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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.