

Unit 4 We Help Each Other

OVERVIEW

Theme

Families, helping

Developmental Focus

Social Studies and Personal Development

This unit explores family and friends, with an emphasis on the ways family and friends help each other. Children learn to take on responsibilities in the classroom and at home. They also work cooperatively with partners on problem-solving activities.

Scientific Knowledge and Exploration

Children read a true story about a pair of whales who strayed into a river and had to be rescued. They use research skills to find out more about whales and their natural habitats.

Language and Literacy

Language Structures

I help (my dad). I / We (set the table). Who is this? Are you (a helper)? Yes, I'm (a helper). I'm / He's / She's in the (kitchen). What is (Mom) doing? He's / She's (reading). What are you doing? I'm (cooking). (The whales) are (swimming). Yes, I / we can. No, I / we can't.

Vocabulary

brother, family, grandma, grandpa, sister, helper, carry, clean (the board), cook, hand out (the pencils), help, live, pick up, set the table, wash (the car), water (the plants), (work) on the computer, bathroom, bedroom, kitchen, living room, yard, ant, bat, cat, whale, board, computer, fan, friend, home, man, music, pan, plant, river, goodbye, angry, bad, happy, lost, tired, up, down

Receptive Language

We help each other every day. I'm really cool. Circle the letter (Aa). You can hear it in (cat). Cry "boo-hoo." Stamp your feet. Take a nap. good night

Songs and Chants

Lesson 1: *This Is My Family* (CD1 Track 42)

Lesson 2: *I'm a Helper* (CD1 Track 43)

Lesson 4: *The Sound of Aa* (CD1 Track 45)

Lesson 5: *If You're Happy and You Know It* (CD1 Track 46)

Let's Help the Whales (CD1 Track 47)



The Goodbye Song (CD1 Track 5)



Lesson 6: *The Pick Up Song* (CD1 Track 6)



Lesson 7: *Finger Family* (CD1 Track 11)

Early Literacy

Children begin to read and write simple consonant-vowel-consonant (C-V-C) words with the short /a/ sound. They learn to sound out words belonging to the same word family (for example: *cat, bat, hat*) and read a simple story containing words with the target sound. They also learn to recognize the sight word *whale(s)*. Finally, children decode a sentence.

Course Materials

Student Book, pp. 28–35

Activity Book, pp. 33–42

Early Letters, pp. 28–34

Early Numbers, pp. 15–18

Big Book, pp. 9–11

Vocabulary Stickers: Unit 4

Concept Mats: Alphabet

Hat People Cut-Outs/Puppets: Mom, Dad, Cassie, Sam, Baby

Photo Cards: *bathroom, bedroom, car, computer, dad, kitchen, living room, mom, whale, yard*

Teacher Website: Print and Play Pictures: *ant, bat, cat, dog, fan, fish, hat, man, pan*; Unit 4 Parent–Child Activity Sheet; Unit 4 “I Can ...” Assessment; BLMs 1, 2, 3, and 8

Discovery Disc: Unit 4 Games; Interactive Story; Songs; Parent–Child Activity Sheet

Interactive Classroom CD–ROM: Unit 4

Unit Planner

SB = Student Book EN = Early Numbers
AB = Activity Book BB = Big Book
EL = Early Letters

| Course Materials | Key Language | Communication and Early Literacy | Additional Content Areas |
|---|---|---|--|
| Lesson 1 SB, p. 28 AB, p. 33 EN, p. 15 | <i>I help (my dad). I / We (set the table). Who is this? brother, family, sister, cook, help, set the table, wash (the car)</i> | Identify family members and home activities. Build early reading skills: rebus text and sentence-building. Sing a song. 🎵 | Social Studies: Learn about helping friends and family. |
| Lesson 2 SB, p. 29 AB, p. 34 EN, p. 16 | <i>Are you (a helper)? Yes, I'm (a helper). clean (the board), hand out (the pencils), water (the plants), board, plant, helper</i> | Give and follow TPR directions. Sing a song. 🎵 Build phonemic awareness: the /h/ sound. | Social Studies: Learn about helping at school; develop classroom routines. Art: Make a collage. |
| Lesson 3 SB, p. 30 AB, p. 35 EL, pp. 28–29 | <i>I'm / He's / She's in the (kitchen). What is (Mom) doing? He's / She's (reading). What are you doing? I'm (cooking). (work) on the computer, grandma, grandpa, bathroom, bedroom, kitchen, living room, yard, computer</i> | Use the present progressive to describe activities. Listen to a conversation and identify corresponding pictures. Role-play a conversation. | Art: Make a poster for each room of the house. |
| Lesson 4 SB, p. 31 AB, pp. 36–39 EL, pp. 30–31 | <i>ant, bad, bat, cat, fan, man, pan</i> | Build phonemic awareness: the short /a/ sound. Read and write the letter Aa. Practice word blending. Sing a phonics song. 🎵 | Art: Make letter Aa art. |
| Lesson 5 SB, p. 32–33 AB, p. 40 EN, p. 17 BB, pp. 9–11 | <i>(The whales) are (swimming). home, live, music, river, whale, angry, happy, lost, tired, goodbye</i> | Sing a song. 🎵 Listen to and read a story. Recognize the sight word whale(s). | Social Studies: Identify emotions; learn about being lost. Science: Explore whales and their habitats. Art: Make clay whales. |
| Lesson 6 SB, p. 34 AB, pp. 41–42 EL, p. 32 EN, p. 18 | <i>Yes, I / we can. No, I / we can't. friend, carry, pick up</i> | Learn a chant. Record the results of an experiment. | Social Studies: Participate in collaborative games and challenges; talk about friendship. |
| Lesson 7 SB, p. 35 EL, pp. 33–34 | Unit review; <i>up, down</i> | Review and consolidate language and concepts. Decode a sentence. Learn an authentic rhyme. | Social Studies: Build test-taking skills. |

