Our Neighborhood

English Language Learners ............ 2
Three-Year-Olds ....................... 3-4
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Visit www.macmillanmh.com for online games linked to Unit 5 key skills.
Use these and other suggestions to provide extra support for those children with English language learning needs.

- Read each Unit 5 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 5: door, help me, please, and Where is the ____ ?
- Make a copy of the Unit 5 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say each word and have children repeat after you. Give a child-friendly explanation for each card. Guide children to give a one or two word description for what each worker does, such as chef: cooks, dentist: cleans teeth, and so on. Review these descriptions naming and showing the cards as you speak.

In addition, go to www.macmillanmh.com and click on the Unit 5 games and activities. These games are designed to build basic vocabulary.

**Game 1: Community Places**  Children will match workers with their place of work.

**Game 2: Community Tools**  Children will match tools to workers.

**Game 3: Matching Same Letters**  Children will match uppercase letters F, H, and D.
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.

Social Studies Center  Three-year-olds often like to do some activities over and over again. You can expect that when they are building with blocks they may try to build one building as high as they can over and over again even if it continues to fall down after repeated tries. Allow them to keep trying. Often they just want to see how high they can build before it does topple over. This is an important part of their discovery and learning.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary.

Materials  *Me on the Map* by Joan Sweeney. Illustrated by Annette Cable. (See Unit 5 bibliography, Teacher Edition page 422.)

- Read the Book  Read the title and the author and illustrator’s names as you track the print. Ask children to look at the picture on the cover and predict what they think the book might be about. Tell children that maps show you where you are. Then ask children to listen and look closely at the pictures to find out more about maps. Use the pictures in the book and give a child-friendly explanation for the words: map, town.

- Respond  Ask: *What are some of the maps in the book? Do you have any friends or family members who live far away? Who goes with you when you go to visit them? What do you do when you visit?*

ELL  Reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary.
Read and Respond  As you reread the book, guide children to notice what maps are in it. Then ask: Can you tell me what map is at the beginning of the book? How is this book like Bear About Town? How is it different?

Model Retelling  Page through the book and model how to retell the information provided. Guide children in retelling as you show the pages. Say: First the picture shows a girl in her room making a map of her room. Then, she makes a map of her house. After that she makes a map of her street. And so on.

Make a Map  Reread the book. After you reread it, help children to point out what might be on a map of their classroom. Draw an outline of the classroom on chart paper. Have children name the different parts of the classroom as you draw and label them.

Write About It  Invite children to draw a map of their own room. Have them orally complete the following phrase filling in their own name: ______'s room. As they are able, guide children to write their own name at the bottom of their paper as you complete the rest of the phrase. Write a child’s name for them if they are unable to do it on their own.

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Using the pictures in the book, discuss how where we live is a small part of a house, a street, a town, a state, a country and a world. Page from picture to picture as you share with children. Say: What does this picture show? Yes it shows a map of a girl’s room just like the map you made of your own room. (Turn the page.) What do these pictures show? Yes they show a map of her house and the street she lives on. Where do you live? Do you live in a house or do you live in an apartment? Do you know the name of the street you live on? How do you get from your house to school each day? How do you get to a friend’s house? Does your friend live in a house or apartment? Do you have a friend or family member that lives far away? How do you get there? What are some ways we can travel to visit friends that live far away?
Small Groups

Phonological Awareness

If children have difficulties clapping syllables or identifying rhyming words, then use the following activities.

- **Clap a Rhyme** Display the Literacy and Language Flip Chart, page 24. Review the rhyme while tracking the print with children. Repeat each phrase. Guide children to clap the syllables of each word individually in the phrase. Then have children speak the entire phrase while clapping the syllables of the words together. Start slowly and continue to increase the speed of saying and clapping with each repetition.

- **Rhyme With a Card** Have children make up silly or nonsense rhymes using Oral Language Cards. Sort through the Oral Language Cards and remove the cards that represent more than one word such as magnifying glass. Have children pick an Oral Language Card from the deck. Then have the child name what the card is and make up a nonsense or real word that rhymes with it. For example snug rug or boot scoot. Continue until all children have had a chance to play.

Alphabet Recognition

- **Alphabet Clap** Teach children the clap pattern of: touch your shoulders, clap once, touch your knees, clap once. Repeat until children are confident of the pattern. Next have children sing along as you play the recording of “The Alphabet Song” CD 3:13. Play the recording again and have children do the actions of the clap pattern while they sing the song, touching shoulders for A, clapping once for B, touching knees for C, clapping once for D and so on throughout the rest of the alphabet.

- **F, H, D Bug** Cut out and draw the friendly head and tail of a bug from construction paper. Separate into a pile all the Oral Language Cards that begin with f, h, and d then add some cards that do not. Place the head of the bug at one end of the floor. Shuffle the cards and have a volunteer choose one. Have the child name the picture and what sound its name begins with. Then have the child tell whether it begins with the letter f, h, or d; if it does lay the card next to the bug’s head, if not then put the card away. Once all the children have had a chance to play, place the tail of the bug after the last card to end the bug.
Review the book *Me on the Map*. Show the pictures and remind children that there are maps of a town, a state, and a country. Have children name the town they live in. Write the name of the town on chart paper. Underline the capital letter. Point out and explain to children that the names of towns, states, and countries always begin with capital letters. Show children a local map. Point out and guide children to discover the names of towns that are nearby. Write these names on chart paper. Again point out the capital letter in each name and remind children that each name begins with a capital letter. (If you prefer you may focus on state names and use the map of the United States in the book *Me on the Map*.)

Use the Alphabet Cards to reinforce uppercase and lowercase letters. Have a volunteer choose an alphabet card and tell what the letter is. Write the uppercase and lowercase letters on chart paper. Then have the child identify which is the uppercase, or capital, letter.

Cut out the picture cards from the Unit 5 Great Downloadables. Place the cards in a bag. Have a child select a card. If it is a “worker” card have the child name the worker and a tool the worker might use or a place the worker might work. If the child selects a “place” card then have the child tell what the place is and what type of worker might work there or what type of tool a worker might use there. Continue to play until all have had a turn.

Display the Literacy and Language Flip Chart, page 25. Point out and review with children the name of each building. Talk with children about what types of workers might work in each of the buildings.

Distribute copies of “Neighborhood Workers” in My Word Book pages 13-14. Review the types of workers and tools each worker uses in the booklet. Have children turn to page 4 of the booklet and draw a picture of a job they would like to do. Then have each child show their picture and tell the class what the job is and name a tool they would use to do the job.