

# Monkey Business



## Slow Letter

# M

M says  
/mmm/

Continuous  
Voiced

Day 1

Day 2

Alphabet Routines	2 MINUTES	<b>Song • Boogie Woogie ABCs</b> (p. 237) Concepts of Print, Alphabetic Knowledge, Music Experience	2 MINUTES	<b>ABC Recitation • Alphabet Beat</b> ★ (p. 251) Concepts of Print, Alphabetic Knowledge, Music Experience
	4 MINUTES	<b>ABC Cheer</b> ★ <b>New Sound Game</b> ★ <b>M</b> (p. 237) <b>ABC Cheer • Verses Only</b> ★ (p. 239) Oral Language, Concepts of Print, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics, Music Experience	2 MINUTES	<b>ABC Cheer • Verses Only</b> (p. 251) Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics, Music Experience
	2 MINUTES	<b>Poems</b> ★ <b>Slow Letter M</b> <b>Review Quick Letter K</b> (p. 240) Oral Language, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics	2 MINUTES	<b>Poems • Slow Letter M</b> <b>Review Slow Letter A</b> (p. 252) Oral Language, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics
	2 MINUTES	<b>Handwriting • Air and Table Trace</b> ★ <b>Mm</b> (p. 241) Concepts of Print, Alphabetic Knowledge, Phonics, Handwriting	2 MINUTES	<b>Handwriting • Air and Table Trace</b> <b>Mm</b> (p. 252) Concepts of Print, Alphabetic Knowledge, Phonics, Handwriting
Read Alouds and Related Activities	10–15 MINUTES	<b>Read Aloud • Lit Book</b> (p. 242) ★ <b>Caps for Sale</b> Comprehension, Vocabulary	15–20 MINUTES	<b>White Board • Dictate, Copy, and Draw</b> (p. 253) Oral Language, Concepts of Print, Phonemic Awareness, Phonics, Handwriting, Fine Motor Skills
	20 MINUTES	<b>Art Project</b> ★ <b>Straw Hat</b> (p. 245) Oral Language, Comprehension, Vocabulary, Fine Motor Skills	10–15 MINUTES	<b>Read Aloud • Lap Book</b> (p. 254) ★ <b>Straw Hats for Sale</b> (Chapter 1) Comprehension, Vocabulary
	10 MINUTES	<b>Song</b> ★ <b>Move When It Rhymes</b> (p. 246) Phonological Awareness, Comprehension, Music Experience, Movement	10 MINUTES	<b>Game</b> ★ <b>Mouse, Mouse, House</b> (p. 255) Oral Language, Phonological Awareness, Comprehension, Movement
	5 MINUTES	<b>Stretch and Shrink</b> ★ (p. 247) Oral Language, Phonemic Awareness	5 MINUTES	<b>Smooth and Bumpy Blending</b> (p. 256) Concepts of Print, Phonemic Awareness, Phonics
Independent Work	15 MINUTES	<b>Letter Trace • Mm</b> (p. 249) Oral Language, Alphabetic Knowledge, Phonics, Handwriting, Fine Motor Skills, Independent Work Habits	15 MINUTES	<b>Letter Book • My Letter M Book</b> (p. 257) Oral Language, Concepts of Print, Alphabetic Knowledge, Phonemic Awareness, Phonics, Handwriting, Fine Motor Skills, Independent Work Habits



★ = Introduction of a new story, skill, or activity RED titles indicate highly recommended but nonessential activities.

## Day 3

2 MINUTES

**ABC Recitation • Alphabet Beat**

(p. 259)

Concepts of Print, Alphabetic Knowledge, Music Experience

2 MINUTES

**ABC Cheer • Verses Only**

(p. 259)

Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics, Music Experience

2 MINUTES

**Poems • Slow Letter M**

Review Quick Letter K (p. 260)

Oral Language, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics

2 MINUTES

**Handwriting • Air and Table Trace**

Mm (p. 260)

Concepts of Print, Alphabetic Knowledge, Phonics, Handwriting

10–15 MINUTES

**Read Aloud • Lap Book**

Straw Hats for Sale (★ Chapter 2)

Comprehension, Vocabulary

20 MINUTES

**Journals ★ A Favorite Book**

(p. 262)

Comprehension, Writing Process, Fine Motor Skills

10 MINUTES

**Song • Move When It Rhymes**

(p. 264)

Phonological Awareness, Comprehension, Music Experience, Movement

10 MINUTES

**★ Pocket Chart Retell • Straw Hats for Sale**

(p. 265)

Comprehension, Vocabulary

15 MINUTES

**Bookmaking ★ Straw Hats Retell Book**

(p. 268)

Oral Language, Comprehension, Fine Motor Skills, Independent Work Habits

## Day 4

2 MINUTES

**Song • Boogie Woogie ABCs**

(p. 270)

Concepts of Print, Alphabetic Knowledge, Music Experience

2 MINUTES

**ABC Cheer • Verses Only**

(p. 270)

Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics, Music Experience

2 MINUTES

**Poems • Slow Letter M**

Review Slow Letter E (p. 271)