Learning Centers in a Box

Described below are four suggested Learning Centers. Choose as many as you feel appropriate. To introduce each activity, spend time practicing it together as a class. Then, when children demonstrate sufficient confidence and understanding, place the materials in an area of the classroom where children can work independently. You may wish to make duplicate sets of certain Learning Centers so that the class, working in small groups, can work simultaneously on one or two activities. Move around the classroom as children are working; watch, listen, converse, and provide support as needed.



Social Studies Center: Families and Homes

(introduced in Lesson 1) **L C P**

Learning Objectives: Children use the Hat People BLMs or dolls to create role-plays about family members at home.

Materials: Dollhouse and furniture (can be made from boxes); BLMs 1–3: Hat People or doll family.

Conversation Starters: *Who is this? What's his / her name? Where's the (mom)? What is (she) doing?*



Early Literacy Center: First and Last Names

(introduced in Lesson 2) **L C**

Learning Objectives: Children read and write their first and last names and learn about the concept of a family/last name.

Materials: Each child's first and last name written on different cards (first names should be written in one color; last names should be written in a different color), paper, pencils and markers for writing own name.

Conversation Starters: *Point to your first name. Find your last name. Is this your first name or your last name? Write your first name in blue. Write your last name in green.*

Teacher-to-Teacher

In English, the term “last name” is generally used to refer to the name that family members share. In some cultures the family name comes before the first name and in others people use two last names. Encourage children to talk about who in their family shares the same family name.



Early Literacy Center: Word Blending /a/

(introduced in Lesson 4) **L C**

Learning Objectives: Children read and write words with the short /a/ sound and pair them with the matching pictures.

Materials: Word strip -at and letter cards: c, h, b; word strip -an and letter cards: f, m, p; Print and Play Pictures: bat, cat, fan, hat, man, pan.

Conversation Starters: What letter is this? What sound does this letter make? What word is this? Read the word. Find the picture.



Science Center: Whales Exploration

(introduced in Lesson 5)

Learning Objectives: Children find pictures of whales in books, magazines, etc. and create a poster about whales.

Materials: Books, magazine articles, posters, or computer-based multimedia information about whale families to share with children; scissors, glue and large pieces of paper.

Conversation Starters: Find pictures of whales. Where are the whales? What are the whales doing? Where is the mom whale? Show me the baby whale. Where do whales live?

We Help Each Other

I help my



dad

.

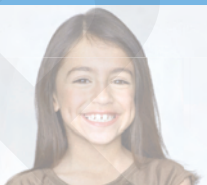
I help my



mom

.

I help my



sister

.

I help my



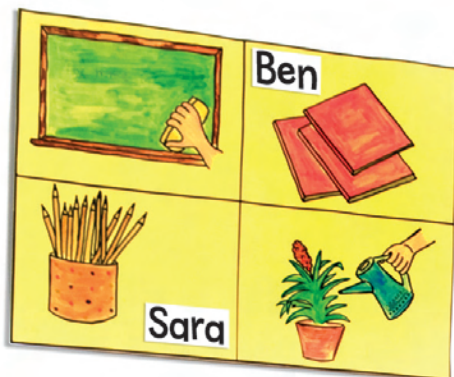
brother

.



I help my family.





Pam, are you a helper?



Yes. I hand out the



Key Language: Are you (a helper)? Yes, I'm (a helper). clean (the board), hand out (the pencils), water (the plants), board, plant, helper

Objectives: Identify key vocabulary. Talk about helping at home and at school. Sing a song.

Unit 4 Lesson 1

Key Language: *I help (my dad). I / We (set the table). Who is this? brother, family, sister, cook, help, set the table, wash (the car)*

Review: *baby, dad, mom, car, table, play, read (a book)*

Receptive Lang.: *We help each other every day. work*

Materials: Sam, Cassie, Baby, Mom, and Dad Cut-Outs/Puppets; toy car, sponge, mixing bowl, spoon or spatula, book, napkin, plate, cup; Unit 4 Vocabulary Stickers; sentence strip for each child: *I help my ____.*

Circle Time

1 **Warm Up: The Hats On Top Song**
Have children sing *The Hats On Top Song*.

Introduce Key Vocabulary

Hold the Baby Cut-Out/Puppet and speak in Baby's voice as you introduce the rest of the Hat People family: *This is my family*. Point to Sam and say: *This is my brother*. Repeat with Cassie (sister), Mom, and Dad.

Introduce Verbal Phrases

Use the Cut-Outs/Puppets and props to act out and introduce verbal phrases. Have Cassie and Dad pretend to wash a toy car. Say in Cassie's voice: *I help my dad. We wash the car*. Have children repeat the words and actions.

