UNIT 2

Making Friends

English Language Learners ............ 2
Three-Year-Olds ...................... 3-4
Small Groups .......................... 5-6

Visit www.macmillanmh.com for online games linked to Unit 2 key skills.

Macmillan/McGraw-Hill
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 2 book to English Language Learners in small groups prior to reading it to the entire class. Focus on naming actions 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 2: listen, sit, quiet, stop, and Today is ______.
- Make a copy of the Unit 2 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say the classroom item and have children repeat. Ask children to find the item in their classroom. Then display three clothing cards. Say an article of clothing and ask children to find the matching card.

In addition, go to www.macmillanmh.com and click on the Unit 2 games. These games are designed to build basic vocabulary.

Game 1: Classroom Items  Children will catch the items that belong in a classroom as they move across the screen.

Game 2: Clothing  Children will find the clothing as prompted by audio to help two children get ready for school.

Game 3: Colors/Shapes  Children will match shapes and colors.

Game 4: Letters  Children will find the letters named: Aa, Mm, Ss.
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.

Dramatic Play  Three-year-olds like guessing games. Guide children in learning classroom vocabulary by playing a guessing game. Choose an object in the play area and describe it. Have children name what it is. Be sure to include not only a description but how the object is used.

Science  Young learners have not mastered fine motor skills so they may have difficulty “drawing” letters, numbers, or shapes in shaving cream using only one finger. Encourage them to use as many fingers as they like to.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary

Materials  Corduroy by Don Freeman. (See Unit 2 bibliography, Teacher Edition page 420.)

- Read the Book  Read the title and author’s name as you track the print. Remind children that the author wrote the words in the book. Ask children to look at the cover and tell what they think the story will be about. Then have them listen as you read and look at the pictures to learn what happens to Corduroy. Use a child-friendly explanation and the pictures to point out the words: button, mattress.

- Respond  Show the toys. Ask: What toy would you choose for a friend if you went to this store? Where would your toy sleep when you brought it home?

ELL  Reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary. Use sentence frames to guide oral responses, such as This is a _______. Have children complete the frame, then repeat the whole sentence.
Reread

Objectives  Begin to identify sequence of events; begin to retell events; learn new vocabulary.
Materials  Corduroy by Don Freeman

■ Read and Respond  Tell children that you will read aloud Corduroy again. Invite children to listen carefully to learn more about what happens to Corduroy.

■ Model Retelling  Page through the book and model retelling as you display each page again. For example: First the little girl sees Corduroy, then her mom says she can’t have him . . . . Continue prompting children throughout.

Shared Writing

Objectives  Participate in writing a message; respond by drawing a picture and dictating a label.
Materials  Corduroy by Don Freeman

■ Write a Message  Reread the book. After you reread the story, help children write a class message describing Corduroy to other children who have not read the book. Remind children that a message is usually a short note that gives information.

■ Write About It  Have children draw or paint a picture of themselves with an object from the book. Have them dictate a label for their picture for you to write.

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Display the page showing Corduroy getting on the escalator. Ask: What is happening in the picture? That’s right, Corduroy is getting on an escalator. Why does Corduroy think he’s climbing a mountain? That’s because he is riding up the escalator and it is going up high. (Show movement of going up with your hand.) Can you move your hand up high? How about going low? Point to the escalator on the page. What is an escalator? Yes it looks like stairs but it moves. You don’t have to walk because the escalator lets you ride to another floor in the building. An escalator can take you up to another floor or bring you down to another floor. You might find an escalator in a building that has more than one floor or you might find this. (Show a picture of an elevator.) Do you know what this is? Yes it’s an elevator. It is also used to get people from one floor of a building to another floor. Often buildings that have many floors have escalators or elevators to help people get to other floors quickly or to help them in case they have difficulty walking up lots of stairs. Have you ever ridden an escalator or elevator? Tell me about it.
Small Groups

Alphabet Recognition

- **Identify Initial Sounds** Display the Alphabet Card, picture side only, for the sound that begins one child’s name. For example, display the Alphabet Card Aa and have children identify the picture. Yes, this is an /a/ /a/ apple. We have to open our mouths wide to say the sound /a/ as in apple. Have children repeat the sound. Then say: Adam, your name begins with this sound: /aaa/ /aaa/, Adam. Have children repeat. Use the same routine for the other children’s names.

- **Connect Letter-Sounds** Display Alphabet Card A, letter side. Say: The letter a stands for /a/ as in apple. Have children say the name and sound for the letter. Continue with Mm and Ss.

- Point out the correct position of the teeth and tongue when making the sounds /m/ and /s/. Children need to put their lips together to say /m/. They need to put their teeth close together and place their tongue behind their teeth to say /s/.

Print Awareness

- **Concept of Word and Letter** Display the Photo Card for man. Have children identify the picture name. Then turn the card over. Say: This is the word man. Repeat the routine with the Photo Cards for sock and soap. Then display the same three Photo Cards again, showing the picture side for man and soap and the word side for sock. Ask children which card shows a word and what the word might be. Help children identify the pictures as you show each picture and word again.

- Show the word man and point to each letter as you say it. The word man has the letters m, a, and n. Have children repeat the letter names as you point to them.

- Say a child’s name and write it. Say: This is Abby’s name. To write the name, I wrote the letters A, b, b, y. Point to each letter as you say its name. Continue with the names of the other children. Then point to a name and say, for example: This is the name Sam. This is the letter S.
Small Groups

**Oral Language** (Clothing)

- Display Oral Language Cards 15-25 and identify the items with children. Point to the appropriate cards as you describe the articles of clothing a few children are wearing today. Then ask riddles such as: *Who is wearing a red shirt and blue pants? Who is wearing a yellow dress?*
- Page through the beginning of the Big Book *Friends All Around.* Point to and identify clothing items and their colors on the first few pages and then allow children to do so on a few subsequent pages. Then describe an article of clothing on the page and have a child point to the item.
- Have children draw and color a picture of an article of clothing. Have them dictate a caption for you to write below the drawing and then tell what you wrote.

**Math** (Shapes)

- Place cube-, cylinder-, cone-, and sphere-shaped objects in two “mystery bags.” Each bag should contain the same-shaped objects.
- Show an example of an object that is shaped like a cube, cylinder, cone, and sphere. Describe each object using the vocabulary words *points, base, round, sides, curved.* Have a child pick out an object from the first mystery bag and find a matching shape in the second bag. Have them explain why the two shapes match. Help them use the vocabulary words in their descriptions.
- Display the *Literacy and Language Flip Chart* page 11. Point out a square shape and describe it using the words *sides, points, corners.* Repeat for a circle, using the word *round.* Then have children point out other examples of these shapes on the page, as you help them use the vocabulary to describe them.
- Distribute copies of *My Word Book,* page 26. Point to the first shape in each row and guide children to identify it. Repeat with the next shape in each row. Have them color the last shape to match the first. When they have colored in all of the shapes, describe a shape and have them point to it on the page.