.
- Tell students that this book is about a family tradition, or something special that a family does together over and over again.
- Tell students that the family in this book has a tradition where they eat dinner at Grannie's house every Sunday night. Every Sunday, Grannie cooks lots of delicious foods for the family.
- Have students say the word *tradition* with you. Remind students that *tradition* means something special a family does together over and over again.

#### Purpose for listening

- Point to the little boy and the grandma on the cover of the book and tell students that these are the characters in the book—the boy's name is Jay Jay and that is his Grannie.
- Tell students to listen to find out who comes to Sunday night dinner at Grannie's house.

***Full, Full, Full of Love* by Trish Cooke**➔ **PAGE 2 (TITLE PAGE) . . . *Full, Full, Full of Love* by Trish Cooke**

- Slide your finger under the title of the book as you read the words.  
.....
- Point to the people in the picture and tell students that they are the characters, or the people that the book is about.  
.....
- Point to the woman in the pink shirt and ask students who they think the character is. (Jay Jay's mother)  
.....  
.....

➔ **PAGE 3 . . . I won't be long!**

- Tell students that Mama dropped Jay Jay off at Grannie's house.  
.....  
.....  
.....  
.....  
.....

➡ **PAGE 5 . . . Clatter, clatter.**

- *Ask students what chore they think Jay Jay is going to help Grannie do.*

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➡ **PAGE 9 . . . Clatter, clatter.**

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➡ **PAGE 11 . . . for the others.”**

- *Ask students who is coming for dinner. (family members like mom, dad, aunts, uncles, cousins)*

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➔ **PAGE 15 . . . Sunday dinner at Grannie's!**

- *Ask students which family members came to dinner at Grannie's house. (uncles, aunties, cousins, Mama, and Daddy)*

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➔ **PAGE 19 . . . more raspberry sauce!**

- *Ask students whether they ever have big family dinners.*

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➔ **PAGE 22 . . . one wash, one dry!"**

- *Ask students what chore the kids are going to do now. Read the page again (focusing on the words WASH and DRY) and give students clues if they don't know.*

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- *Remind students that every week, Jay Jay's family eats dinner at Grannie's house. Ask students if they remember the word that means something special that a family does together over and over again. (TRADITION)*
- *Once you have reviewed the family tradition in the story, ask students to tell you what Jay Jay's family tradition is.*

## Discussing the Read-Aloud

10 minutes

### Whole Group

#### What's the Big Idea?

##### Identify the Characters

- Tell students that the characters in the book are the people the book is about.
- Have students say the word *characters* with you.
- Show students the cover of the book and ask if they can remember any of the characters in the book.
- Show students page 16 and ask them if they remember any more characters in the book.
- Have students use 'thumbs up' and 'thumbs down' to indicate whether or not the person you say is a character in the book. Nonexamples should be people students know.
  - Jay Jay
  - (Your name)
  - Jay Jay's Mama
  - (Student in your class)'s Mama
  - Grannie
  - (Someone in your school, like the principal).



- Auntie
- Uncle
- (Classroom aide)
- Cousin

### ***Retell the Story***

- Have students retell the story in their own words.
- Show students the cover of the book and ask if they can remember the title, or name, of the book.
- Show students the pages of the book, prompting them to retell the events of the story. Model the use of the words *first*, *next*, *then*, *finally* as you restate what students say.

*“Let’s look at the pictures and see if we can tell the story ourselves. We’ll use the pictures to help us remember. What happened first in our story? First, Jay Jay’s mom dropped him off at Grannie’s house. What is happening on this page, Javon? What happened next?”*

## ***Extension Activity***

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Learning  
Center

### ***My Tradition***

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Continue this activity during Learning Centers. **Day 6: My Tradition** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Teddy Bear” (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with the nursery rhyme “Teddy Bear” (RL.P.10)
- ✓ Using the nursery rhyme “Teddy Bear,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)

***Skills***

Students will:

- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

### ***Listening & Learning***

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the title, where to start reading a book, the order that words are read on a page, and a word (RF.P.1a)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of *Full, Full, Full of Love* (RL.P.6)
- ✓ With prompting and support, ask and answer questions about the words *full* and *behind* in *Full, Full, Full of Love* (RL.P.4)
- ✓ Situate oneself in space according to the indications given by the spatial terms *in front of* and *behind* (L.P.1e)
- ✓ Demonstrate an understanding and use the spatial words and phrases *in front of* and *behind* (L.P.1e, L.P.5c)
- ✓ With prompting and support, use a combination of drawing and dictating to identify and represent people and a celebration or tradition from one's personal experience (W.P.1, W.P.3)
- ✓ Describe a family celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Add drawings or other visual displays to describe a celebration or tradition and that has already taken place outside the immediate place and time, including details of home and family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Teddy Bear	Nursery Rhyme Poster 44	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups		10
		Words: Long or Short?		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Book; Activity Pages 11-1–11-2; shaving cream or finger paint; trays	10
		Handwriting Strokes with Fingers		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	Count the Words in the Title	<i>Full, Full, Full of Love</i> by Trish Cooke	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Full, Full, Full of Love</i> by Trish Cooke	<i>Full, Full, Full of Love</i> by Trish Cooke	10
<i>Discussing the Read-Aloud</i>	W	Deepening Understanding: <i>behind</i>		10
<i>Extension Activity</i>	L	My Tradition	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

## Take-Home Material

### My Family Book

Have students take home their Family Books to share with their families.

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Place **Activity Pages 11-1–11-2** in the next empty page protectors in students' My First Strokes Books. Insert the diagonal line page and then the circle page after the horizontal line page.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Teddy Bear	Nursery Rhyme Poster 44	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Teddy Bear

- Practice the song “Teddy Bear” and do the motions with students. Allow students to fill in the rhyming word that finishes each line (e.g., “Teddy bear, teddy bear touch the \_\_\_\_\_”). If students are ready, allow them to also initiate the associated motion rather than leading them in doing the motions.
- Discuss the meaning of the nursery rhyme as it relates to bedtime routines. Talk about the things teddy bear does to get ready for bed and compare them to the things your students do to get ready for bed.
- Help students think of more things that teddy bear can do to get ready for bed and list these things as if they were in the rhyme (e.g., “Teddy bear, teddy bear, brush your teeth,” or “Teddy bear, teddy bear, put on your pajamas.”).
- When a student thinks of a new line, have the whole class sing the line to the tune of “Teddy Bear.” The purpose of this exercise is to

#### Learning Center

Encourage students to sing “Teddy Bear” in the **House Dramatic Play Center** while pretending to put children, stuffed bears, or dolls to bed.

encourage students to make connections to nightly routines, so it is not necessary that the new lines rhyme or follow the same meter as the original rhyme.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>		10
	<b>Words: Long or Short?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	My Strokes Book; Activity Pages 11-1–11-2; shaving cream or finger paint; trays	10
	<b>Handwriting Strokes with Fingers</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### **Silly Words: Same or Different?**

Students will say whether two silly words (i.e., nonwords) are the same or different.

- Tell students you are going to say some silly words—words they’ve never heard before and don’t mean anything. Tell them just to listen to the way the words sound.
- Have students show ‘thumbs up’ if the words sound the same. Have students show ‘thumbs down’ if the words sound different.
  - wub—wub
  - ked—yat
  - dop—sib
  - tik—ruz
  - zut—lat
  - dob—dob
  - fim—lat
  - spoud—jern
  - moof—moof
  - thrist—fum
  - thuzz—stot
  - cliss—smend



## Words: Long or Short?

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**Note:** In this activity, students are learning about the syllabic length of a word. In the context of this activity, the descriptors “long” and “short” refer to the number of syllables in a word. It does NOT refer to the number of letters in a word. Young students may believe that words are long or short because the thing the word represents is big or small (e.g., grasshopper is a short word because a grasshopper is small; bus is a long word because buses are long). The following list of words has been carefully chosen to show students that words representing small things can be long (i.e., have a lot of syllables) and words representing large things can be short (i.e., have few syllables).

Students will say whether a word is long or short. Then, you will show them how to clap the syllables or parts of the words.

- Tell students that you are going to say two words. One of the words is short and the other is long. Say both words, then tell students that the one-syllable word is the short word and the other word is the long word.

- bus—grasshopper

*“Bus. Grasshopper. Bus is a short word. It didn’t take me long to say at all. Bus. Grasshopper. Grasshopper is a long word. It took me a long time to say. Grasshopper.”*

- Clap the words for the students.

*“I am going to say the words again and clap once for each syllable or each part of the word you just heard. Words that have more parts, or syllables, are longer words. Words that have fewer parts, or syllables, are shorter words. Listen as I clap the word bus.”*

- Read and clap the pairs again, asking students to listen carefully and tell you which word is the short word and which word is the long word.

*“I just clapped bus. The word bus has only one part, so I only clapped one time. Let’s do another word that is longer and has more than one syllable. This word has more parts, so I will clap more than once. Listen to see if you can count how many parts or syllables this word has.”*

- Clap three times as you say the word *grasshopper*. Then, tell students how many times you clapped.

- Continue clapping the word pairs below, asking students to count the parts and to tell you which word is longer.
- bear—broccoli
- house—vitamin
- tree—ladybug
- pig—caterpillar
- If students are ready, have them clap the words with you.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

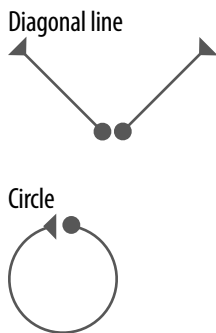
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.  
I can wave to a friend.  
I jump so high; I crouch so low.  
I tap the floor with my toe.  
I cross my arms and breathe in deep.  
I calm my body and take a seat.*

#### My First Strokes Book

Students will practice four handwriting strokes by tracing lines with their fingers in their My First Strokes Books (see **Advance Preparation**).

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, “My First Strokes Book.”