Use similar skits to introduce the other key phrases.

Sam and Mom with a bowl and spoon or spatula: *I help my mom. We cook*.

Sam and Cassie with a napkin, plate, and cup: *I help my sister. We set the table*.

Cassie and Baby with a book: *I help my brother. We read a book*.

Practice Key Language

Ask two volunteers to select two different family member Cut-Outs/Puppets and a prop. Have children role-play the activity.

Encourage children to say: *I help my (mom). We (wash the car)*.

With the Book

Explore the Page

Point to the title as you read it aloud. Point to the boy in Lesson 2. Say: *This is Emilio Lopez*. Point to the pictures in Lesson 1 and say: *This is Emilio's family*. Ask: *Who is this? (dad, mom, sister, brother)*.

Develop Early Literacy Skills: Read Sentences

Have children point to the words as they read the sentences with you. Pause to let them say the last word and attach the matching sticker. Have children find the drawing of that person in the Lesson 2 scene.

Have them point at the correct picture in Lesson 2 and repeat your words as you say: *We wash the car. We cook. We set the table. We read a book*.

Draw children's attention to Sam in Lesson 1. Hold up the Sam Cut-Out/Puppet and say: *I help my family*. Point at the thought bubbles and say: *I help my ... / We ...*. Encourage children to complete the sentence with the correct person and verbal phrase.

1 **Song: This Is My Family**

Play the CD. Point to the pictures in the Student Book. Encourage children to point as well. Play the CD again and encourage the class to sing along and mime the actions.

*This is my family. We work and play.
We help each other every day.
I help my **dad**, you can see.
We **wash the car**, my **dad** and me.*

Verse 2: **mom; cook**

Verse 3: **sister; set the table**

Verse 4: **brother; read a book**

Activity Book, p. 33: Paste the pictures above the matching words.

Explore Some More

Develop Early Literacy Skills: Sentence Building

Provide sentence strips: *I help my ____*. Have children dictate or write the final word (provide words—*mom, dad, sister, brother*—on the board to copy). Have children draw pictures of how they help their family. Have volunteers read their sentences and hold up their pictures and say how they help.

Play a Guessing Game

Have two children choose two Hat People Cut-Outs/Puppets and a prop, for example, a book. The Cut-Outs/Puppets will pretend to read the book. Classmates will guess what the Cut-Outs/Puppets might be saying: *We (read a book)*.

Social Studies Center: Families and Homes

Demonstrate how to use the Learning Center materials (p. T78).

Early Numbers, p. 15: Count the people in the family and write the number. Draw your family, count, and write the number.

Unit 4 Lesson 2

Key Language: Are you (a helper)? Yes, I'm (a helper). *clean (the board), hand out (the pencils), water (the plants), board, plant, helper*

Review: What's the first letter/sound in (hand)? I / We (clean the board). *hand, book, pencil, school, brother, dad, mom, sister, cook, help, read (a book), set the table, wash (the car), yes*

Receptive Lang.: I'm really cool.

Materials: Alphabet Concept Mat; Teacher Hat; Sam Cut-Out/Puppet, BLM 2: Pam; sponge, toy car, spatula, mixing bowl, napkin, cup, plate, books, pencils, watering can or spray bottle; Class Helper Chart, name strips; colored paper

Circle Time

1 Song: The Hello Song

Play the CD and have children sing along. Ask children: *What's the first sound in hello?* Write *hello* on the board. Ask: *What letter makes the /h/ sound?* Have a volunteer point out the letter *Hh* on the Alphabet Concept Mat.

Introduce Key Language

Review the verbal phrases from Lesson 1. Hand props to volunteers and say: *Set the table. Read a book. Wash the car. Cook.* The class will join the volunteer in miming the action and repeating the phrase.

Act out and say the following sentences using props. Have children copy your words and actions: *I hand out the pencils. I hand out the books. I clean the board. I water the plants.*

Give and Follow TPR Directions

Have a child wear the Teacher Hat, choose a prop, and give directions to the class: *Hand out the pencils.* Join the class in miming the action.

Develop Social Skills: Helper Chart

Show your Class Helper Chart (see Student Book, p. 29). Point to and name one of the jobs listed, for example: *Clean the board.* Clip a child's name strip to the job picture and say to that child: *(Tony), are you a helper today?* Encourage the child to respond: *Yes, I'm a helper. I (clean the board).*

Repeat with other jobs. Assign new helpers each day or week. Praise children for being helpers.

With the Book

Explore the Page

Point at the chart the boy is holding. Review the family members and verbal phrases from Lesson 1. Point to the Class Helper Chart behind the boy. Have children identify the jobs.

Practice Key Language

Have Sam and Pam act out their lines in the book. Have children repeat each line.

Sam: *Pam, are you a helper?*

Pam: *Yes. I hand out the books.*

Have children point to the words in the speech bubbles as you read the sentences together.

Listen and Point

Read the following sentences and have children point to the correct picture on the boy's chart: *I help my mom. I help my brother. I help my dad. I help my sister. We set the table. We wash the car. We cook. We read a book.*

1 Song: I'm a Helper

Point to the pictures on your Class Helper Chart and act out the words as you listen to the song. Play the CD again and encourage children to sing along.

I'm a helper. I'm really cool.

