
✓ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

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

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
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	

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.”



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
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

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?

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
Introducing the Read-Aloud	W Essential Background Information or Terms	<i>Full, Full, Full of Love</i> by Trish Cooke	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Full, Full, Full of Love</i> by Trish Cooke	<i>Full, Full, Full of Love</i> by Trish Cooke	10
Discussing the Read-Aloud	W What's the Big Idea?	<i>Full, Full, Full of Love</i> by Trish Cooke	10
Extension Activity	L 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.*

➡ PAGE 9 . . . Clatter, clatter.

➡ PAGE 11 . . . for the others.”

- *Ask students who is coming for dinner. (family members like mom, dad, aunts, uncles, cousins)*

➔ **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)*

➔ **PAGE 19 . . . more raspberry sauce!**

- *Ask students whether they ever have big family dinners.*

➔ **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.*

- *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

Learning
Center

My Tradition

Continue this activity during Learning Centers. **Day 6: My Tradition** for detailed instructions on this Extension Activity.