#### Teaching Tip

Use this time to talk about colors with students. You may say things such as “use your blue crayon to make a diagonal line” or “pick up your red crayon to make your vertical line”, etc.

- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- When you get to the two new strokes, diagonal line and circle, model these strokes for students.
- Tell students when to begin a new page by saying, “Turn the page.”

### Handwriting Strokes with Fingers

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**Note:** *You may choose to do this activity with finger paint if shaving cream is not suitable for your students. During Handwriting Strokes with Fingers, you do not need to wipe down the shaving cream trays between groups, but you may need to add more shaving cream to each tray for the second group.*

Students will practice making diagonal lines and circles with their fingers in shaving cream in a tray or cookie sheet. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil.

- Squirt some shaving cream into each tray and give one to each student.
- Have students spread the shaving cream in the tray with their hands to create a smooth surface in which they can make marks.
- Read the rhymes for diagonal line and circle from the My First Strokes Book and encourage students to make marks in the shaving cream as you read. If needed, model each stroke on the pages of the book or in an extra tray.
- As students explore the strokes, they can “erase” their work by swishing the shaving cream around with their palms before trying again.
- As students practice, circulate around the table stopping at each student to have them show you each stroke. When a student has shown you both strokes, write his/her name on the tray with your finger. Use a capital letter for the first letter and then lowercase letters for the rest. Name each letter as you write the student’s name. Tell the

student he/she is learning how to draw lines that will help him/her write the letters in his/her name.

- Once most students have demonstrated the strokes, show students how to draw a “picture” using the strokes learned thus far. Students could draw a stick person (circle, vertical line, four diagonal lines for legs and arms). Demonstrate the picture for students on a white board or chart paper and allow them to experiment in their trays while using the strokes they have learned.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Count the Words in the Title		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Full, Full, Full of Love</i> by Trish Cooke		10
<b>Discussing the Read-Aloud</b>	<b>W</b> Deepening Understanding: <i>behind</i>		10
<b>Extension Activity</b>	<b>L</b> My Tradition	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Count the Words in the Title

**Note:** *Instead of a Picture Talk, reread the book *Full, Full, Full of Love* by Trish Cooke. Use today's reading to focus on print knowledge, since students are already familiar with the story.*

#### Learning Center

After the read-aloud, place *Full, Full, Full of Love* by Trish Cooke in the **Library Center** so students can look more closely at the pictures. As students pretend to read the book, ask them to point to a word and a letter and, if possible, the first letter of their own names.

- Show students the cover of the book *Full, Full, Full of Love* by Trish Cooke.
- Read the title and slide your finger under the words as you read.
- Ask a student to come forward and point to the title of the book.
- Tell the students that there are words in the title of the book. There are spaces between the words that help you tell where one word stops and another word begins.
- Model counting the words in the title by first saying the title, then counting each word by pointing to it on the cover.  
  
*"Let's count the words in the title. It says, 'Full, Full, Full of Love'. (Point to Full) One, (point to Full) two, (point to Full) three, (point to of) four, (point to Love) five. There are five words in the title."*
- Have students count the number of words in the title of the book as you point.
- Have students clap the words in the title and ask whether they are long or short words. (They are all short words.)

### Purpose for Listening

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- Tell students that the word *full* means that there is so much inside that nothing else can fit.
- Tell students to listen to the story again and listen for the word *full* in the story. Tell students that every time they hear the word *full*, you want them to raise their hand. Have students say the word *full* with you while raising their hands.
- Read the title and have students practice raising their hands when they hear the word *full*.

***Full, Full, Full of Love* by Trish Cooke**➔ **PAGE 2 (TITLE PAGE) . . . *Full, Full, Full of Love* by Trish Cooke**

- Slide your finger under the title of the book as you read the words.
- Tell students that the author of the book is Trish Cooke. Ask students what the author does. (writes the words)
- Ask one student to come forward and point to a word.
- Tell students that the illustrator is Paul Howard. Ask students what the illustrator does. (draws the pictures)
- Ask one student to come forward and point to a picture.
- Ask one student to come forward and point to a word on the page.
- Remind students to listen for the word **FULL** throughout the story.

➔ **PAGE 7 . . . Wiggle, wiggle.**

- Tell students that there are words and pictures on this page.
- Hold the book out to a few students and ask them to point to a word.
- Hold the book out to a few students and ask them to point to a picture.

➔ **PAGE 9 . . . Struggle, juggle.**

- Tell students you start reading at the top of the page (point to the word *BUT*).  
"I start reading here at the top of the page."
- Tell and show students that you read from left to right, top to bottom.  
"Then I read from from left to right (slide your finger under the lines of text), and top to bottom (slide your finger across a few lines of text)."
- Continue sliding your finger as you read.

➔ **PAGE 15 . . . Sunday dinner at Grannie's!**

- Tell students that there are words and pictures on this page.
- Hold the book out to a few students and ask them to point to a word.
- Hold the book out to a few students and ask them to point to a picture.

➔ **PAGE 18 . . . plenty for everybody!**

- Tell students that there are a lot of words on these pages.
- Tell students that when there are a lot of words, it takes a long time to read them.
- Read the page again.



➔ PAGE 22 . . . one wash, one dry!”

- Ask students what chore the kids are going to do now. Read the page again (focusing on the words WASH and DRY) and give students clues if they don’t know.

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➔ PAGE 24 . . . hugged some more.

## Deepening Understanding

10 minutes

### Deepening Understanding: behind

#### Defining behind

- Tell students they are going to learn about the word *behind* and to listen for the word as you reread the text.

*“Today we are going to learn about the word behind. I’m going to read the part of our book with the word behind, listen carefully for the word as I read.”*

➔ PAGES 13–14 . . . And out they all came.

- Define the word *behind*.

*“The word behind means in the back of. When you line up, you get behind the people who are already in line.”*

- Ask students to say the word *behind*.

#### Reviewing behind

- Tell students how the word *behind* was used in the text of the book.

*“In the book, the cars stopped one behind the other. The red car is behind the silver car. They are lined up, one right behind the other.”*

### ***Expanding behind***

- Tell students that the opposite of the word *behind* is *in front of*. Tell students that the silver car is in front of the red car.
- Tell students to put their hands behind or in front of different body parts.
  - *Put your hands behind your back.*
  - *Put your hands in front of your stomach.*
  - *Put your hands behind your head.*
  - *Put your hands in front of your face.*
  - *Put your hands behind your legs.*
  - *Put your hands in front of your knees.*

## ***Extension Activity***

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Learning  
Center

### **My Tradition**

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Continue this activity during Learning Centers. See **Day 6: My Tradition** for detailed instructions on this Extension Activity.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Teddy Bear” (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme “Teddy Bear,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)

***Skills***

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

- ✓ With prompting and support, ask and answer questions about unknown words in “Family Celebrations and Traditions” (RI.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RI.P.4, SL.P.2, RI.P.1)
- ✓ Describe a photograph and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related families (L.P.1b)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

### Core Vocabulary

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**decorate**, *v.* To make something pretty or fancy

*Example:* Every year, my aunt decorates her house with colorful balloons for my birthday party.

*Variation(s):* decorates, decorated, decorating

**honor**, *v.* To celebrate and think about something that is important

*Example:* Mr. Johnson’s class is having a party to honor the preschoolers who are getting ready to leave preschool and go to Kindergarten.

*Variation(s):* honors, honored, honoring

**lanterns**, *pron.* Lamps with candles inside

*Example:* When he was a little boy, my grandfather lit a lantern so he could read when it was dark.

*Variation(s):* lantern

**throughout**, *prep.* During the whole time

*Example:* We are going to be learning about the letters in your name throughout preschool.

*Variation(s):* none

**traditions**, *n.* Special thing that families do together over and over again

*Example:* Felicia’s family has many traditions, like baking special cookies for Kwanzaa.

*Variation(s):* tradition

## At a Glance

At a Glance		Exercise		Materials		Minutes	
STARTING THE DAY							
Routines		W	Continue Established Routines			During morning circle	
Nursery Rhyme		W	Teddy Bear	Nursery Rhyme Poster 44			
SKILLS							
Small Group 1		S	Warm-Ups			10	
			Names: How Many Parts?				
Small Group 2		S	Warm-Ups	Image Cards 5-1–5-4 and 10-1–10-4		10	
			Rhyming Picnic				
LISTENING & LEARNING							
Introducing the Read-Aloud		W	What Do We Already Know?	Full, Full, Full of Love by Trish Cooke		5	
			Purpose for Listening				
Presenting the Read-Aloud		W	Family Celebrations and Traditions			10	
Discussing the Read-Aloud		W	What’s the Big Idea?			10	
Extension Activity		L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue		During Learning Centers	

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

### Extension Activity

Cut paper plates in half. Draw a series of arched guidelines on each paper plate so students will know where to glue their pieces of paper

to make a rainbow. Tear up pieces of construction paper for students to glue to their paper plates. Put a quantity of colored pieces of a paper into a plastic baggie for each student. Mix the colors together. Make an example rainbow as described in the Extension Activity.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Teddy Bear	Nursery Rhyme Poster 44	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Teddy Bear

Review the song “Teddy Bear” by having students sing it with you. Then, help students learn to recognize the rhyming words in the song. Teach students the rhyming words *around/ground*; *stairs/hair/bear*; *light/night*.

- Show students **Nursery Rhyme Poster 44** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time remind students that the words sound the same at the end; that is how you know the words rhyme.
- For the word pair *stairs/hair*, point out that the endings sound a little different. Tell students that the word *stairs* has the /z/ sound at the end and the word *hair* does not have the /z/ sound at the end. Have

students repeat the words after you, paying special attention to the sounds at the end of the words.

- Finally, ask students for another word in the song that rhymes with *hair* (*bear*). This rhyming word will be more difficult for students to identify because it does not come at the end of a couplet. Give students hints as needed by singing the line “Teddy BEAR, teddy BEAR, comb your HAIR” as needed.



## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>		10
	<b>Names: How Many Parts?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Image Cards 5-1-5-4, 10-1-10-4	10
	<b>Rhyming Picnic</b>		

*Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.*

### Small Group 1

**10** minutes

Small Group

#### Warm-Ups

Students will say whether a word is long or short.

- Tell students that you are going to say two words. One of the words is short and only has one part and the other is long and has more than one part. You want them to tell you which word is the short word and which word is the long word.
- bus—grasshopper
- bear—broccoli
- house—vitamin
- tree—ladybug
- pig—caterpillar

#### Names: How Many Parts?

Following your model, students will clap out some very familiar words—their names.

- Tell students that you are going to show them how to clap out their names.

### Teaching Tip

As you take attendance, show students how to clap their own names, saying whether their names are long or short. Then, have the whole class join in.

- Say and clap one of the students' names, making sure to pronounce it syllable by syllable.

*"Everybody listen while I clap Matilda's name. Ma-til-da."*

- Have the student clap with you.

*"Matilda, now I want you to clap with me. Everybody else listen and count how many parts or syllables Matilda has in her name. Ma-til-da. How many parts is that?"*

- Have all the students clap with you.

*"How many parts or syllables are in Matilda's name? Let's all clap it together to see if we were right. Ma-til-da."*

- Continue clapping students' names, counting claps and pointing out which students have long names and which students have short names.
- If students are ready, have them clap out their last names as well.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### *Teddy Bear*

Students will recite "Teddy Bear" whispering all words except the rhyming pairs of words.

- Students say the nursery rhyme "Teddy Bear."
- Students whisper the words of the rhyme and say the rhyming pairs out loud (*around/ground, stairs/hair, light/goodnight*).

### Rhyming Picnic

Students will tell a story about a picnic they are going to take. Use **Image Cards 10-1–10-2: /ok/ Words** as visual support to help students remember what they are going to take with them.

- Have students sit in a circle on the floor.
- Explain that you are going to pretend to go on a picnic and you have to plan what you want to take with you. Tell students that they are going to bring silly things.

- Put **Image Cards 10-1–10-2: /ok/ Words** on the face-up on the ground.
- Start the game by choosing a card and saying you are going to go on a picnic and take the object on the card with you.

*“I am going on a picnic and I’m taking a rock.”*

- Continue around the circle, having students choose a card and say what they are taking on the picnic. They should repeat all the words that have come before.

*“I am going on a picnic and I’m taking a rock and a sock.”*

- Play the game again, using **Image Cards 5-1–5-4** and **10-3–10-4** from the other word families.
- If they are ready, invite students to suggest their own words that rhyme, rather than naming the pictures on the cards.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	<i>Full, Full, Full of Love</i> by Trish Cooke	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Family Celebrations and Traditions		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

### Introducing the Read-Aloud

**5** minutes

Whole Group

#### What Do We Already Know?

- Show students the trade book *Full, Full, Full of Love* by Trish Cooke.
- Remind students that they learned the word *tradition* when they read the book *Full, Full, Full of Love* by Trish Cooke.
- Ask students what tradition Jay Jay and his family celebrated in this book.
- Remind students that the word *tradition* means something special a family does together over and over again.

#### Purpose for listening

- Tell students to listen to find out about all the different ways families celebrate traditions.

# Family Celebrations and Traditions

**Note:** The “Family Celebrations and Traditions” read-aloud focuses on what people do in general to celebrate special events (e.g., decorate, wear special clothes, eat cake, etc.). The focus of the read-aloud is not on the reason particular holidays are celebrated. Individual teachers may choose to discuss certain holidays that are relevant to their students, but the Core Content Objectives do not require that teachers address such information.



← **SHOW FLIP BOOK PAGE 12-1: Valentine, Nepalese child, Mexican dancers, Christmas**

**Throughout** the year we celebrate all kinds of important days.  
We **honor** the things we care about in many different ways.

- Define HONOR.

“HONOR means to celebrate and think about something that is important to us.”

- Ask students what kinds of things they like to celebrate or honor with their families.



← **SHOW FLIP BOOK PAGE 12-2: Birthdays**

For birthdays, we might **decorate** and eat delicious cake.  
My sister's Quinceañera [keen-seh-ahn-YAIR-ah] means there's yummy food to make.

**Note:** *The word Quinceañera is pronounced “keen-seh-on-YAIR-ah.” In many parts of Latin America, girls celebrate Quinceañera, which means fifteenth year, on their fifteenth birthday. The birthday girl wears a big, long skirt or a special dress, has a party with birthday cake, and dances with friends and family.*

- Ask students if they have ever decorated or eaten a delicious birthday cake.
- Reread the last sentence and ask students if they know what QUINCEAÑERA [keen-seh-ahn-YAIR-ah] means?
- Ask students if they have ever made special delicious food to eat at a birthday party.



← **SHOW FLIP BOOK PAGE 12-3: Family at Thanksgiving**

Thanksgiving is a special time to show how much we care.  
With family, friends and those we love we take the time to share.

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← **SHOW FLIP BOOK PAGE 12-4: Kwanzaa**

And seven candles light the way for the Kwanzaa holiday.  
Red, black, and nature's green are the African colors we display.

- *Tell students that some people light candles to celebrate holidays.*

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← **SHOW FLIP BOOK PAGE 12-5: Powwow**

Across this land for many moons, Native Americans have honored their past.  
A powwow is a celebration of **traditions** that will always last.

- *Tell students that some people wear beautiful costumes to celebrate holidays.*

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◀ **SHOW FLIP BOOK PAGE 12-6: Independence Day**

Left, right, left, right, you march in July to celebrate the day  
When independence was won, not lost, and now it's here to stay.

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- *Tell students that on the fourth of July, the United States of America became a country.*
- *Ask students what they do to celebrate the Fourth of July, also called Independence Day.*
- *Relate students' answers back to the ways their experiences represent our country. (e.g., "fireworks explode to remind us of how exciting our country is;" "we wave flags because the flag is important to our country;" "we eat food outside with our neighbors to show how much we love and care for all of the people in our country.")*





◀ **SHOW FLIP BOOK PAGE 12-7: Chinese New Year**

During the Chinese New Year the night sky is often aglow,  
With lanterns, parades, and dragons that put on a magnificent show!

- Tell students that this picture shows a parade. A parade is when lots of people put on costumes and march in the street. In this parade, there is a big dragon costume. Sometimes fire trucks are in parades.
- Ask students if they have ever been in or seen a parade.



◀ **SHOW FLIP BOOK PAGE 12-8: Chanukah**

As we repeat these cultural traditions, whether near or whether far,  
They hold a place within our hearts and remind us of who we are.

- Tell students that the word *REPEAT* means to do something over and over again.
- Tell students that celebrations often become traditions, or special things we repeat over and over again.
- Ask students if they have favorite traditions in their families.

**What's the Big Idea?**

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***How do you Celebrate?***

- Remind students that they just heard about all the ways people celebrate.
- Have students use 'thumbs up' and 'thumbs down' to indicate whether or not they like to do certain things to celebrate.
- Continue listing things saying "Do you like to \_\_\_\_\_ to celebrate?"
  - light candles
  - eat cake
  - put on special clothes
  - wear a costume
  - eat delicious food
  - wear a prince or princess crown
  - watch fireworks
  - eat candy
  - wear a special hat
  - go to a parade
  - have a lots family members to your house
  - hang up decorations
  - dance

***Different Ways to Celebrate***

- Turn to **Flip Book Page 12-1: Valentines, Nepalese child, Mexican dancers, Christmas**. Ask students how the people in these pictures are celebrating.
- Continue showing the Flip Book images, asking students to describe how the people in the pictures are celebrating.
- Expand students' responses, incorporating words from the list above.

## Extension Activity



### Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

### Review Tip

While the students are making their rainbows, talk with them about their sense of sight. When they are looking at different colors, they are using their sense of sight. Use this activity to highlight this sense as part of their five senses.

### Learning Center

In the **Art Center**, set up paints in primary colors (red, yellow, blue) and white and black. Encourage students to mix colors and make different shades of colors by making them darker or lighter. Put multi-colored bear counters in the **Math Center** and show students how to sort by color or make patterns using different colors. In the **Games Center**, play Twister, having students put different body parts on the colored dots (do not worry about left and right).

### Make the Rainbow

Students will use the colors red, orange, yellow, green, blue, and purple to make a rainbow.

- Pass out the materials students will use to make their rainbows (see **Advance Preparation**).
- Have students sort their materials by color, putting each color in a separate pile. You may want to give students trays or cookie sheets to contain their materials. Use the **parallel talk strategy** to describe how students are sorting (e.g., “You are putting red in a different pile from orange; you are putting all the blue pieces together; you are moving the blue square out of the green pile into the blue pile;” etc.).
- Ask students to label the colors, or provide the label and have students point to the correct pile. Use the following words as you discuss with students:
  - *rainbow*
  - *shade*
  - *color*
  - *curve*
  - *arc*
  - *sun*
  - *rain*
  - *sky*
  - *clouds*
  - *light*
  - *red*
  - *orange*
  - *yellow*
  - *green*
  - *blue*
  - *purple*
- Have students glue down their colored squares of paper to make their rainbow. If needed, glue down a few squares of each color yourself to show students where to glue each color.
- Glue cotton ball “clouds” along the bottom of the paper plate.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “A Tisket, A Tasket” (RL.P.5, RF.P.2a)

***Skills***

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RL.P.1, RL.P.3, SL.P.2)
- ✓ Find and/or describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “Family Celebrations and Traditions” (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Family Celebrations and Traditions” (L.P.6)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 13-1, 13-2; stuffed animal	10
		Robot Talk: Blending Compound Words		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Family Celebrations and Traditions		10
<i>Show and Tell</i>	W	Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	15
<i>Extension Activity</i>	L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

### Routines

Whole Group

#### Continue Established Routines

- Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:
- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### A Tisket, A Tasket

- Teach students the song “A Tisket, A Tasket” using the echo technique. For an example of the echo technique see **Day 1: Rain, Rain Go Away**.
- After using the echo technique to teach students the rhyme, sing the rhyme together as a group and hold up the green and yellow **Transition Cards: Colors** when you say the words *green* and *yellow*.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Stuffed animal; Image Cards 13-1, 13-2	10
	<b>Robot Talk: Blending Compound Words</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	My First Strokes Books; Activity Page 13-1; primary crayons	10
	<b>Tracing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm Ups

##### Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped.

