Food

English Language Learners ........... 2
Three-Year-Olds .....................3-4
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Visit www.macmillanmh.com for online games linked to Unit 4 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 4 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 4: *teacher, wash hands, snack,* and *May I ______?*

- Make a copy of the Unit 4 Oral Language Cards in **Great Downloadables**. Help children learn the word for each card. Display the spoon, fork, knife, plate, and bowl cards. Bring in plastic silverware and paper plates and bowls. Show the card, say the word, then display the item for children to see. Give children one of each item or have them work in groups if supplies are limited. Have children label each item with a card.

In addition, go to [www.macmillanmh.com](http://www.macmillanmh.com) and click on the Unit 4 games and activities. These games are designed to build basic vocabulary.

**Game 1: Tools in the Kitchen** Children will match the tool to its outline.

**Game 2: Plants We Eat** Children match fruit with the numbers 1-4.

**Game 3: Matching Same Letters** Children will match uppercase letters *N, C,* and *O.*
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  Finger dexterity is improving in three-year-olds as they are learning how to hold crayons with their fingers instead of fists. Model how to hold a crayon with your fingers but encourage children in their efforts regardless of how they hold it.

Science  Three-year-olds continue to enjoy playing with water. When they are at the water table, peak their curiosity by demonstrating and pointing out how water flows and how it can fill a container. Encourage them to try these experiments on their own.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary

Materials  Bunny Cakes by Rosemary Wells (See Unit 4 bibliography, Teacher Edition page 421.)

- Read the Book  Read the title and the author as you track the print. Ask children to look at the cover and tell what they think the story might be about. Ask children to listen and look at the pictures as you read to find out what a “bunny cake” is. Use a child-friendly explanation and the art to point out the words: grocer, thrilled.

- Respond  Ask: Why does Max have to keep going to the grocery store? Which cake would you like better, the earthworm cake or the angel surprise cake? What is your favorite kind of cake?

ELL  You may wish to reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary.
Read and Respond  Tell children that you will read *Bunny Cakes* again. Remind children that the events happened in a certain order. Have them listen carefully to remember what Max and Ruby did first, next, and so on in the story.

Model Retelling  Page through the book and model how to retell the story, for example: First Max makes an earthworm cake for his grandmother’s birthday. Next he wants to help his sister Ruby make a different birthday cake, but every time Max tries to help he knocks something over and has to go to the grocery store. Lastly both cakes are made and their grandmother likes them.

Add Words to a List  Page through the story using the pictures to count how many times Max went to the store. Then have children help you list what items Max got at the store in the order he got them.

Write About It  Have children draw a picture of one of the items from the grocery store. Have them dictate a label for you to write.

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Page through the book and show the pictures of the grocer in the grocery store. Ask: What do these pictures show? Yes that’s right. It’s the grocer in the grocery store. What is a grocery store? Yes, it’s a store where you can buy food. Name some foods you can buy in a grocery store. Draw a floor plan of a grocery store on chart paper. Introduce new vocabulary and give child-friendly explanations for grocery section words such as *produce*, *dairy*, *deli*, *frozen foods*, *meats*, and *bakery*. Say, and then write, the names of the sections on the floor plan. Explain what you might find in each section. Guide children to name other foods you can buy in each of the sections. Ask: Have you ever been in a grocery store? Did you ride in a cart or walk? Tell about your visit.
Small Groups

Phonological Awareness

If children have difficulties identifying the beginning sound in words,

Then use the following activities

- Display the fingerplay “Little Red Apple” on the Literacy and Language Flip Chart page 18. Review the fingerplay with children doing the actions. Say: The word little begins with the /l/-/l/-/l/ sound. What other words begins with /l/? That’s right the word looked begins with /l/. Continue with identifying the beginning sound of other words in the fingerplay.

- Distribute copies of the Great Downloadables science page. Identify what each plant is and say the word. Use the plant names to practice identifying beginning sounds. Say the word then have children repeat the beginning sound. Next have children create a name for each plant that has the same beginning sound such as: Peter Peas. Try naming other food plants and giving them names as well.

Alphabet Recognition

- Create a “Food Alphabet” song with children. On chart paper write the letters of the alphabet in columns. Have children sing the “Alphabet Song” CD 3:13 as you point to each letter. Work with children to name any food such as vegetable, fruit, meat, dairy, or prepared foods that begins with each letter. Write the words next to the initial alphabet letter on the chart. When you have finished completing your chart, try singing your new “Food Alphabet” song. (For difficult letters such as “x”, just sing the letter.)

- Display the Alphabet on the Literacy and Language Flip Chart page 1. Review the alphabet pointing to each letter on the Flip Chart. Cut out each individual food from pages 5, 6, and 7 of the Great Downloadables for Unit 4 to make twenty food cards. Place the food cards in a bag. Have a volunteer choose a card, tell what the food is, and guide them to determine the letter the word starts with. Place a piece of tape on the card and have the child tape it to the correct letter on the Flip Chart. Continue until all the cards are used up.

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Small Groups

Print Awareness

- Create a grocery list for a favorite meal. Have children name a favorite thing to eat for lunch. Write the food on chart paper. Talk with children about how the food is made and what ingredients might be needed to make it. Write the ingredients on the grocery list, such as Spaghetti: pasta, sauce, cheese. Read each word and have children count with you the number of items on the list. Continue with other foods.

- Review “Pat-a-Cake” on the Literacy and Language Flip Chart page 19. Have children say the rhyme and perform the hand motions. Remind children that when we read, we read top to bottom and left to right. Show the top and the bottom of the rhyme. Model how to track the print of the first line as you read it together. Guide a volunteer to track one line of the print with their hand as the class reads out loud. Continue reading the rhyme several times until all have had a turn.

Oral Language

- Have children create a puzzle of fruit to better understand part and whole. Bring in five to six hard fruits and vegetables that are cut in two, three, or four pieces. Show one vegetable to discuss and demonstrate the words: part, whole. Place one part of each vegetable or fruit on a napkin or paper plate on the table. Place the other pieces in a box. Have a volunteer select a piece from the box and find which part it matches. Continue until all the fruit and vegetable pieces have been distributed. Show how each of the pieces go together to form a whole. Have children repeat the words as you demonstrate the parts and whole. Use the “Part or Whole?” page from My Word Book page 30 to extend the learning.

- Distribute copies of pages 2, 3, and 4 of the Unit 4 Great Downloadables. Have children create and color their favorite breakfast, lunch, or dinner meal. Encourage them to show several items and not to forget to include their favorite drink. Invite children to show and tell what is in their favorite meal. Remind children to listen quietly when others are speaking.