Who We Are

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English Language Learners

Objective  Develop oral vocabulary
Materials  Oral Language Cards, classroom objects

Use these and other suggestions to provide extra support for those children with English language learning needs.

- Read each Unit 1 book to English Language Learners in small groups prior to reading it to the entire class. Focus on naming characters and basic objects in the book.
- Use music, movement, and realia (real objects) in lessons, where appropriate.
- Focus on classroom functional words and phrases. Teach the following in Unit 1: yes, no, hello, bathroom, and My name is ______.
- Make a copy of the Unit 1 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say the body part and have children repeat. Then have children connect the body part on the card to their matching body part. Then display three cards. Say a body part and ask children to find the matching card.

In addition, go to www.macmillanmh.com and click on the Unit 1 games and activities. These games are designed to build basic vocabulary.

**Game 1: Body Parts/Five Senses**  Children will match the body part with what it does (senses).

**Game 2: Colors**  Children will match balloons of the same color.

**Game 3: Matching Same Letters**  Children will match uppercase letters A, B, and C.
Lesson Modifications

Manage Expectations  Three-year-olds are at a different place developmentally than four-year-olds. They should not be held responsible for the same skill levels as four-year-olds. For example, a four-year-old is gaining coordination with his or her small muscles and can use scissors and glue with more skill. A three-year-old may have difficulty using scissors or gluing defined areas. Therefore, either cut out pieces for them ahead of time or assist them cutting and gluing.

See the article “Ages and Stages—Three Year Olds” at www.nncc.org/Child.Dev/ages.stages.3y.html for specific intellectual, physical, and social/emotional development examples.

Writing/Drawing Center  When children try to print their name, their letters may not read from left to right or may not be in a straight line. Encourage children in all of their writing attempts.

Math  Teach your youngest learners only selected vocabulary words; for example, introduce all of the colors except pink and gray, all of the sound words, and the following size/weight attributes only: big, little, long, short, and tall.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary

Materials  The Body Book by Shelley Rotner and Stephen Calcagnino (See Unit 1 bibliography, Teacher Edition page 420.)

- Read the Book  Track the print as you read the title. Tell children that the author of a book is the person who wrote the words. Then ask children to listen as you read and look carefully at the photographs to find out about more things we can do with our bodies. Use a child-friendly explanation and gestures to point out these words: **chew**, **elbows**.

- Respond  Ask: **What are some things the children in this book could do with their bodies? What things can you do that are pictured in this book?**

ELL  Reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary.
Reread

**Objectives**  Begin to retell the information in a book; learn new vocabulary  
**Materials**  *The Body Book; soccer ball, pictures of children playing soccer*

- **Read and Respond**  As you read, have children notice other ways that body parts are the same and different. Then ask: *How are arms and hands the same? How are they different? How is this book like Eyes, Nose, Fingers, and Toes? How is it different?*

- **Model Retelling**  Page through the book and model how to retell the information, for example:  
  *First the photographs show a boy using many parts of his body to hit a soccer ball—his foot, knee, and head. Then it talks about what we can do with our eyes and nose. . . . Then repeat the retelling and have children join in as they can.*

Shared Writing

**Objectives**  Participate in writing a list; respond to a book by drawing a picture and dictating a caption  
**Materials**  *The Body Book*

- **Add Words to a List**  Reread the book. Display and read the list of action words from the Week Two *Book Time* lesson. Tell children they will add words to the list. Page through the book and ask what actions the children are doing. Point to the action word if it is already on the list or add any new action words.

- **Write About It**  Have children draw a picture of themselves playing a sport. Have them orally complete this sentence: *I use my ____ to play ____.* Write their words under the picture.

*Let’s Find Out*  Extend children’s knowledge by discussing a concept in the book. Display a page from the book. Ask: *What do these photographs show? That’s right, the boy is using many parts of his body to hit a soccer ball. I brought in a soccer ball and some pictures of children playing soccer. The players are trying to move the soccer ball into a net. The net is called a goal. The players can use any part of the body except their hands or arms to move the ball. What body parts could you use? All the players on one team wear special clothes that are the same color. There are two teams so all the players on one team wear one color, and all the players on the other team wear a different color. What color of clothing is each team wearing in this picture?*
**Small Groups**

### Phonological Awareness

If children have difficulties identifying sounds and sound positions,

**Then** use the following activities

- **Listening to Sounds** Invite children to close their eyes and name different sounds they hear. Say, for example: *I can hear the cars outside. What can you hear?*
- Say: *Listen to this sound.* (Clap your hands.) *That’s a clapping sound.* (Clap again.) *What is the sound? Now listen to this sound.* (Tap your foot.) *That’s a tapping sound.* (Tap again.) *What is the sound? Now listen to this sound.* (Hop on one foot.) *That’s a hopping sound.* (Hop again.) *What is the sound?*
- Have three children stand in a straight line. Say: *Listen to the three sounds.* (First child claps.) *What is the sound?* (Second child taps foot.) *What is the sound?* (Third child hops.) *What is the sound? Listen again.* (Children repeat sounds.) *The first sound was a clapping sound. The next sound was a tapping sound. The last sound was a hopping sound.* (Children repeat sounds.) *What sound was first? Listen again. What sound was last?*

### Alphabet Recognition

- Display **Literacy and Language Flip Chart**, page 1. Tell children that these are the letters of the alphabet. We use them to write our names and other words. Point to each letter and say its name. Then play “The Alphabet Song” as you point to each letter again. Replay the song and have children join in as they can.
- Point out to children that there are two forms of each letter, a capital letter and a small letter. Point to the capital B and say, *This is capital, or big, B.* Point to the small b and say *This is small b.* Repeat for other letters.
- Point to the first letter in a child’s name and say *This is __. ___ is the first letter in ____’s name.* Repeat for all the children’s names. Then invite children to come up and circle the first letter in their names on the Flip Chart and say the name of the letter.
  - Some children may have difficulty remembering the entire alphabet song. Play the recording of smaller sections of the song each day, pointing to the letters on the Flip Chart as children sing along. Add new letters each day.
Print Awareness

- Remind children that words are all around us. Point out some examples of environmental print in the classroom, such as an Exit sign or Learning Center names. Explain that signs and other print tell us information, for example, the Jobs Board reminds us what job we have for the week. The names on the paintings that are hanging on the wall tell us who made the pictures.

- Display some environmental print logos and other signs that you may have gathered and guide children to identify them. Have children draw a picture of one of the signs and dictate a caption for you to write.

- Have children think of something the class did together today and help them create a sentence about it, such as We read a book about puppies. Add a small drawing next to the sentence. Point to the sentence and say These are words. Point to the picture and say This is a picture. Have volunteers point to the words, and then the picture.

- You may wish to type the sentence and add a picture to create a Personal Reader for each child. The children can “reread” the sentence during the week to a partner and identify the picture.

Oral Language

- Display Oral Language Cards 1-6 and identify the colors. Repeat and ask children to name the colors. Have them find items in the classroom for each color.

- Display Literacy and Language Flip Chart, page 2. Have children point out colors that they see. Then have a child select an Oral Language Card and place it next to a matching color on the Flip Chart page.

- Call out a color name and have a child come up and circle something on the Flip Chart page that is that color.

- Have children draw a picture and use one crayon to color it. Have them dictate a caption for you to write below the picture, such as a “red apple.” Have children tell what you wrote.

- Distribute copies of My Word Book, page 27. Point to the first crayon in each row and guide children to name the color. Have them color the second crayon to match the first one. When they have colored in all the crayons have them say each color name with you. Then say the name of a color and have them point to it.