UNIT 10

Health and Fitness

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

Visit www.macmillanmh.com for online games linked to Unit 10 key skills.

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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 10 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 10: thank you, paintbrush, and I can ___. Can you?

- Make a copy of the Unit 10 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say the word for each card and have children repeat. Have children follow you as you show the movement for each card. Finally, display one of the cards and have children show the action.

In addition, go to www.macmillanmh.com and click on the Unit 10 games and activities. These games are designed to build basic vocabulary.

**Game 1: Movement Words**  Children will identify movements.

**Game 2: Healthy Foods**  Children will sort healthful from unhealthful foods.

**Game 3: Matching Letters**  Children will match uppercase to lowercase letters.
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  Often a three-year old may not be able to write his or her full name. Instead, give them letter cards and show them how to copy the letters from the cards on their paper to spell their name or just the first letter of their name. Encourage any efforts in writing.

Social Studies Center  Three-year olds will have another year in Pre-K instead of going on to Kindergarten. Talk with children about how it will be the same and how it might be different.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary.

Materials  *Blueberries for Sal* by Robert McCloskey. (See Unit 10 bibliography, Teacher Edition page 424.)

- Read the Book  Have a child point out the title and author’s name as you read it. Ask children to predict what the story might be about. Then ask children to listen as you read and carefully look at the pictures to find out what happens to Sal. Use a child-friendly explanation and gestures to point out these words: hustle, tramping, stump, munching.

- Respond  Ask: *What did Sal and her mother do on Blueberry Hill? Did Sal pick many blueberries? Why not?*

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. Have children complete the frame, then repeat the whole sentence.
Read and Respond  Remind children that the characters are the people who the story is about and the setting is where the story takes place. As you reread the story, guide children to notice the characters and setting. Ask: Where does this story take place? Who are the main characters?

Model Retelling  Page through the book and model how to retell the story. Guide children by using prompts such as: What were Sal and her mother doing on Blueberry Hill? What happened when Sal went off by herself? Who was on the other side of Blueberry Hill? What were they doing?

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Show the picture of the Little Bear and his mother. Ask: Why did Little Bear’s mother tell him to eat lots of blueberries and grow big and fat? Yes that’s right. She said that because she was telling Little Bear he needed to store up food for the long winter. Bears sleep during the winter. (Give a child-friendly explanation for the word: hibernation.) Since bears sleep through the winter, they need to eat lots of food so they don’t wake up hungry. Sal and her mother were going to store blueberries by freezing or canning the blueberries. (Give a child-friendly explanation for the words: freezing, canning.) This way Sal and her mother can have blueberries in the winter when there are no blueberries on Blueberry Hill.

Write a Story  Reread the book. Point out that at the end of the story Sal and her mother went home with four big pails of blueberries. Invite children to make up a story about what Sal and her mother will do with all the blueberries.

Write About It  Ask children to draw a picture of one of the things Sal and her mother might do with the blueberries. Have them orally complete this sentence: Sal and her mother will _____ the blueberries. Help them label their drawing.
Small Groups

Phonological Awareness

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

Then use the following activities.

- Use a poem to practice identifying initial letters and sounds. Display the poem “Jumping Beans” from the Literacy and Language Flip Chart, page 49. Review the poem with children. Ask: What is the first sound in the word four? Listen /fff/four. Is there another word that begins with the same sound? Help children find the word five. Have children say the initial sounds and both words. Repeat by identifying the sound /sss/ with the words six and seven.

- Use a song to blend words by onset and rime. Have children sing the nursery rhyme “Jack, Be Nimble” CD 2:32. Say a word from the song such as /j/…ack. Guide children to blend the two word parts together. Sing the song again and then use other words from the song to practice blending.

Alphabet Recognition

- Play an alphabet matching game. Display the alphabet from the Literacy and Language Flip Chart, page 1. Place the Alphabet Cards in a paper bag. Be sure to use the cards for the entire alphabet. Shake the bag and have a volunteer choose a letter, then match it to the letter on the chart. The volunteer holds on to the card. Continue until all the cards are used. Then sing the “Alphabet Song” slowly while having children hold up their card when their letter is sung.

- Create a “Health and Fitness” alphabet. Write the letters of the alphabet on chart paper. Guide children to brainstorm a health or fitness word that begins with each letter. You may wish to use action or sport words, healthful snacks or foods, or body part words. Using the Letter Cards, give each child a letter and remind him or her of the corresponding word so the child can draw a picture of it. Ask children to write the letter and orally dictate the word for you to write at the bottom of their paper. Depending on the class size, some children may draw two or even three letters. Tape the “Health and Fitness Alphabet” on open wall space.
Print Awareness

- Create a list of sport equipment to understand text forms and functions. Tell children you are going to create a list of a sport’s equipment for a coach to use. Discuss with children what a coach is. Name a sport and have children tell what equipment they would use to play the sport. Write each item in a numbered list. Point out that the items are numbered. Read the list tracking the print. Continue with another list of sport’s equipment.

- Practice using the high frequency word I. Write the sentence I am ______ on chart paper. Have children identify the word I. Ask children to write the words I am on paper. Have them finish the sentence by writing their name, such as I am Maria. Then have them draw a picture of themselves. For more practice have children write I am on another piece of paper. Have them orally dictate and complete the sentence with a word describing how they feel such as I am hungry. Write the word for them.

Oral Language

- Play a game of “Mother May I?” to practice action words. Cut out the action words from the Unit 10 Oral Language Cards in Great Downloadables. Show the card and say the word. Have children repeat the word and show what the action might look like. Guide children to name other action words and write the words on chart paper. Have children follow you as you demonstrate what the action could look like. Ask children to line up at one end of the classroom, while you stand at the other. Explain how to play the game “Mother May I?” Use the action words of the unit and the new action words when requesting children to move. For example: Joanna, swim three steps.

- Use the Oral Language Cards to identify sport words. Show each sports equipment card and talk about what sport you play when you use it. Discuss with children other pieces of equipment you might use for the same sport. Write the sport name and the equipment on chart paper. Repeat with another sport and the corresponding pieces of equipment. Call out a sport and have children pantomime playing the sport using one of the pieces of equipment.