- Tell students that you are going to clap someone's name, and you want them to guess whose name you are clapping.
- Say one student's name syllable by syllable, pausing in between each syllable, and clapping once for each syllable.
- Have students guess whose name you clapped. The student whose name it is should stand up and clap his/her name.

##### Robot Talk: Blending Compound Words

Students will learn to blend compound words by listening to a stuffed animal who speaks syllable by syllable like a robot. You will be the voice of the stuffed animal. Students will have visual support for the first two words they are expected to blend.

- Introduce the stuffed animal you have chosen. Tell students the stuffed animal's name is Robo and he only talks in robot talk. Have Robo greet the students by talking in robot talk (i.e., speak very deliberately, pausing between each syllable).



*“My name is Ro...bo.”*

- Explain that Robo is going to ask students for some items. Tell them you are going to show them some things Robo might want and they have to figure out what he is asking for.
- Show students **Image Card 13-1: Cupcake Blending**. One of the pictures shows what Robo wants. Tell students to listen to Robo’s request and then find the item that wants and give it to him.
- Show students **Image Card 13-1: Cupcake Blending**. Have Robo ask for a cupcake.

*“I want a cup...cake.”*

- Ask students if they understood what Robo wanted (a cupcake) by asking them to pick between the three pictures (a cup, a piece of cake, a cupcake).

*“Did Robo want a cup? Did Robo want a cake? No. He wanted a cupcake. Say that word with me.”*

- Show students **Image Card 13-2: Toothbrush Blending**. Have Robo ask for a toothbrush.

*“I want a tooth...brush.”*

- Ask students if they understood what Robo wanted (a toothbrush) by asking them to pick between the three pictures (a tooth, a hairbrush, a toothbrush).

*“Did Robo want a tooth? Did Robo want a brush? No. He wanted a toothbrush. Say that word with me.”*

- Continue having Robo ask students for the following items (without visual support):
  - foot...ball > football
  - back...pack > backpack
  - sun...shine > sunshine
  - dog...house > doghouse
  - base...ball > baseball
  - door...knob > doorknob
  - ear...ring > earring
  - eye...ball > eyeball
  - grape...fruit > grapefruit

- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug
- After students have blended all of the words, model clapping the parts or syllables of the words for them. Have them clap the word after you.

## Small Group 2

10 minutes

Small  
Group

### Warm Ups

#### *Move Your Body*

Students will make gross motor movements to prepare them to participate in Small Group.

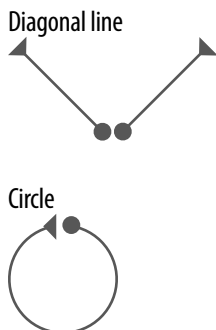
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.  
I can wave to a friend.  
I jump so high; I crouch so low.  
I tap the floor with my toe.  
I cross my arms and breathe in deep.  
I calm my body and take a seat.*

#### *My First Strokes Book*

Students will practice five handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be practicing strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.



- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Tracing with Primary Crayons

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#### Learning Center

Put primary crayons and extra copies of **Activity Pages 13-1** or blank paper in the **Art Center** for students to practice drawing lines.

Students will practice tracing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 13-1** (front and back) and a primary crayon.
- Have students practice drawing diagonal lines and circles by tracing the lines on the Activity Pages.
- When students finish both strokes, have them color the background of their Activity Page.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> Family Celebrations and Traditions		10
<b>Show and Tell</b>	<b>W</b> Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity, students' celebration objects	15
<b>Extension Activity</b>	<b>L</b> Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During learning centers

## Picture Talk

10 minutes

Whole Group

### Family Celebrations and Traditions

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← **SHOW FLIP BOOK PAGE 12-1: Valentine, Nepalese child, Mexican dancers, Christmas**

### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language. Remember to expand students' responses into complete sentences.

- Have students share different ways they celebrate.

*"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all different ways we celebrate holidays. What are some ways your family celebrates?"*

- Allow a few students to share. Talk with students using the following words to discuss celebrations with students:
  - light candles
  - eat cake

- put on special clothes
- wear a costume
- eat delicious food
- wear a prince or princess crown
- watch fireworks
- eat candy
- wear a special hat
- go to a parade
- have a lots family members to your house
- hang up decorations
- dance



◀ **SHOW FLIP BOOK PAGE 12-2: Birthdays**

- Ask students what the people in these pictures are celebrating. (birthdays)

*“Who knows what these people are celebrating?”*

- Ask students how old they think the little boy in the yellow shirt is.

*“This little boy is about to blow out his candle. His candle has a number give on it. How old do you think this little boy is?”*

- Ask students to talk about a birthdays.

*“Who in our class has been to a birthday party? What did you do there? Why do people have birthday parties? How old will you be on your next birthday? Who in our class is having a birthday soon?”*

- Tell students that the girl in the purple crown is celebrating her Quinceañera [keen-seh-ahn-YAIR-ah].

*“This girl is turning fifteen years old. She is going to have a very special birthday party because she is turning fifteen. She is already wearing a beautiful pink dress. At her party, there will be lots of candles, dancing, and yummy food. She will also have a delicious birthday cake. Would you like to have a party like that?”*



◀ **SHOW FLIP BOOK PAGE 12-3: Family at Thanksgiving**

- Tell students that many families celebrate by eating big meals.

*“This family is having a big Thanksgiving dinner. You can celebrate by eating a special meal at any time. Some families have a big meal*

every Sunday. Some families have a big meal to celebrate a birthday. Some families eat a big breakfast of pancakes every Saturday morning to celebrate the weekend. Does anyone in this class have a big meal when they celebrate? What do you eat?"

- Ask students if they have ever helped their family cook the food for a big meal.

*"Has anyone in this class ever helped cook the food for a big meal? Maybe you have baked cookies for dessert. Maybe you have kneaded dough to make bread. Maybe you have helped your mom shuck corn or shell peas to eat. What kinds of foods have you helped make?"*



◀ **SHOW FLIP BOOK PAGE 12-6: Independence Day**

- Tell students that this little boy is celebrating Independence Day.

*"This little boy is celebrating the Fourth of July. He is waving a pinwheel that looks like an American flag."*

- Tell students that this is a picture of fireworks.

*"On the Fourth of July, many people watch fireworks displays. People light fireworks to celebrate how proud we are of our country, the United States of America. Fireworks are like big, colorful lights that flash in the sky. Often, there is a loud noise right before you see a firework. Who in this class has seen fireworks? What were they like?"*



◀ **SHOW FLIP BOOK PAGE 12-8: Chanukah**

- Read the last page of the read-aloud to bring closure to the Picture Talk.

*As we repeat these cultural traditions, whether near or whether far,  
They hold a place within our hearts and remind us of who we are.*

## Show and Tell: Celebrations and Traditions

**Note:** Typically the Picture Talk is followed by Deepening Understanding. Instead of focusing on vocabulary, students will practice using language and vocabulary acquired throughout the domain to describe a personal celebration or tradition to their peers. If students are not comfortable presenting information orally in front of peers, consider reading their dictated writing from the **Extension Activity: My Celebration or Tradition** while they stand in front of the class. You will continue this activity on Day 14 for students who do not share on Day 13.

Students will share a special tradition that their families celebrate. Previously, students have helped their parents complete a questionnaire about the tradition, chosen an object or picture that is representative of the tradition, discussed the celebration with you one-on-one, dictated information about the tradition, and drawn a picture illustrating the tradition. Using all of these past experiences, students will show the object/picture and tell their classmates about the celebration.

- Tell students that everyone is going to get a turn to talk about their special family tradition. Some students will share today and some will share tomorrow.
- Call a student to the front of the room.
- Ask the student the name of their tradition and when they celebrate it.
- Have the student show the object they brought and say why it is special.
- Ask the student to tell the class about the tradition, prompting them as needed. You may use the following prompts to help students share their tradition meaningfully with the class.
  - *What did you bring in to show the class? What do you do with it?*
  - *What is your favorite part of your family's tradition?*
  - *Do you eat any special foods? Do you sing any special songs? Do you get any special presents?*
  - *Does anyone special in your family come to visit?*

### Teaching Tip

After students have shared their traditions with the class, post their drawings and dictated writing from the **Extension Activity: My Celebration or Tradition** on a bulletin board titled "Our Celebrations and Traditions." If possible, include the objects the students brought for Show and Tell.

- *What do you do in the morning/at night on that special day?*

- Summarize what the student shared for the class, being sure to mention the name of the holiday and why it is special to that student. Use your own knowledge of the students' experiences from the Take-Home Materials and Extension Activity.

## Extension Activity

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Learning  
Center

### Make the Rainbow

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Continue this activity during Learning Centers. See **Day 11: Make the Rainbow** for detailed instructions on this Extension Activity.



