Nature

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

Visit www.macmillanmh.com for online games linked to Unit 8 key skills.
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 8 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 8: listen, sit in a circle, and What is _____?

- Make a copy of the Unit 8 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say each season and nature picture card. Have children repeat. Talk with children about what the weather might be for each season. Then draw a symbol for each type of weather in each season on chart paper, such as sun: summer, leaves: fall, rain: spring, snow: winter. Have children match the season to each clothing item.

In addition, go to www.macmillanmh.com and click on the Unit 8 games and activities. These games are designed to build basic vocabulary.

Game 1: Seasons  Children will match the tree with its season.  
Game 2: Weather  Children will match clothing with the appropriate weather in which it is worn.  
Game 3: Matching Same Letters  Children will match uppercase letters G, W, and X.
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 Center  Three-year olds may not be able to write their entire name. Encourage them to practice writing the first letter of their name and you can fill in the rest.

Math Center  Children may have difficulty measuring and cutting string the height of a plant. First, precut pieces of string for children to use. Then, as children are measuring the height, use a dark marker to mark the height on the string. Children can then cut the string to show the height correctly using the mark as a guide.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary.

Materials  *Each Peach, Pear, Plum* by Allan Ahlberg and illustrated by Janet Ahlberg. (See Unit 8 bibliography, Teacher Edition page 423.)

- **Read the Book** Have a child point to the title and the author/illustrator’s names as you read them aloud. Point out that the author and illustrator have the same last name so they may either be married or they could be a sister and a brother. Have children listen carefully and look at the pictures to find out what the book is about. Use a child-friendly explanation and the pictures to point out these words: spy, cupboard, cellar.

- **Respond** Ask: *What are some of the things that happened in the book? Which was your favorite picture in the book? Why?*

  **ELL** 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 *Each Peach, Pear, Plum* again. Remind children that the characters in a story are who the story is about. Discuss with children how you play “I Spy.” Reread the story, stopping on each page to let children “spy” or “find” the character in the illustration. Ask questions about the character’s actions and appearance.

Model Retelling  Page through the book and model how to retell the story. Since the sequence of events is long in this book, it may be helpful to retell the story by writing on chart paper the name of the “I spy” person in the order he or she appears.

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Use the first two pictures to begin discussing with children how a fruit pie is made. Show the first picture and ask: What types of trees are these? Yes that’s right, they are fruit trees. What kinds of fruit grow on them? Yes, peaches, pears, and plums. Can you think of any other types of fruit that grows on trees? Yes, oranges, apples, and bananas. To make a peach, pear, and plum pie you must first get some peaches, pears, and plums. In this story, they picked them right off the tree. If you were going to make a fruit pie, where would you get the fruit from? Yes a grocery store or market near you. First they get the fruit, then they wash it and cut it up so it can be put in the pie. When you prepare fruit for a pie you often must peel the fruit and remove the seeds inside. Show the second picture and continue the discussion.

Write Sentences  Review with children what it means to play the game “I Spy.” Page through pictures of the book and ask for children to “spy” a different object in the picture. Then play the game with objects in the classroom. Work with children to complete this sentence: *I spy __________.*

Write About It  Have children draw a picture of an object they “spy” in the classroom. Guide them to write the object’s name on the bottom of their papers.
Small Groups

Phonological Awareness

If children have difficulties identifying beginning sounds or blending onset/rime,

Then use the following activities.

- Play a game to practice identifying the beginning sound of words. First say a word reiterating the initial sound: /g/ /g / gate. Ask children to tell what the initial sound is. Then say gate and two additional words, one that begins with /g/ and one that does not, such as: gate, pick, gulp. Ask children to identify which word does not start with the same initial sound as gate. Continue with other words.

- Use the transportation counters to help children segment words. Make a list of words that contain three sounds. Tell children that you will say a word and they need to select one counter for each sound they hear. For example you say sat and children will group three counters together for the word. Repeat the word segmenting it sat, /s/ /a/ /t/ for children to hear each sound. Group the sets of counters together on a pretend street to form a “Transportation Parade.”

Alphabet Recognition

- Have children use craft sticks to make a garden of Xs. Give each child a portion of modeling clay. Have them practice making Xs with craft sticks on paper. Then have them “plant” the Xs in a garden of modeling clay by placing two sticks near each other in the clay then leaning them towards each other to cross them and form an X.

- Write Gg and Ww on chart paper. Point to the letters and remind children that the sound for W is /w/ as in window and the sound for G is /g/ as in girl.

- Play a popcorn game to practice recognizing these initial letter-sounds. Have children sit in a circle. Show The Big Book of Nursery Rhymes and Songs, pages 8-9. Tell children you are going to read a rhyme and when they hear a word that begins with /w/ or /g/ they should pop up like a piece of popcorn, then sit back down. Slowly read “Twinkle, Twinkle Little Star” out loud, then read “Chook, Chook, Chook” pages 12-13. Repeat with other nursery rhymes. Focus on only one letter-sound at a time.
Show the fingerplay “How Does Your Garden Grow?” on page 39 of the Language and Literacy Flip Chart. Use the words in the title to point out and remind children that the space between each word helps the reader to know where one word ends and another word begins. Starting at the beginning of the fingerplay, have volunteers come up and point out the space between the first two words. Read the two words out loud. Continue through the fingerplay having children point out a space between the next two words. Repeat the fingerplay as needed until all children have a turn.

Review the basic concept vocabulary of “Things in Nature.” Have children choose three of these words. Write these in a column on chart paper as you say each word out loud. Next write the same three words in a different order in another column. Read the words aloud. Have children match the words in each column. Remind children that the words match when they have the same letters in the same order. Continue with other nature words.

Distribute copies of My Word Book pages 19-20. Review with children the seasons and what types of clothes you might wear in each season. Write the name of each season on chart paper. Have children name an article of clothing, then tell which season you might be able to wear it in as you write it under the season name. Guide children to notice the ways you can wear the same clothes in different seasons, such as you might wear long pants in Fall, Winter, or Spring.

Show the Oral Language Cards for each season. Have children name the seasons and tell what the weather could be like for each season. Discuss with children what activities you might do in each season. Choose a season and event and then have children pretend to be at the event in each season. For example: “Go to the Beach” and have children pretend to play in the ocean, eat ice cream, and make sandcastles. Repeat with the other seasons.