Oral Language, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics

2 MINUTES

**Handwriting • Air and Table Trace**

Mm (p. 271)

Concepts of Print, Alphabetic Knowledge, Phonics, Handwriting

10–15 MINUTES

**Read Aloud • Lit Book Review**

(p. 272)

Caps for Sale Comprehension, Vocabulary

20 MINUTES

**ABC Scrapbook Art ★ M as in**

Monkey (p. 274)

Oral Language, Alphabetic Knowledge, Phonemic Awareness, Phonics, Handwriting, Fine Motor Skills

10 MINUTES

**Song Review • Variations ★**

(p. 275)

Phonological Awareness, Music Experience, Movement

5 MINUTES

**Stretch and Shrink**

(p. 276)

Oral Language, Phonemic Awareness

15–20 MINUTES

**Sorting ★ M Things/Not M Things**

(p. 277)

Oral Language, Comprehension, Phonics, Fine Motor Skills, Independent Work Habits

## Day 5

2 MINUTES

**ABC Recitation • Alphabet Beat**

(p. 279)

Concepts of Print, Alphabetic Knowledge, Music Experience

2 MINUTES

**ABC Cheer • Verses Only**

(p. 279)

Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics, Music Experience

2 MINUTES

**Poems • Slow Letter M**

Review Quick Letter K (p. 280)

Oral Language, Alphabetic Knowledge, Phonological Awareness, Phonemic Awareness, Phonics

2 MINUTES

**Handwriting • Air and Table Trace**

Mm (p. 280)

Concepts of Print, Alphabetic Knowledge, Phonics, Handwriting

15–20 MINUTES

**White Board • Dictate, Copy, and**

Draw ★ (p. 281)

Oral Language, Concepts of Print, Phonemic Awareness, Phonics, Handwriting, Fine Motor Skills

10–15 MINUTES

**Read Aloud • Teacher's Choice**

(p. 283)

(Suggested Objectives) Comprehension

5 MINUTES

**Smooth and Bumpy Blending ★**

(p. 284)

Concepts of Print, Phonemic Awareness, Phonics

10 MINUTES

**Pocket Chart ★ Sentence Building**

(p. 285)

Concepts of Print, Phonics, Fluency, Vocabulary

15 MINUTES

**Sentence Scramble**

(p. 287)

Oral Language, Concepts of Print, Phonics, Fluency, Fine Motor Skills, Independent Work Habits



### PRIOR TO TEACHING

Review the detailed plans that follow each day's "At a Glance." Read the special tips, hints, and explanations to save yourself time and to give your lessons enhanced purpose. Review the detailed scripting in the first three units to help you visualize instruction.

	Activities	Materials
Alphabet Routines	<b>Song • Boogie Woogie ABCs</b> (p. 237) <b>2 MINUTES</b>	ABC Wall Cards; CD Track 1; CD player
	<b>ABC Cheer ★ New Sound Game</b> ★ <b>M</b> (p. 237) <b>ABC Cheer • Verses Only</b> ★ (p. 239) <b>4 MINUTES</b>	ABC Wall Cards; ABC Block Letters
	<b>Poems ★ Slow Letter M</b> <b>Review Quick Letter K</b> (p. 240) <b>2 MINUTES</b>	ABC Poem Posters: Unit 5 Slow Letter <b>M</b> and Unit 4 Quick Letter <b>K</b>
	<b>Handwriting • Air and Table Trace</b> ★ <b>Mm</b> (p. 241) <b>2 MINUTES</b>	ABC Wall Cards; chalk/white board
Read Aloud and Related Activities	<b>Read Aloud • Lit Book</b> (p. 242) <b>10–15 MINUTES</b> ★ <b>Caps for Sale</b>	Lit Book, <i>Caps for Sale</i>
	<b>Art Project ★ Straw Hat</b> (p. 245) <b>20 MINUTES</b>	Art Project blackline master (p. 7); colors; scissors; glue; stapler; ■ hat (typical of those worn in your community); Optional: ■ raffia
	<b>Song ★ Move When It Rhymes</b> (p. 246) <b>10 MINUTES</b>	CD Track 17; CD player
	<b>Stretch and Shrink</b> (p. 247) What's your name? I'm [____]. ★ Will you play with me? <b>5 MINUTES</b>	
Independent Work	<b>Letter Trace • Mm</b> (p. 249) <b>15 MINUTES</b>	<i>My Activity Book 1</i> (pp. 49–50) or Letter Trace blackline master (p. 6); pencils; colors

## Alphabet Routines

## Song • Boogie Woogie ABCs

2 Minutes

**Seating**

Have students sit where they can easily see the ABC Wall Cards.

**Materials**

ABC Wall Cards;  
CD Track 1; CD player

**Objectives****Concepts of Print**

One-to-One  
Correspondence With  
Letters

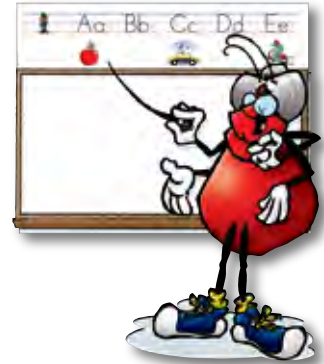
**Alphabetic Knowledge**

Letter Naming Fluency:  
Aa–Zz  
Alphabetical Order

**Music Experience**

Students build letter naming fluency while singing the song.