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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “A Tisket, A Tasket” (RL.P.5, RF.P.2a)
- ✓ Classify by color (L.P.5a)

***Skills***

Students will:

- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

***Listening & Learning***

Students will:

- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 14-1–14-5; stuffed animal; picnic basket	10
		Robot Talk: Blending Words		
<i>Small Group 2</i>	S	Warm-Ups	Image Cards 10-1–10-2	10
		Rhyming Trip		
LISTENING & LEARNING				
<i>Show and Tell</i>	W	Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	20
<i>Extension Activity</i>	L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Small Group 2

Cut apart **Image Cards 10-1–10-2**.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### A Tisket, A Tasket

- Review the song “A Tisket, A Tasket” by having students sing it with you.
- Then, vary the song using the **Transition Cards: Colors** to prompt students to substitute other colors for *green* and *yellow* in “a green and yellow basket.” For example, sing, “A tisket, a tasket, a *blue* and *orange* basket,” while holding up first the blue card and then the orange card.
- If students are ready, invite them to come up and choose colors about which the group can sing.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Image Cards 14-1–14-5; stuffed animal; picnic basket	10
	<b>Robot Talk: Blending Words</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Image Cards 10-1–10-2	10
	<b>Rhyming Trip</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

#### Small Group

#### Warm Ups

##### Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped. Today, you will say the name, then whisper the name, then mouth the name as you clap.

- Tell students that you want them to clap names with you. You are going to clap each name three times.
- Choose a student to clap. Tell students to do exactly what you do.
- First, say the student's name **out loud**, clapping once for each syllable. Then, **whisper** the student's name, clapping once for each syllable. Finally, **mouth** the student's name without making a sound, clapping once for each syllable.
- Continue clapping the rest of the student's names.

#### Robot Talk: Blending Words

Students will learn to blend compound words by listening to a stuffed animal who speaks syllable by syllable like a robot. You will be the voice of the stuffed animal.

- Show students Robo the stuffed animal and remind them that he talks in robot talk.

- Show students **Image Cards 14-1–14-5: Multisyllabic Picnic Words** and the picnic basket. Lay the Image Cards on the floor in the middle of the circle so students can see all of them.
- Explain that Robo is going on a picnic and he wants to bring some things with him. All of the things he wants to bring are on the cards.
- Ask Robo to tell each student one of the things to put in the picnic basket.

*“Robo, tell Sarah what you want to pack for the picnic.”*

- Have Robo talk to the student in robot talk (i.e., syllable by syllable). Robo says:

*“Sand (pause) wich.”*

- Have the student find the picture of the word from a pile on the carpet. Encourage the student to repeat the word, blending it together and saying it without pausing.
- Continue having Robo ask students for the following items:
  - cup...cake > cupcake
  - pop...corn > popcorn
  - hot...dog > hotdog
  - nap...kin > napkin
  - wa...ter...mel...on > watermelon
  - yo...gurt > yogurt
  - ba...na...na > banana
  - coo...kies > cookies
  - straw...ber...ries > strawberries
  - pick...les > pickles
  - ham...burg...ers > hamburgers
  - mac...ar...on...i > macaroni
  - piz...za > pizza
  - pretz...els > pretzels
  - ketch...up > ketchup
  - must...tard > mustard
  - lem...on...ade > lemonade
  - sal...ad > salad
  - chick...en > chicken
- After students have blended all of the words, take them out of the basket one by one. Have a student clap the word shown on the **Image Card**.



### *“Teddy Bear”*

Students will recite “Teddy Bear,” whispering all words except the rhyming pairs of words.

- Students say the nursery rhyme “Teddy Bear.”
- Students whisper the words of the rhyme and say the rhyming pairs out loud (*around/ground, stair/hair, light/goodnight*).

### Rhyming Trip

Students will tell a story about a trip to Grandma’s they are going to take. Today, have students think of their own rhyming words.

#### Review Tip

During your Rhyming Trip, talk about the five senses, and specifically the sense of hearing. You might say something like, “use your sense of hearing to listen for rhyming words on our Rhyming Trip today,” etc.

- Have students sit in a circle on the floor.
- Explain that you are going to pretend to go on a pretend trip to Grandma’s and you have to plan what you want to take with you. Tell students that they are going to bring silly things.
- Put **Image Cards 10-1–10-2: /ok/ Words** face-up on the ground.
- Start the game by choosing a card and saying you are going to go on a picnic and take the object on the card with you.

*“I am going on a picnic and I’m taking a rock.”*

- Continue around the circle, having students choose a card and say what they are taking on the picnic. They should repeat all the words that have come before.

*“I am going on a picnic and I’m taking a rock and a sock.”*

- Continue playing the game, but this time let students think of their own rhyming words. You start the rhyme family choosing from the rhyme families students have practiced so far (/at/, /ee/, /ok/, /am/), then have students add their own rhyming words.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Show and Tell</b>	<b>W</b> <b>Show and Tell: Celebrations and Traditions</b>	celebration drawings from Extension Activity; students' celebration objects	20
<b>Extension Activity</b>	<b>L</b> <b>Make the Rainbow</b>	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

### Show and Tell

**20 minutes**

Whole Group

#### Show and Tell: Celebrations and Traditions

Continue this activity during Listening & Learning whole group time today. Make sure all students have had an opportunity to present by the end of Whole Group today. See **Day 13** for detailed instructions on **Show and Tell: Celebrations and Traditions**.

### Extension Activity

Learning Center

#### Make the Rainbow

Continue this activity during Learning Centers. See **Day 11: Make the Rainbow** for detailed instructions on this Extension Activity.



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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Classify by color (L.P.5a)

***Skills***

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

## ***Listening & Learning***

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Point to the front cover, title, back cover, and spine of a book, and a word (RI.P.5)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP.11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate and record scientific observations of a color experiment (W.P.2, W.P.8)

## **Core Vocabulary**

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**career, *n.*** A job somebody has for a long time

*Example:* Marvin wants to have a career being a teacher when he is an adult.

*Variation(s):* careers

**interesting, *adj.*** Fun to do or learn about

*Example:* We do some interesting activities during center time, like painting with our fingers and building skyscrapers out of blocks.

*Variation(s):* careers

**introduce, *v.*** To show or present someone to another person for the first time

*Example:* When we get a new student in our class next week, Mr. Mack will introduce him to everyone in our class.

*Variation(s):* introduces, introduced, introducing

**robe, *n.*** A piece of clothing like a dress that covers your body from shoulders to ankles

*Example:* The judge wore her robe over her clothes so everyone could tell she was the judge.

*Variation(s):* robes

**recycle, *v.*** To use something you don't need any more to make something new

*Example:* When you are finished with your milk, remember to recycle the carton so it can be melted down and turned into a new carton.

*Variation(s):* recycles, recycled, recycling

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups		10
		Hand Motions: Blending Compound Words		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Book; Activity Page 15-1; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Have We Already Learned?	Career Day by Anne Rockwell	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Career Day by Anne Rockwell	Career Day by Anne Rockwell	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Career Day by Anne Rockwell	10
<i>Extension Activity</i>	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

## Take-Home Material

### Tropical Fish

Give students the following material to take home to their family:

#### Activity Page 15-2: Tropical Fish

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

### ***Extension Activity***

Cut out two squares each of red, yellow, and blue tissue paper. Glue them in pairs on the chart paper as shown below. Draw a line under each pair all the way across the page and an empty rectangle approximately the size of a Transition Card to the right of each pair. Title the chart paper “Making Colors Experiment.” Cut up pieces of red, yellow, and blue tissue paper into approximately three-inch squares. Make sure you have plenty of pieces with which students can experiment.

<u>Making Colors Experiment</u>		
R	Y	
Y	B	
B	R	

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### A Tisket, A Tasket

- Review the song “A Tisket, A Tasket” by having students sing it with you. Remind students that the other day you held up new colors to change the song.
- Then, have two students at a time to come up and vary the song using the **Transition Cards: Colors** to prompt peers to substitute other colors for *green* and *yellow* in “a green and yellow basket.”
- Allow students to choose any color they want. If students are ready, invite them to choose objects from around the classroom to represent different colors.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	Warm-Ups		10
	<b>S</b> Hand Motions: Blending Compound Words		
<b>Small Group 2</b>	Warm-Ups	My First Strokes Book; Activity Page 15-1; primary crayons	10
	<b>S</b> Writing with Primary Crayons		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped. Today, you will say the name, then whisper the name, then mouth the name as you clap.

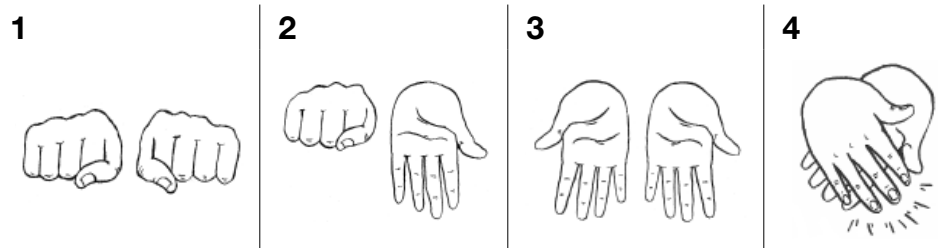
- Tell students that you want them to clap names with you. You are going to clap each name three times.
- Choose a student's name to clap. Tell students to do exactly what you do.
- First, say the student's name **out loud**, clapping once for each syllable. Then, **whisper** the student's name, clapping once for each syllable. Finally, **mouth** the student's name without making a sound, clapping once for each syllable.
- Ask students whose name you just clapped and have that student raise his/her hand.
- Continue clapping the rest of the student's names.

##### Hand Motions: Blending Compound Words

Students will learn hand motions to accompany compound word blending.

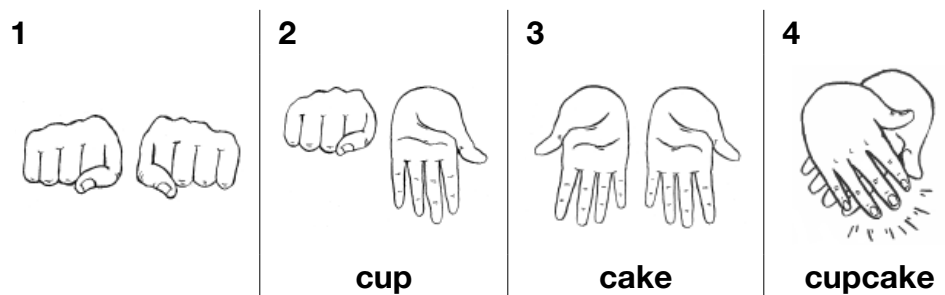
Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4). Practice this with the class.