I hand out the pencils. I help at school.

Verse 2: ***clean the board***

Verse 3: ***hand out the books***

Verse 4: ***water the plants***

Activity Book, p. 34: Draw the missing details.

Explore Some More

Early Literacy Center: First and Last Names

Demonstrate how to use the Learning Center materials (p. T78).

Develop Art Skills: Hh Collage

Make a large, poster size letter *h*. Ask: *What's the first letter in hand?* Have children trace their hands on colored paper, cut out the hands, and paste them on the *h*.

Early Numbers, p. 16: Write the numbers. Count and complete the equations.

Where Are You?

Fran, where are you?



I'm in the bedroom.

What are you doing?



I'm playing on the .



I'm in the bathroom.
I'm washing my hands.

Unit 4 Lesson 3

| | |
|----------------------|--|
| Key Language: | <i>I'm / He's / She's in the (kitchen). What is (Mom) doing? He's / She's (reading). What are you doing? I'm (cooking). (work) on the computer, grandma, grandpa, bathroom, bedroom, kitchen, living room, yard, computer</i> |
| Review: | <i>Where is (Grandpa)? Where are you? Who is this? hand, cook, play, read (a book), wash (my hands), water (the plants), dad, mom</i> |
| Materials: | Photo Cards: <i>bathroom, bedroom, computer, dad, kitchen, living room, mom, yard</i> ; magazine pictures of a grandma and grandpa, Mom, Dad, Cassie, Sam and Baby Cut-Outs/ Puppets; spatula, mixing bowl, toy car, sponge, watering can, book; poster paper, magazines, scissors, glue |

Circle Time

1 43 Warm Up Song: I'm a Helper

Play the CD and have children sing and mime the actions.

Introduce and Review Key Language

Use the Photo Cards and magazine pictures to introduce and review family vocabulary: *grandma, grandpa, mom, dad*.

Use the Photo Cards to teach the words: *bedroom, kitchen, living room, bathroom, yard*. Place the *grandpa* picture next to the *kitchen* Photo Card and ask *Where is Grandpa?* Help children expand their answer: *He's in the kitchen*.

Repeat with other people and rooms. Help children use *he* for Dad and Grandpa and *she* for Mom and Grandma.

Build On Key Language

Have a girl and a boy come to the front. Hand them each a book and have them pretend to read. Ask: *What is (Lucy) doing?* Prompt the answer: *He/She's reading*.

Use props to repeat the questions for *cooking* and *washing the car*.

Introduce New Verbal Phrases

Pretend to wash your hands as you say: *I'm washing my hands*. Have the class join in. Ask children: *What are you doing?* (*I'm washing my hands*.)

Use the Photo Card to introduce *computer*. Pretend to play on the computer (have lots of fun!). Say: *I'm playing on the computer*. Then act very serious as you say: *I'm working on the computer*. Have children copy your words and action.

With the Book

Explore the Page

Point at the pictures and ask children: *Who is this?* Discuss each person: *Where is (Grandma)? What is (she) doing?*

1 44 Listen to the Conversation

Play the CD. Hold up a Student Book and point to the appropriate pictures. Have children do the same in their own books.

Play the CD again. Divide the class in half and have each group repeat the lines of one speaker. Then switch and repeat.

Brother: *Fran, where are you?*

Sister: *I'm in the bedroom.*

Brother: *What are you doing?*

Sister: *I'm playing on the computer.*

Brother: *Where is Mom?*

Sister: ***She's in the kitchen.***

Brother: *What is she doing?*

Sister: ***She's cooking.***

Conversation 3: ***Dad; He; yard; watering the plants***

Conversation 4: ***Grandpa; He; living room; reading a book***

Conversation 5: ***Grandma; She; living room; working on the computer***

Sam: *I'm in the bathroom. I'm washing my hands.*

Role-Play the Conversation L C P

Display the Photo Cards: *bedroom, bathroom, kitchen, living room, yard*. Have two kids choose a Cut-Out/ Puppet and place it on a Photo Card. Have the class ask: *Where is (Dad)?* (*He's in the (bedroom).*) Then have the kids choose a prop or the Photo Card *computer*. Have the class ask: *What is he doing?* (*He's (reading a book).*)

Repeat with other pairs.

Activity Book, p. 35: Look at the pictures. Cut and paste to complete the conversation.

Explore Some More

Develop Art Skills: Room Posters

Label four sheets of poster paper: *Kitchen; Living Room; Bathroom; Bedroom*. Divide children into four groups and assign each group a room. Provide old magazines and have children cut out items that belong in their room. Paste the pictures on the poster and display them on the wall.

Early Letters, p. 28: Read and match.

Early Letters, p. 28: Read and answer questions.

Unit 4 Lesson 4

Key Language: *ant, bad, bat, cat, fan, man, pan*

Review: *dad, mom, dog, fish, hat, sad*

Receptive Lang.: *Circle the letter (Aa). You can hear it in (cat).*

Materials: Dad, Mom, and Sam Cut-Outs/ Puppet; BLM 2: Pam; Print and Play Pictures: *ant, bat, cat, dog, fan, fish, hat, man, pan*; teacher-made word strips (*_an, _at*) and letter cards (*b, c, f, h, m, p*); paper, art materials

Circle Time

Introduce the Letter Aa

Print the letters A and a on the board. Hold up the Print and Play Picture *ant* and have children repeat the word. Have them practice saying the short /a/ sound. Write the letter, both the big and little form, in the air. Stand with your back to the class so they can copy.

