
✓ Lesson Objectives

Core Content Objectives

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

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

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
STARTING THE DAY				
Routines	W	Continue Established Routines	Materials labels	During morning circle
		Materials Labels		
Nursery Rhyme	W	Pease Porridge	Nursery Rhyme Poster 36	
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhyme Poster 41	10
		Step Forward for Your Word		
Small Group 2	S	Sorting /at/ and /ee/ Words	Image Cards 5-1-5-4	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Have We Already Learned?	Families by Ann Morris	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Families Work and Play Together		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 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
Routines	W	Continue Established Routines	Materials labels	During morning circle
		Materials Labels		
Nursery Rhyme	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

Whole
Group

Pease Porridge

- 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
Small Group 1	Warm-Ups	Nursery Rhyme Poster 41	10
	Step Forward for Your Word		
Small Group 2	Sorting /at/ and /ee/ Words	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
Introducing the Read-Aloud	W What Have We Already Learned?	<i>Families</i> by Ann Morris	5
	Purpose for Listening		
Presenting the Read-Aloud	W Families Work and Play Together		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

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**

Nevaeh 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!”



◀ **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.*



◀ **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.



◀ **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."



◀ **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?

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

Learning
Center

My Family Book

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