Tell the class the word *cupcake* has two parts. Say the word syllable-by-syllable: *cup . . . cake*.

- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the words listed.



- foot...ball > football
- back...pack > backpack
- sun...shine > sunshine
- dog...house > doghouse
- base...ball > baseball



- door...knob > doorknob
- ear...ring > earring
- eye...ball > eyeball
- grape...fruit > grapefruit
- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

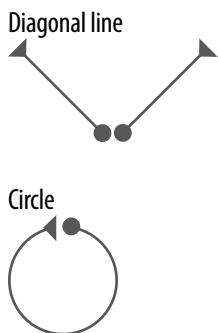
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.  
I can wave to a friend.  
I jump so high; I crouch so low.  
I tap the floor with my toe.  
I cross my arms and breathe in deep.  
I calm my body and take a seat.*

#### My First Strokes Book

Students will practice three handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.



- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Writing with Primary Crayons

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#### Learning Center

Put primary crayons and extra copies of **Activity Page 15-1** or blank paper in the **Art Center** for students to practice drawing lines.

#### Review Tip

Use this exercise as a time to talk with students about what colors they are using to draw. You may say something like, “Use a red crayon to make your line,” or “Use a green crayon to finish your strokes book”, etc.

Students will practice writing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 15-1** (front and back) and a primary crayon.
- Have students practice diagonal lines and circles by drawing lines on the Activity Page starting at the triangle and ending at the dot.
- Encourage students to reference their My First Strokes Books if they cannot remember a specific stroke.
- When students finish both strokes, have them color the background of their Activity Page or practice drawing strokes on a blank piece of paper.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Have We Already Learned?	Career Day by Anne Rockwell	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Career Day by Anne Rockwell	Career Day by Anne Rockwell	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Career Day by Anne Rockwell	10
<b>Extension Activity</b>	<b>L</b> Experiment: Making Colors	Transition Cards: Colors; cookie sheet or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

### Introducing the Read-Aloud

5 minutes

Whole Group

**Note:** During Day 15 and Day 16 instruction, students will be learning about different jobs in the community. You may refer to jobs as “careers” and people who do certain jobs as “community helpers.” It is important that students understand that these three terms are related. Regardless of the terms used to refer to jobs, students should understand that jobs and careers are things people do daily that help a community.

#### Essential Background Information and Terms

- Remind students that they have been learning all about different families, which are people who love and care for each other.
- Define the word *community*.  
*“There are also bigger groups of people who care for each other and work together to do things. A big group of people who works together and does things together is called a community. In a community, everyone has a special job to do. In our school, we have a community and each person at school has a special job to do.”*
- Discuss the different roles people in your school play (e.g., student, teacher, cafeteria worker, principal, librarian, nurse, bus driver, etc.).
- Expand students’ understanding of the word *community* by talking about the greater community in which they live (e.g., their neighborhoods, town, city, etc.). Discuss the different jobs people do within the community (e.g., police officer, doctor, parent, etc.). Tell

students sometimes we call special jobs that you do for a long time *careers*.

### **Purpose for listening**

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- Tell students the book you are about to read is about a Preschool classroom. In this Preschool classroom, lots of community members come to visit and talk about their special jobs, or careers.
- Tell students to listen to the book to find out more about careers or special jobs people can have in their communities.

## Career Day by Anne Rockwell

**Note:** Career Day by Anne Rockwell presents many different careers to students. While some suggested language is provided for this read-aloud, it is important that you allow your own students' interests in specific jobs to drive the conversation during the read-aloud. Additional space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.

➔ **PAGE 1 (TITLE PAGE) . . . pictures by Lizzy Rockwell**

- Call on students to come up and identify the front cover, back cover, spine, and title page of the book. Call on a few students to come up and point to a word on the page.
- Discuss the illustration on the title page with students by asking them what the boy is playing with and whether they think he is pretending or he is a real doctor.

➔ **PAGE 3 . . . introduce my visitor.**

- Tell students this boy is getting ready to introduce his special visitor to his classmates.
- Ask students whether they have ever had special visitors in the classroom.

➡ PAGE 6 . . . my dad says.

- Describe Mr. Lopez's job to students in the context of the community.

"This boy's dad has a career building things. He is a construction worker. He is helping build the library so that lots of people in the community can visit the library once it's built."

- Ask students about construction workers in their communities.

"Have you ever seen construction workers building things in your community?"

➡ PAGE 8 . . . everyone has to be quiet.

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➡ PAGE 12 . . . good at drawing mice.

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➡ PAGE 16 . . . home in the afternoon.

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➡ PAGE 20 . . . sick animals better.

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➡ PAGE 30 . . . And so do we.

- *Ask students what kind of jobs the students in this classroom are doing. (passing out napkins and pretzels for snack, feeding the class pet, watering the plants, playing with blocks)*
- *Tell students this classroom is a community, and everyone in the picture is doing a special job.*

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## Discussing the Read-Aloud

10 minutes

### Whole Group

#### What's the Big Idea?

##### *When You Grow Up*

- Remind students that different people in a community have different jobs.

*"We saw some pictures in this book that showed the many different jobs people can have in a community. These jobs are called careers."*

- Have students raise their hands when they hear a job or career they would like to have when they grow up.
- For each job, give students a quick description of the job and refer to the pictures in *Career Day* by Anne Rockwell to remind students what that job is like.

*"Raise your hand if you would like to be a \_\_\_\_\_ like the person in this picture. A \_\_\_\_\_ does \_\_\_\_\_."*

- construction worker (page 7)
- judge (page 9)
- musician (page 11)
- author (page 13)
- illustrator (page 13)
- paleontologist (page 15)
- crossing guard (page 17)
- nurse (page 19)



- veterinarian (page 21)
- carpenter (page 25)
- store manager (page 27)
- professor (page 29)

### ***How My Family Cares for Me***

- Tell students there are many more jobs than the ones from the book that you just discussed. Give students some examples like parent, firefighter, banker, waiter/waitress, lawyer, plumber, doctor, teacher, chef, etc.
- Ask each student to share one job or career that they would like to do when they grow up. Call on students one by one using their **Name Cards** to share something they would like to do when they grow up. Accept any answers students might provide.

*“There are many jobs and careers you can do to help your community when you grow up. What job or career would you like to do when you grow up?”*

- After a student answers, ask the rest of the class who else might like to do that job when they grow up.

*“Who else in our class would like to be a firefighter like Cassandra?”*

## **Extension Activity**

Learning  
Center

### **Language Facilitation**

Use the **expansion strategy** to expand on what students say by repeating the student’s words in a more grown-up manner (e.g., Student: “Zip.” Teacher: “Zip it up.” Student: “Go home time.” Teacher: “It’s time to go home!”).

### **Review Tip**

During this activity, talk with students about their five senses and especially their sense of sight. You might say something like, “Use your sense of sight to see new colors as they are formed during this activity.”

### **Experiment: Making Colors**

**Note:** *If groups of students need extra time to complete this **Extension Activity**, they can do so during Pausing Point 2. You may wish to conduct this **Extension Activity** using water and food coloring instead of tissue paper.*

Students will use tissue paper to “make” new colors from primary colors.

- Give each student a tray with pieces of red, yellow, and blue tissue paper (to make orange, green, and purple).
- Explain that you are going to overlap colored paper to see if you can make a new color.
- Ask students to hold up the piece of red tissue paper. Then ask them to hold up the yellow tissue paper.

- Ask the students to predict what new color they might be able to make from red and yellow.
- Show the students how to overlap the tissue paper to make orange.
- Ask the students to observe what new color they made, following up on their observations using the expansion strategy (e.g., Student: “It did orange.” Teacher: “You made orange.” Student: “New color.” Teacher: “You made a new color—the color orange,” etc.)
- On the chart paper, record your observation that red plus yellow equals orange. Beside the red and yellow tissue paper you glued to the chart paper, temporarily post the solid orange **Transition Card** (you will remove this when you invite a new group of students to conduct the experiment).

*“When we put red and yellow together we make the color orange.”*

- Have students put the tissues back in the trays continue the experiment combining yellow and blue to make green and blue and red to make purple.
- Make predictions, observations, and a record of your findings as you go.

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)

***Skills***

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

### ***Listening & Learning***

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP. 11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P. 2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate a recording of scientific observation of a color experiment (W.P.2, W.P.8)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups		10
		Hand Motions: Blending Words		
<i>Small Group 2</i>	S	Warm-Ups	Image Cards 5-3-5-6 and 10-1-10-4	10
		Rhyming Words Memory		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	<i>Career Day</i> by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
<i>What's the Big Idea?</i>	W	Guess the Community Helper	Career-related props	10
<i>Extension Activity</i>	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow and blue tissue paper	During Learning Centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Listening & Learning

Before conducting the **Picture Talk** and **Deepening Understanding** activities, write down a list of at least ten jobs/community helpers you want to discuss with students. If you want each student in your class to be able to participate in the riddles, make sure to choose enough jobs that each student has one to represent. Find at least one prop to accompany each job (See **What's the Big Idea?** portion of this Day for a list of suggestions). Among the jobs you choose to represent, choose at least five jobs from *Career Day* by Anne Rockwell and flag these pages for review during the **Picture Talk**.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart below for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters showing the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Review the songs you chose ahead of time, reviewing any difficult concepts, skills, or content.