Build Phonemic Awareness: Short /a/ Sound

Introduce and review the Print and Play Pictures, Cut-Outs/Puppets, and Pam BLM. Hold up Cut-Outs/Puppets or pictures in pairs: one word with the short /a/ sound and one without. Say the words. Have children point to and say the word with the short /a/ sound: *Dad/Mom; fish/ant; cat/dog*.

Practice Word Blending

Display the word strip *_at* and Print and Play Pictures *cat, bat, and hat*. With the class, sound out the word *a-t*. Then hold up the letter card *c* and ask: *What sound does c make? (/k/)*. Put the letter *c* in front of *_at*. Have children sound out the word *c-a-t* and find the picture. Repeat with *b* and *h*.

Repeat the activity with the word strip *_an*, letter cards *f, p, m*, and Print and Play Pictures *fan, pan, and man*.

With the Book

Explore the Page

Have children name the vocabulary pictures. Write the words on the board. Have a volunteer come to the front. Motion and say: *Circle the letter Aa*.

Develop Early Literacy Skills: Write Aa

Have children practice writing the uppercase A in the air, then write it in their books. Repeat with the lowercase a. Ensure children understand that both letters make the same short /a/ sound.

1 Phonemic Awareness Song: The Sound of Aa

Play the song. Have children point to the pictures and sing along.

Listen to the sound—/a/, /a/, /a/

The sound of Aa—/a/, /a/, /a/

*You can hear it in **cat**—/a/, /a/, **cat!***

*You can hear it in **bat**—/a/, /a/, **bat!***

*You can hear it in **hat**—/a/, /a/, **hat!***

The sound of Aa—/a/, /a/, /a/. (repeat)

Verse 2: man; fan; pan

Yes, you can hear it in cat and bat and hat.

You can hear it in man and fan and pan.

Listen to the sound—/a/, /a/, /a/

The sound of Aa—/a/, /a/, /a/

Develop Early Literacy Skills: Write the Words

Display the Print and Play Picture *cat* and have the class say the word. Write *c_t* on the board. Ask: *What sound do you hear in the middle of cat? (/a/)* *What letter makes that sound? (Aa)*. Write the letter *a* on the line. Read the word slowly, blending the letter sounds together. Have children write the missing letter in their books.

Repeat the steps for the remaining five words.

Read a Phonics Story

Draw attention to *Hat People*. Ask: *What do you see? (Sam, Dad, cat)*. Say: *Bad cat. Sam is sad*. Use gestures to support the meaning. Have children point at the words in their books as you read the sentences together.

Activity Book, p. 36: Write the letters and words.

Activity Book, pp. 37–38: Play the game in class before sending it home to families.

Activity Book, p. 39: Circle the words. Then write.

Explore Some More

Develop Art Skills: Letter Art

Show children how to make a fan by folding paper back and forth like an accordion.

Provide children with art materials so that they can create pictures of sad cats. Encourage children to exaggerate the expression on the cat.

Early Literacy Center: Word Blending /a/

Demonstrate how to use the Learning Center materials (p. T79).

Early Letters, p. 30: Write the letter Aa. Look at the pictures and say the words. Circle the pictures with the /a/ sound. Then complete the names.

Early Letters, p. 31: Read the sentences. Look at the pictures and circle yes or no. Then read and complete the picture.

Lesson 4

Bad Cat!

A A A

a a a



cat

b t

h t



m n

f n

p n

Bad cat!



Sam is sad.

Key Language: ant, bad, bat, cat, fan, man, pan

Objectives: Practice the short /a/ vowel sound. Sing a phonics song. Say and write words with the letter Aa. Read a phonics story.



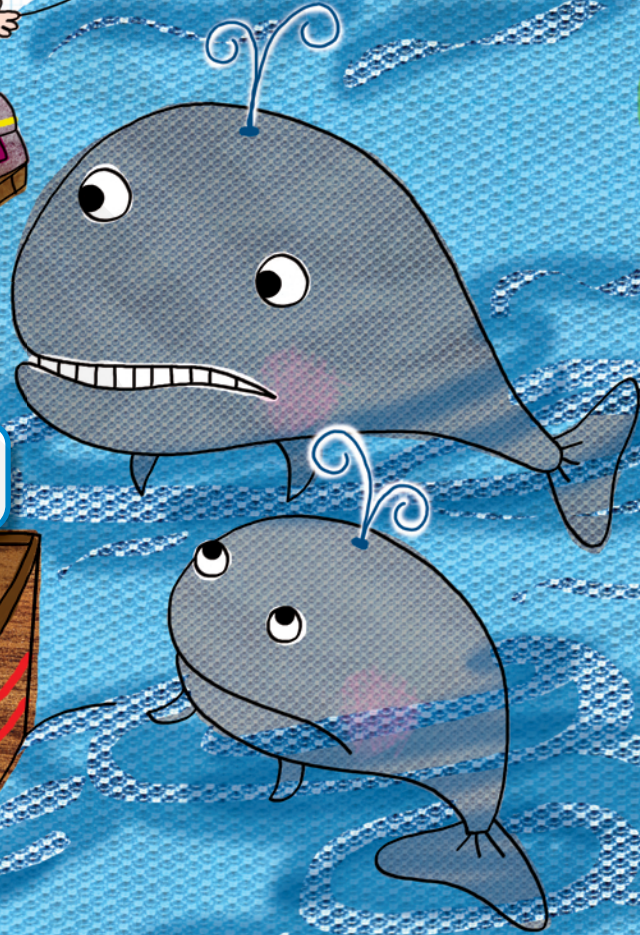
The Lost Whales

Whales live in the sea.

