Families

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Visit www.macmillanmh.com for online games linked to Unit 3 key skills.
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 3 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 3: chair, sit down, and Where is the bathroom?

■ Make a copy of the Unit 3 Oral Language Cards in Great Downloadables. Say the household item and have children repeat. Use masking tape to outline an empty bedroom on the floor. Tell children you are going to decorate the bedroom. Hold up a card and ask children to name the item with you. Have children tell if the item belongs in a bedroom. Then have a volunteer place the item in the bedroom outline.

In addition, go to www.macmillanmh.com and click on the Unit 3 games and activities. These games are designed to build basic vocabulary.

Game 1: Family Members  Children will identify family members.

Game 2: Things You Find in a House  Children select items found in a bedroom.

Game 3: Matching Same Letters  Children will match uppercase letters P, T, and I.
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.

Alphabet Center  Three-year-olds are beginning to learn to play cooperatively, instead of separately. When children are playing the card game of Rhyme Concentration, model and guide how to share the cards and let the other person take a turn.

Science Center  Pouring water from a pitcher may be too difficult for a three-year-old. Instead, give children a small paper cup only partially filled to water classroom plants. Have them water one plant at a time.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary

Materials  Peter’s Chair by Ezra Jack Keats. (See Unit 3 bibliography, Teacher Edition page 421.)

Read the Book  Read the title of the book, tracking the print with your fingers as you read. Remind children that the title, or the name of the book, tells you something about what the book is going to be about. Ask children to listen carefully as you read the story and look at the pictures to find out more about Peter’s chair. Give a child-friendly explanation for the words: quietly, baby.

Respond  Ask: Why did Peter’s mom and dad paint his old cradle, crib, and high chair pink? Ask children to tell if they have a baby sister or brother.

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 A ____ is used to ______. Have children complete the frame, then repeat the whole sentence.
Reread

- **Read and Respond**  Reread the story. Remind children that the characters are who the story is about and the setting is where the story takes place. Guide children to name Peter, his mom, his dad, his baby sister and his dog as the characters. Then ask: *Where does the story take place? What rooms might be in Peter’s house?*

- **Model Retelling**  Page through the book and model how to retell the story. Then guide children to give a retelling as you show the pages again.

**Add Words to a List**  After you reread the story, page through the book to help children identify the pictures of the baby furniture. Give a child-friendly explanation of the cradle, high-chair, and crib. Draw simple outlines of these items on paper as you explain what they are. Then list the words on chart paper. Invite children to name other items a baby might use. Read the words tracking the print from left to right.

**Write About It**  Have children draw a picture of an item a baby might use. Have them dictate the name of the baby item for you to write below their drawing.

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Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Display the page of Peter not fitting in his chair. Ask: *Why can’t Peter fit in his chair? That’s right, he’s too big. What happened to him? Yes, he is getting bigger as he grows up. Do you think Peter could fit in his baby high-chair? No, he couldn’t because he’s not a baby anymore. He’s growing up and he’s too big. When he was a baby, he slept in a cradle or crib, but now he sleeps in a bed. When he was a baby, he sat in a high-chair, but now he sits in a chair. What are some other things you did when you were little but now you don’t because you are not a baby anymore? Discuss with children how they get bigger and learn new things as they grow.*
Small Groups

Phonological Awareness

If children have difficulties identifying beginning sounds and rhyming words,

Then use the following activities

- **Beginning Sounds** Play the “Cross the Bridge” game. Gather picture cards of words that begin with Pp, Tt, and li. Also include cards that begin with review letters. Guide children to form a straight line at one end of the classroom. Tell children they are going to have to cross the pretend Pp, Tt, or li bridge to get to the other side of the “river”.

- Review with children the sounds of Pp, Tt, and li. Show one of the cards and say the word such as /p/-/p/-pillow. If the word begins with Pp, Tt, or li children call out the letter and move one step forward. Continue until children “cross the bridge” where you are.

- **Rhyme** Create rhyming words with the Unit 3 Picture Cards. Display the cards and say the word with children repeating the word after you. Place the cards in a bag. Invite a volunteer to choose a card. Have the volunteer say the word and name another word that rhymes with it such as lamp/stamp.

Alphabet Recognition

- Guide children to sit in a circle on the floor. Show the Literacy and Language Flip Chart page 1. Remind children that these are the letters of the alphabet. Say the alphabet pointing to each letter on the chart as you speak. Play the recording of the “Alphabet Song” CD 3:13 while again pointing to each letter as it is sung. Then have children sing the song as volunteers point to each letter.

- Review with children what letter their name begins with. Use the flip chart and point to the letter as you speak the letter sound with the name, for example: Mary begins with the /m/ sound /m/-/m/-Mary. Have children sing the alphabet song slowly without the recording. This time children stand when they sing the letter that their name begins with.

- **Corrective Feedback** 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 until the entire song is played.
Small Groups

Print Awareness

- Use the fingerplay “The Family” on page 14 of the Literacy and Language Flip Chart to reinforce directionality. Say: I am going to point to each word as I read. I read from left to right. Track the print with your fingers left to right as you read the fingerplay aloud. Next point out which is the top and which is the bottom of the fingerplay. Say: Look at how I read from the top to bottom. Read the fingerplay again using your fingers to track the print left to right and top to bottom.

- Guide children to understand the concept of a word by creating and counting short sentences about family members and rooms. Review with children members of the family and rooms in a house. Write these words on chart paper in two columns. Then write and read this sentence on chart paper: Mom is in the bedroom. Say: This sentence has five words. Count with me as I point to each word: 1, 2, 3, 4, 5. Invite children to create a new sentence by changing the family member and room in the house. Read the sentence out loud, then count the words.

Oral Language

- Review the words to the song: “The Hokey Pokey” found in The Big Book of Nursery Rhymes and Songs. Sing the song CD 1:7. Show the Unit 3 Picture Cards of hand, head, leg, and foot and have children say the words with you as you name each one. Hold up one of the picture cards. Sing the song again having children sing and move according to what picture card you hold up, such as: You put your right foot in, you put your right foot out.

- Distribute copies of My Word Book pages 9 and 10. Review the name of each room in the house and the items in it. Have children say the words after you. Play a guessing game. Give a clue about one of the household items and see if children can guess what it is. Continue to give clues until children are able to guess correctly.

- Next review the concept of same and different. Use a household item to demonstrate. Have children look at the “Same or Different?” page on their handout (page 5). Say the word for each item and have children repeat the word. Next have children circle the item in each row that is different.