
✓ 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:

- ✓ 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				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Pease Porridge	Nursery Rhyme Poster 36	
SKILLS				
Small Group 1	S	Warm-Ups		10
		How Many Words?		
Small Group 2	S	Warm-Ups	My First Strokes Book; Activity Page 6-1; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
Picture Talk	W	Families Work and Play Together		15
Deepening Understanding	W	Deepening Understanding: <i>chores</i>		10
Extension Activity	L	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
Routines	W Continue Established Routines		During morning circle
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
- Materials labels
- Attendance: One Pile
- Classroom Jobs

Nursery Rhyme

Whole Group

Pease Porridge

Learning Center

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

- 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.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	§ How Many Words?		
Small Group 2	Warm-Ups	My First Strokes Book; Activity Page 6-1; primary crayons	10
	§ 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

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?

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

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
Picture Talk	W Families Work and Play Together		15
Deepening Understanding	W Deepening Understanding: chores		10
Extension Activity	L My Tradition	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.