These whales are lost. They're in a river.



We can help you.





The whales like the music.

They're swimming
back to the sea.

The whales are
happy now.

Goodbye! Thank you!

Unit 4 Lesson 5

| | |
|-------------------------|--|
| Key Language: | <i>(The whales) are (swimming). home, live, music, river, whale, angry, happy, lost, tired, goodbye</i> |
| Review: | <i>Where is (Sam)? (Whales) like / don't like to (swim in the sea). Let's (help). What is (the man) doing? He's (helping). We can (help you). What's your name? baby, mom, sad, swim, sea, help, in, thank you</i> |
| Receptive Lang.: | <i>Cry "boo-hoo." Stamp your feet. Take a nap. good night</i> |
| Materials: | Sam and Cassie Cut-Outs/Puppets; BLM 8, scissors, materials for decorating; Word Framer; modeling clay, paint |

Circle Time

1 **Warm Up Song: If You're Happy and You Know It**
Teach the words and actions, then play the CD and sing along.

*If you're **happy** and you know it,*

Clap your hands (clap, clap). (repeat both lines)

*If you're **happy** and you know it, (repeat x 2)*

Clap your hands (clap, clap).

Verse 2: **angry; stamp your feet (stamp, stamp)**

Verse 3: **sad; cry "boo-hoo" (boo-hoo)**

Verse 4: **tired; go to bed (good night!)**

Play the CD again. Say: *This is music. Dance to the music.*

Introduce Key Language

Hide the Sam and Cassie Cut-Outs/Puppets (under a chair, behind a book, etc.) so that part of the Cut-Out/Puppet is still showing. Make the sound of Sam crying "boo-hoo." Say: *Sam is sad. Where is Sam? Oh, no. Sam is lost.* Have children repeat: *Sam is lost.*

Have the children find Sam. When Sam is found, smile, and have him say: *Thank you! I'm happy now!*

Repeat with Cassie.

Introduce the Whales

Use BLM 8 to introduce the whales: *This is a mom whale and a baby whale. The mom's name is Dawn Whale.* Have children say: *Hello, Dawn Whale.*

Repeat with the baby whale (Delta Whale).

Make the whale BLMs swim as you say: *The whales are swimming.* Have children use their arms as "swimming whales" and repeat your words and actions.

Build Background Knowledge

Draw a picture of the sea and a river. Say: *This is the sea. Whales like to swim in the sea.* Point to the river and say: *This is a river. Whales don't like to swim in the river.*

Have the whale BLMs swim in the sea and then swim up the river as you say: *The whales are swimming in the sea. Uh-oh. Now they're swimming in the river.*

Have Dawn Whale say: *Oh, no! We're lost!* Say to the class: *Dawn Whale is lost. Delta Whale is lost. Let's help the whales.* Have children repeat: *Let's help the whales.*

Choose two volunteers. Say to one child: *Help Dawn Whale. Help her go home to the sea.* Help the child to move Dawn Whale back to the sea. Say to the other child: *Help Delta Whale. Help him go home to the sea.*

1 **Song: Let's Help the Whales**

Hand out copies of the whale BLM. Have children cut out and decorate the whales. Children can move the whales as they sing the song. Play the song a second time and have children sing along.

Let's help the whales.

*Let's help **Dawn** Whale.*

*Let's help **her** go home to the sea.*

Swish, swash, swish, swash.

*Let's help **her** go home to the sea.*

Verse 2: **Delta; him**

With the Book

Big Book: Do a Picture Walk

Turn to pp. 9–11 of the Big Book. Run your finger under the words as you read the story. Pause to discuss and ask questions about the pictures: *Where are the whales? Are they in the sea or in the river? What is the man doing? (He's helping).*

Teacher-to-Teacher

This is a true story about a mother and baby whale in California who swam up a river and got lost. People played recordings of whale songs to help them find their way back to the sea.

1 **Big Book: Listen to the Story**

Listen to the story and point to the pictures. Then sing along with the song *Let's Help the Whales*. Play the story again and point to the words as you hear them.

Narrator: *Whales live in the sea.
These whales are lost.
They're in a river.*

Narrator: *The mom's name is Dawn Whale.
The baby's name is Delta Whale.*

Man: *We can help you.*

Narrator: *The whales like the music.
They're swimming back to the sea.*

Narrator: *The whales are happy now.*

Man: *Goodbye, Dawn Whale. Goodbye, Delta Whale.*

Song: *Let's help the whales, etc.* 🎵 (see words on p. T90)

Dawn and Delta Whale: *Goodbye! Thank you!*

Big Book: Shared Reading

Have the class read the story with you as you point to the words.