<b>Nursery Rhyme Title</b>	<b>Poster #</b>	<b>Skills and Content Targeted</b>
Rain, Rain Go Away (Days 1+2)	41	<ul style="list-style-type: none"> <li>• Rhyming</li> </ul>
Five Little Monkeys (Days 3+4)	14	<ul style="list-style-type: none"> <li>• Counting backward from 5</li> <li>• Numerals 1–5</li> </ul>
Pease Porridge (Days 5+6)	36	<ul style="list-style-type: none"> <li>• Content: cooking routines</li> <li>• Rhyming</li> </ul>
Teddy Bear (Days 10–12)	44	<ul style="list-style-type: none"> <li>• Content: bedtime routines</li> <li>• Rhyming</li> <li>• Differentiating final sounds</li> </ul>
A Tisket, A Tasket (Days 13–15)	1	<ul style="list-style-type: none"> <li>• Colors</li> </ul>

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	Warm-Ups		10
	<b>S</b> Hand Motions Blending Words		
<b>Small Group 2</b>	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
	<b>S</b> Tracing with Primary Crayons		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Stomping Names

Students will listen to you stomp and say the syllables in their names and then guess whose name you stomped. Today, you will say the name, then whisper the name, then mouth the name as you stomp.

- Tell students that you want them to stomp names with you. You are going to stomp each name three times.
- Choose a student's name to stomp. Tell all students to do exactly what you do.
- First, say the student's name **out loud**, stomping once for each syllable. Then, **whisper** the student's name, stomping more quietly once for each syllable. Finally, **mouth** the student's name without making a sound, barely stomping for each syllable.
- Ask students whose name you just stomped and have that student raise his/her hand.
- Continue stomping the rest of the student's names.

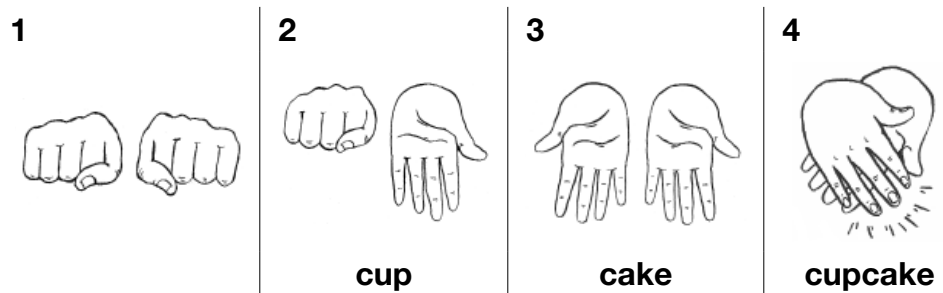
##### Hand Motions: Blending Words

Students will learn hand motions to accompany compound and multisyllabic word blending.



Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4).
- Practice this with students.
- Remind students the word *cupcake* has two parts. Say the syllables in a segmented fashion: *cup* . . . *cake*.
- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the list below.



- juice...box > juicebox
- pop...corn > popcorn
- hot...dog > hotdog
- nap...kin > napkin
- yo...gurt > yogurt
- coo...kies > cookies
- pick...les > pickles
- piz...za > pizza
- pretz...els > pretzels
- ketch...up > ketchup
- must...tard > mustard
- lem...on...ade > lemonade

- sal...ad > salad
- chick...en > chicken

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### *Nursery Rhyme Review*

Students will recite “Teddy Bear” whispering all words except the rhyming pairs of words.

- Show students the **Nursery Rhyme Posters** for the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Students whisper the words, except for the rhyming words or pairs.

### Rhyming Words Memory

Students will play the game Memory, making matches from rhyming pairs of words.

- Lay out **Image Cards 5-1-5-4: /at/ Words** and **/ee/ Words** in random order in a grid.
- Have students take turns turning over two cards at a time.
- If students turn over cards that rhyme, they have made a match and get another turn.
- Play the game again, gradually adding in additional sets: **Image Cards 10-1-10-2: /ok/ Words** and **Image Cards 10-3-10-4: /am/ Words**.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> <i>Career Day</i> by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
<b>What's the Big Idea?</b>	<b>W</b> <b>Guess the Community Helper</b>	Career related props	10
<b>Extension Activity</b>	<b>L</b> <b>Experiment: Making Colors</b>	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

## Picture Talk

**10** minutes

Whole Group

### Career Day

**Note:** Today's **Picture Talk** will focus on five specific jobs you have pre-selected (see **Advance Preparation**). Therefore, rather than give you talking points and suggested language for particular pages, we have provided you with general talking points followed by space in which to make your own notes about each job/page.

#### Show Cover of *Career Day* by Anne Rockwell

- Remind students that this book describes a preschool classroom that had many visitors. Ask students why the visitors came to the classroom (to share information about jobs/careers).
- Remind students of the definition of *community* and tell students that jobs are very important to our community. Within a community, people have special jobs that they do.

*"The other day we learned that a community is a big group of people who work together and do things together. In a community different people have special jobs that they do. Your special job in your community is to be a Preschool student. My job is to be a teacher in our community."*

- Tell students that today you will be talking about many different kinds of jobs in the community. Ask students if they can remember any specific jobs from *Career Day* by Anne Rockwell.
- Review each of the five jobs you flagged (see **Advance Preparation**) by turning to the page, re-reading the text, and then discussing the job with

### Teaching Tip

You might introduce the **Picture Talk** by asking students what they remember from *Career Day* by Anne Rockwell. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the **Picture Talk** using your planned pages.

students. Be sure to describe the tools/objects associated with the job so that, when you present the props to students later, they can figure out which job you are describing. For example, if you are reviewing page 16 and plan to use a play hammer as a prop later, you might say:

*“This man is a construction worker. He helps build things in our community, like libraries, houses, and even schools. He wears a hardhat to work every day to keep him safe and sometimes he drives a big bulldozer like the one in this picture. Construction workers also use hammers and other tools to build things.”*

- Once you have reviewed at least five jobs from the book, tell students you are going to play a game called “Guess That Community Helper.” You are going to tell them riddles and give them hints, and they have to guess the name of the community helper you are describing.

## ***What’s the Big Idea?***

***10 minutes***

### **Learning Center**

Place all of the props you collected in a box and place it in the **House Dramatic Play Center**. While playing family members, students can also pretend to go to work every day as a different community helper. Leave this box in the Dramatic Play Center throughout the next domain.

### **Guess the Community Helper**

Students will guess the community helper you are describing and discuss what that community helper does to help the community. See below for a list of possible jobs and props you might include.

- You may choose to hold the props yourself as you describe each job, or you might pass out a prop to each student to make the game more interactive.
- Describe a job by talking about what the community helper does while at work. Make sure to include the prop in your description. For example, if you have chosen a stethoscope as the prop for *doctor* say, “I am thinking of a community helper who makes sure we stay healthy. This community helper uses a stethoscope to listen to your heartbeat, wears a white coat, and sometimes gives us medicine. Who am I describing?”
- Help students guess the name of the community helper. Then, ask students if they know anything else about what doctors do. Finally, ask students to raise their hands if they might want to be a doctor when they grow up.
- Continue playing this game until you have discussed each pre-selected career. To conclude the activity, ask students if they know of any other community helpers. Accept any answer and ask the student to describe what the community helper does to help his/her community.

### ***Guess the Community Helper Suggestions List***

<b>Community Helper, Job, Career</b>	<b>Possible Prop(s)</b>	<b>“I am thinking of a community helper who...”</b>
mailman/woman	bag, letter, blue shirt	delivers our mail every day, wears a blue shirt, drives a mail truck, walks and carries a big bag of mail
firefighter	firefighter costume, hose, toy fire truck	helps keep us safe and puts out fires, drives a big red truck with sirens, climbs tall ladders
police officer	police uniform, toy police car, badge	keeps everyone safe and makes sure everyone follows the laws, drives a black and white car with sirens, helps us cross the street
doctor	stethoscope, white coat, doctor's bag	makes sure our bodies stay healthy, uses a stethoscope to listen to your heartbeat, wears a white coat, sometimes gives us medicine
dentist	headlamp, toothbrush, toothpaste	makes sure our teeth stay healthy, cleans our teeth, reminds us to brush our teeth
librarian	library books	takes care of lots of books in the library and keeps them organized, helps us pick out books, reads to us
teacher	chalk/markers, books	teaches us how to read and write, reads stories to us, helps us learn during the day, works at a school
waiter/waitress	apron, menu, pretend food	takes your order and brings your food to you in a restaurant
chef	chef's hat, cooking utensils, pretend food	works in a restaurant and cooks the food for lots of people
cashier	pretend cash register, coins, grocery bags	works in a store like a grocery store or clothing store, uses a cash register to check out what you are buying, counts money
parent	baby bottle, towel, cooking utensils	works at home and takes care of the children in our family, feeds us, bathes us, loves us, and makes sure we are happy
banker/bank teller	coins, piggy bank	works in a bank, keeps track of our money, counts money
barber/hairdresser	comb/brush, safety scissors, cape	has a special chair, cuts our hair, puts a special cape on us, uses scissors and a comb

## Extension Activity

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Learning  
Center

### Experiment: Mixing Colors

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Continue this activity during Learning Centers. See **Day 15: Experiment: Making Colors** for detailed instructions on this Extension Activity.

**Note to Teacher**

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Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting Routines that have been introduced up until this point (e.g., daily schedule, Attendance Chart, Classroom Jobs, signing in to Learning Centers, etc.).

**☑ Lesson Objectives**

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**Core Content Objectives Up to This Pausing Point**

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Students will:

- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast)
- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

**Skills Review**

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**Skills Activities Summary**

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The following chart shows the small-group activities that students have completed up to Pausing Point 2 and the emergent literacy skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.