Big Book: Build Print Awareness L C

Point to each word as you reread the line *Whales live in the sea*. Point to the word *whales* and ask: *What's this word?* Say the word, emphasizing the -s. Help children to understand that *whales* means more than one whale. Let children use the Word Framer to find the word *whale(s)* each time it appears in the story.

Point to the words as you read the story together again. Pause when you come to the word *whale(s)* for children to say the word.

1 48 Student Book: Listen and Point

Play the CD as children point to the pictures and words in their own books. Play the CD again and have children join in the reading. Begin by having children just "read" the word *whale(s)*. As you read and reread the story, the children will gradually read along with more and more of the words.

Student Book: Identify the Word *whale(s)*

Have children find and circle the word *whale(s)* every time it appears in the story.

Act Out the Story L C P

Have children take on the roles of the whales and the man and act out the story. Have them say the words in the characters' speech bubbles while you play the role of narrator.

Activity Book, p. 40: Find the numbers 1–10. Follow the numbers through the maze.

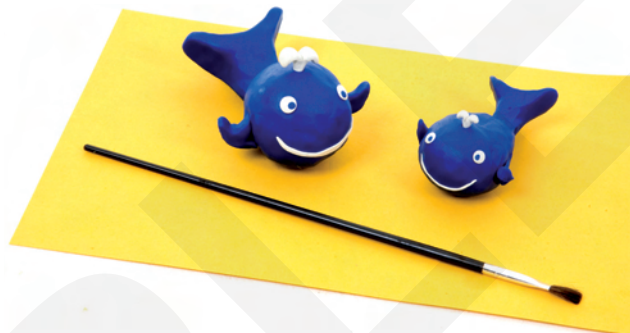
Explore Some More

Science Center: Whale Exploration

Demonstrate how to use the Learning Center materials (p. T79).

Develop Art Skills: Clay Whales Ph

Provide children with modeling clay. Have them make Dawn Whale and Delta whale. Let the whales dry and then have children paint them.



Develop Social Skills: Telephone Numbers L P

Explain to children that if you get lost, it's important to know your name and telephone number so that people can help you get home. Role-play with children: *What's your name?* (children give first and last name) *What's your telephone number?*

1 05 🕒 Song: The Goodbye Song

Review the word *goodbye*. When it is time for the end of the lesson, play the CD and sing *The Goodbye Song*, dismissing first the boys, then the girls. This song can be reused at the end of any lesson or group activity.

Goodbye, **boys**. Goodbye, **boys**.

Goodbye, **boys**. Goodbye, goodbye, goodbye.

Verse 2: **girls** Verse 3: **teacher**

Early Numbers, p. 17: Color the shapes that have a number. Write the name of the animal.

Discovery Disc: Send home copies of the Unit 4 Parent–Child Activity Sheet.

We Work Together



What can you carry? Draw and write.

We can carry a

 .

Unit 4 Lesson 6

Key Language: Yes, I / we can. No, I / we can't.
friend, carry, pick up

Review: I like (Henry). Can you (carry a car)?
What can you (carry)? I / We can
(carry a cup). balloon, bear, book, car,
crayon, cup, hat, pencil, toy, whale,
help, play, work, numbers 1–10

Materials: Sam Cut-Out/Puppet; BLM 2:
Henry; Photo Cards: car, whale;
plastic cup, eight meter sticks or
similar sticks, four balloons, hats,
and stuffed animals; scarves or
ties; number cards 1–10

Circle Time

1 **Warm Up Song: The Pick Up Song**
Introduce *The Pick Up Song* from *Hats On Top*, Levels
1 and 2. Place two to three pencils, crayons, books,
and a backpack on a table or on the floor in front of
children. Play the CD as you demonstrate picking up
and putting the objects away in the backpack.

Pick up the **pencil**. Pick up the **pencil**.

Pick up the **pencil** and put it away.

Verse 2: **crayon** Verse 3: **book**

Introduce Key Language and Concepts

Use Sam and Henry to introduce the concept of
friends. Have children repeat the words.

Sam: Henry is my friend.

Henry: Sam is my friend.

Sam: I like Henry.

Henry: I like Sam.

Sam: We play together.

Henry: We work together.

Sam and Henry: We're good friends.

Practice Working Together

Say: I need two friends to help me. Give each volunteer
a meter stick. Each child will hold one end of each
stick. Place a plastic cup on the floor. Ask: Can you
pick up and carry a cup? Encourage them to respond:
Yes, we can.

Show children how to pick up the cup between the
sticks and carry it from one side of the room to
another. Say: (Toby and Kevin) are working together.
They're helping each other.

Chant: Can You Carry ...?

Hold up the cup, balloon, and the Photo Cards *whale*
and *car* and ask children: Can you carry a (cup)? Help
them practice the answers: Yes, I can. or No, I can't.

Hold up the objects and Photo Cards and chant.

Encourage children to join in.

Can you carry a **cup**? Can you carry a **cup**?

Yes, I can. Yes, I can. I can carry a cup.

Verse 2: **whale; No, I can't.; I can't carry a whale.**

Verse 3: **balloon; Yes, I can.; I can carry a balloon.**

Verse 4: **car; No, I can't.; I can't carry a car.**

With the Book

Explore the Page

Ask the class: What do you see? (2 boys, balloons,
bear, hat). Write the words *balloon*, *bear*, and *hat* on
the board.