## Skills Small Group Activities Summary

Skills Small Group Activities Summary			Music	Phonological Awareness						Print			Handwriting	
Day(s)	Skills Small Group	Activity	Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes	
1	1	Old MacDonald	✓	✓										
	2	Words That End in /ae/		✓	✓	✓								
2	1	Musical Instrument Circle	✓									✓		
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓	
3	1	Musical Instrument Circle	✓									✓		
	2	Words That End in /ed/		✓	✓	✓								
4	1	How Many Noises?	✓									✓		
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓	
5	1	Step Forward for your Word		✓	✓									
	2	Sorting /at/ and /ee/ Words				✓								
6	1	How Many Words?			✓									
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓	
7–9	Pausing Point 1													
10	1	How Many Words?			✓									
	2	Sorting /ok/ and /am/ Words				✓								
11	1	Words: Long or Short?					✓							
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓	
12	1	Names: How Many Parts					✓		✓					
	2	Rhyming Picnic				✓								
13	1	Robot Talk: Blending Compound Words						✓						
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓	
14	1	Robot Talk: Blending Words						✓						
	2	Rhyming Trip				✓								
15	1	Hand Motions: Blending Compound Words					✓	✓				✓		
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓	
16	1	Hand Motions: Blending Words					✓	✓				✓		
	2	Rhyming Words Memory				✓								
17–19	Pausing Point 2													
20	Domain Assessment													

## Additional Skills Activities

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### *Developing Fine Motors Skills*

Ideas for activities that develop fine motor skills:

- building with blocks
- pouring water from a pitcher to a cup
- cutting and pasting
- hole punching
- stringing beads
- lacing hole-punched cards
- making shapes with play dough
- playing with squirt bottles
- screwing and unscrewing lids
- popping air-bubbled packing plastic
- using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- using tongs or clothespins to pick up small objects

### *Writing in Sand*

**Materials: Sand; trays (one per student); paint brushes; My First Strokes Books**

Give each student a tray filled with sand and a My First Strokes Book. Open the books to a page showing one of the writing strokes students have learned before Pausing Point 2. Have students practice writing strokes using their pointer finger or the handle of the paintbrush.

### *I Spy*

Play the game “I Spy,” allowing students to describe something around the room. Prompt them to include the color of the object, as well as what it looks like, and what it is used for. Once students guess what the object is, clap out the syllables of that word.

### *Syllable Sort*

**Materials: Chart paper; marker; various classroom objects; bag**

Collect objects from around the classroom (being sure to find things whose names have one, two, three, or four syllables) and put them in the bag. Draw columns on the chart paper and label them with the numerals 1, 2, 3, and 4. Then have students take an object out, clap its name, and then place it on the chart paper in the correct column.

## Listening & Learning Review

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### Read-Aloud and Picture Talk Reviews

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If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity for students to practice using Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to plan and conduct a Picture Talk addressing pages not shown in the original Picture Talk.

### Domain-related Trade Books

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Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the Introduction for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Curious George*, by H.A. Rey (HMH, 1973) ISBN 978-0395150238

Connection to content from *Career Day* by Anne Rockwell.

Curious George's adventures take him to meet a sailor and a firefighter. Talk with students about what each of these people do in their jobs.

*Kite Flying*, by Grace Lin. (Dell Dragonfly Books, 2002) ISBN 978-0553112542

Connection to content from "Family Celebrations and Traditions."

A little girl makes a kite with her family. Many Chinese and Asian families fly kites on festival days. Talk with students about how some families celebrate by flying kites.

### Activities

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#### *Class Birthdays Board*

**Materials: Poster board; construction paper; photographs of students; marker**

Make a class birthday board to display in the classroom. Post each student's photo and write their birthday beside it, using both letters and numbers. Be sure to organize students' birthdays from top to bottom in the order that they occur so that students can anticipate whose birthday is next. Ask students to help you come up with a way to celebrate

students' birthdays at school (e.g., they wear a crown, they get to be line leader, you sing to them, etc.). During Morning Circle, talk with students whose birthday are coming up about how they want to celebrate. Also discuss the difference between the letters and the numbers in students' birthdates.

### ***A Class Tradition***

**Materials: Box; decorations; party games; party hats; etc.**

Help students vote on a tradition they would like to celebrate with their classmates. For example, students might wish to celebrate the first day of every month, pizza day in the cafeteria, the first day of every season, etc. Mark the days you will celebrate with a special symbol on the classroom calendar. Decide with the class what they would like to do to celebrate their tradition. Label the box with the name of the tradition and keep the party supplies inside. Bring out the box and talk about what you will do to celebrate.

### ***Our Community Helpers Class Book***

**Materials: Large paper (11" x 14"); markers; primary crayons; glue**

Help students make a list of the community helpers in their school or in their greater community. Have each student dictate a sentence about what one of the community helpers does and draw a picture to accompany it. Bind all the pages together and place the book in the Library Center for students to read.

### ***Career Day***

Invite students' family members to talk with the class about their jobs and careers. Encourage family members to bring in some supplies they use to do their jobs and to tell the students about each item.

### ***Preschool Parade***

**Materials: Face paint; balloons; streamers; decorations**

Lead the students in a parade around the playground. Have students dress up in costumes from the Dramatic Play Learning Center, paint their faces, blow up balloons, and sing songs. Students could also decorate and ride tricycles as part of the parade.

This Domain Assessment evaluates each student's knowledge relative to Language Arts and Core Content Objectives addressed in the *Families and Communities* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment day of *Families and Communities*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may re-administer certain assessments from the *All About Me* domain if students scored poorly at the end of the previous domain.

## Portfolio Collection

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### Work Samples

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**Note:** *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- House Dramatic Play Center: Students' emergent writing samples, such as their efforts to make grocery lists and sign birthday cards.
- Day 1: Extension Activity, My Family Book (make photocopies of pages)
- Days 4, 6, 13, and 15: Handwriting strokes Activity Pages (See Domain Assessment Record Form for a systematic way to evaluate these.)
- Day 12: Make the Rainbow Extension Activity

## Assessment Opportunities

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### Observing Learning Centers

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#### *Language Arts Objectives Assessed*

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Give simple single-step directions (SL.P.6)
- ✓ Give simple, multi-step directions (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Use words or situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there; here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- ✓ Combine simple sentences using *and* (L.P.1f)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency. (L.P.3)

#### *Materials*

Various colored sticky notes

Pen

### House Dramatic Play Center

---

As you observe the House Dramatic Play Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

## Task Assessments

---

### Skills Assessment

---

#### *Language Arts Objectives Assessed*

- Given a word, provide a rhyming word (RF.P.2b)

#### *Materials*

Rhyme family Image Cards (/at/ and /ee/)

#### *Rhyme*

**Rhyming Pairs:** Place the /at/ family Image Cards and the /ee/ family Image Cards face-up on the table. Review with the students what each picture is, saying the words aloud. Demonstrate how to make a ‘match’ by finding a pair of rhyming words—words that sound the same at the end. Ask the student to find pairs of words that rhyme until all the matches have been made.

**Rhyming Words:** Tell students that you are going to say some words and you want them to say a word that rhymes. Explain that they do not have to say real words; ‘silly words’ are acceptable answers. First, give the example. Then, read the list of words.

Example: cat—bat

List of rhyming stems:

1. rat
2. tree
3. sock
4. ham
5. fox
6. pig

### Listening & Learning Assessment Tasks

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#### *Language Arts Objectives Assessed*

- Classify and sort by color (L.P.5a)
- Describe oneself, home, and immediate family (SL.P.4)
- Describe an event or task that has already taken place outside the

immediate place and time (SL.P.4)

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

### **Core Content Objectives Assessed**

- Name the members of their own families
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions

### **Materials**

Image Cards: Colors

### **Color Identification**

**Note:** *Receptive language (e.g., point to named colors) typically develops before expressive language (e.g., saying color names). You only need to administer the receptive task if students have difficulty with the expressive task. In the interest of time, you can also assume that students who can name colors would also be able to point to them if you were to supply the name.*

Place the Image Cards: Colors face-up on the table. Ask students to name the colors (expressive task). If students are unable to name the colors, ask students to point to the color you name (receptive task). Show the following colors:

- |          |          |
|----------|----------|
| • red    | • green  |
| • yellow | • purple |
| • blue   | • brown  |
| • white  | • black  |
| • orange |          |



### **Family Interview**

**Note:** Consider any plausible answer a student provides as correct. For example, if a student says that a chore they do is to take out the trash, but they do not in fact do this chore, count the answer as correct since it correctly identifies a chore (taking out the trash).

In a small group or individually, ask students the following questions about their own families:

1. What are the names of the people in your family? (need not name all)
2. What chores do you or some of the people in your family do?
3. What kinds of fun things or activities do you like to do with your family?
4. What is one tradition you like to celebrate with your family? How do you celebrate that tradition?

***Key to Domain Assessment Record Form***

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**Skills: Rhyming**

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**Not Yet Ready**

Student does not yet demonstrate this skill, knowledge or behavior.

- Rhyming Pairs: Does not match rhyming words.
- Rhyming Words: Does not produce rhyming words when given a root word.

**Progressing**

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Rhyming Pairs: Matches some rhyming words but not others.
- Rhyming Words: Sometimes produces one or more rhyming words given a root word.

**Ready**

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Rhyming Pairs: Matches most or all rhyming words.
- Rhyming Words: Produces multiple rhyming word examples given a root word.

## Listening & Learning: Color Identification

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### Not Yet Ready

Student does not yet demonstrate this skill, knowledge or behavior.

- Correctly labels fewer than four colors or correctly points to fewer than six colors.

### Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Correctly labels fewer than eight colors or correctly points to all colors but cannot label them verbally.

### Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly labels eight or more colors.

## Listening & Learning: Family Interview

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### Not Yet Ready

Student does not yet demonstrate this skill, knowledge or behavior.

- Satisfactorily answers one or zero questions.

### Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Satisfactorily answers two or three questions.

### Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Satisfactorily answers all four questions.





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# Families and Communities

## Teacher Guide

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