Point to the words as you read the instruction: *Work*
with a friend. Have children find a friend to work with.

Hands-On Discovery: Try It Out!

Set up four stations, each with two meter sticks and
a set of objects (hat, balloon, bear, etc.). Write the
names of the objects on the board. Have children
take turns picking up an object with the meter sticks
and carrying it to the other side of the room. It isn't
always easy! Be sure each pair has a chance to carry
two things.

Record the Results

Read the question in the Do and Draw box: *What can*
you carry? Ask pairs of students: (Ann and Lisa), *what*
can you carry? Can you carry a (hat)? Help children
expand their answers: *We can carry a (hat)*.

Have children draw an object that they carried and copy
the word from the board to complete the sentence.

Activity Book, p. 41: Do this sequence activity as a
follow-up to the "Three-Leg Race" (see *Explore Some*
More). Paste the pictures in order.

Explore Some More

Play Collaborative Games

Have pairs stand close together. Use a scarf or
necktie to tie the children's inner legs together. Have
three or four pairs race at a time.

Choose ten children. Put a number 1–10 on each
child's back. Children ask each other: *What's my*
number? as they line themselves up in numerical order.

Early Letters, p. 32: Read with your teacher the
questions. Circle the answers.

Early Numbers, p. 18: Find and count the balls, hats,
balloons, and bears. Write the number.

Unit 4 Lesson 7

Key Language: Unit review; *up, down*
Materials: Mom, Dad, Cassie, Sam, and Baby Cut-Outs/Puppets; Photo Cards: *bathroom, bedroom, computer, kitchen, living room, yard*; magazine pictures of a grandma and grandpa; Print and Play Pictures: *bat, cat, fan, hat, pan*; bookmark for each child (optional); book, spatula, mixing bowl, sponge, toy car, toy dog, plate, cup, napkin; Unit 4 Vocabulary Stickers; Teacher Hat

Circle Time

1 42 Warm Up Song: This Is My Family

Play the CD and have children sing along.

Review Key Language

Display the Photo Cards *kitchen, bedroom, living room, bathroom, yard* and review the words. Have a volunteer place a Cut-Out/Puppet (or *grandma/grandpa* pictures) on one of the cards and ask: *Where is (Mom)?* Help children expand their answer: *She's in the (yard)*. Repeat with other Cut-Outs/Puppets and pictures.

Display the props and the Photo Card *computer*. Whisper one of the following actions to a volunteer: *Read a book. Cook. Wash the dog. Wash the car. Play on the computer. Set the table.* Have the child select the right prop (provide help as needed) and act out the activity. Ask the class: *What is (she) doing?*

Practice Word Blending

Display the Print and Play Pictures: *cat, bat, hat, pan, fan*. Write one of the words on the board for the class to sound out and have them point to the correct picture.

Review Unit Songs and Chants

Play the children's favorite Unit 4 songs and chants to review key language and concepts.

With the Book

Explore the Page

Have children place a bookmark under each row as you ask questions and encourage them to talk about the pictures. Ask them to identify the pictures in each row.

1 49 Assessment: Listen and Circle

Have children place a bookmark under row 1. Read sentence 1 of the script below or play the CD. Repeat the item one or two times. Have students draw a circle around the correct item. Have children move their bookmark under row 2 and repeat the steps.

1. *I help my mom. We cook.*
2. *Where is Grandma? She's in the kitchen.*

Develop Early Literacy Skills: Decodable Sentence

L C Draw children's attention to the picture and ask: *What do you see? (cat, hat)*. Point at the words and slowly sound out the letters with the class. Repeat several times with the class and then call on individuals to "read" the sentence. Point at the picture and ask:

A cat in a hat. Yes or no? Have children write the correct answer in their books.

1 11 Fingerplay: Finger Family

Draw attention to the picture of Mom putting Baby to bed. Ask: *Where is Baby/Mom? (In the bedroom.) What are they doing? (They're singing/dancing.)* Read the words on the page to the children as you do the actions. Teach the full rhyme and actions. Then play the CD and have children sing and do the actions.

Finger family up, (clench fists, then stretch fingers up)

Finger family down. (clench fists, then stretch fingers down)

Finger family dancing,

All around the town. (wiggle fingers in circles)

Dance them on your shoulder, (wiggle fingers on shoulder)

Dance them on your head. (wiggle fingers on head)

Dance them on your knee, (wiggle fingers on knee)

Then tuck them into bed. (tuck hands under arms)

Explore Some More

Teacher Hat and Vocabulary Stickers

Have children name the Unit 3 stickers on the hat. Display the Unit 4 stickers. Have volunteers choose a sticker, name it, and place it on the Teacher Hat.

"I Can ..." Assessment

Observe and assess each learner. When the child successfully completes a task, place a star by that item. Send the sheet home when all of the competencies have been met.

Early Letters, pp. 33-34: Cut and fold to make a four-page take-home book. Complete the words.

Unit Review

1



2



A cat in a hat.

yes

no

Dance them on your shoulder,

Dance them on your head.

Dance them on your knee,

Then tuck them into bed.



Key Language: Unit review; up, down

Objectives: Review Unit 4 language and concepts. Decode a sentence. Learn an authentic English fingerplay.