- 1 Have students sing along with CD Track 1, *Boogie Woogie ABCs*.
- 2 Point to the appropriate ABC Wall Cards as students sing the letter names.

**PRETEND TO PLAY  
(Reminder)**

Have students pretend to play the piano, drums, and trumpet between each of the three repetitions of the song.

## ABC Cheer ★ New Sound Game ★ M

2 Minutes

**Materials**

ABC Wall Cards

**Objectives****Oral Language**

Responding to Questions:  
What? Where?

**Concepts of Print**

One-to-One  
Correspondence With  
Letters

**Alphabetic Knowledge**

Letter Name: Mm

**Phonological Awareness**

Alliteration

**Phonemic Awareness**

Isolating Beginning Sound

**Phonics**

Letter/Sound Association:  
Mm

This is the first unit in which children play the *New Sound Game*. Students have fun guessing what picture is on the Mm Wall Card. Ham it up to create anticipation and focus students on the phonemic awareness skill of beginning sounds.

- 1 Introduce the new sound using the Mm Wall Card.

Today, we get to add m to our *Alphabet Cheer*.

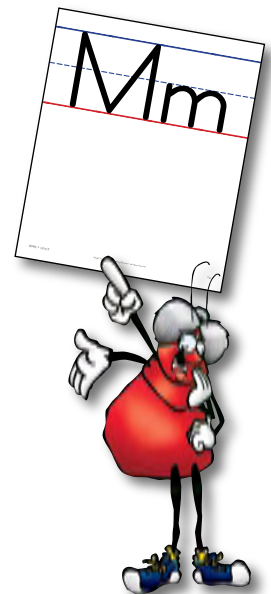
Listen: m says /mmm/.

What does m say? (/mmm/)

- 2 Demonstrate guessing what picture is on the card.

I wonder what's on the picture.

I think it might be a moon because *mmmoon* begins with /mmm/.

**CD VERSES**

New verses of the *Alphabet Cheer* are no longer provided on the CD.

(continued)

## Alphabet Routines

## ABC Cheer (continued)

- 3 Have students guess what picture is on the card.

- List appropriate student responses on the board (e.g., mother, man, mouse, mom, mitten).
- If a student provides an inappropriate response, gently correct and provide a response for the student to model.

Good guess.

You said *nap*.

Listen: *nnap* begins with /nnn/.

We need a word that begins with /mmm/.

Everyone, say /mmm/. (/mmm/)

Listen: *mmmap* begins with /mmm/.

Call on the student who made the mistake. What word begins with /mmm/? (map)

Acknowledge the student's efforts. Right. *Map* begins with /mmm/.

- 4 Turn the card over and have students identify the picture.

Point to the monkey.

♦♦ Everyone, what do you see? (a monkey)

♦♦ Where is the monkey? (on a mountain)

- 5 Introduce the m verse. Follow these procedures:

- Demonstrate.

Listen to me say the m verse of the Alphabet Cheer.

Point to the m. M says /mmm/.

Point to the picture. Monkey on a mountain,

Point to the m. /m/, /m/, /mmm/.

- Have students echo each line.

Your turn. Say each line after me.

Point to the m. M says /mmm/. (M says /mmm/)

Point to the picture. Monkey on a mountain, (Monkey on a mountain)

Point to the m. /m/, /m/, /mmm/. (/m/, /m/, /mmm/)



## Alphabet Routines

## ABC Cheer • Verses Only

2 Minutes

**Materials**

ABC Wall Cards;  
ABC Block Letters

**Objectives****Alphabetic Knowledge**

Letter Names: Aa, Ee, Hh,  
Kk, Mm

**Phonological Awareness**

Alliteration

**Phonemic Awareness**

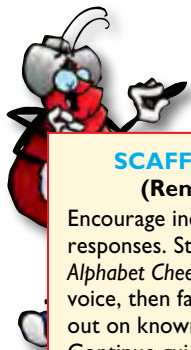
Isolating Beginning Sounds

**Phonics**

Letter/Sound Associations:  
Aa, Ee, Hh, Kk, Mm

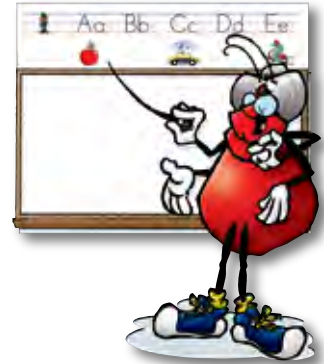
**Music Experience****CD CHEER CHANGE**

There is no CD track with the ABC Cheer for Units 5–8. The CD track will return with the full *Alphabet Cheer* at Unit 9.

**SCAFFOLDING**  
(Reminder)

Encourage independent responses. Start the *Alphabet Cheer* with your voice, then fade your voice out on known verses. Continue guiding the new m verse, as needed.

The *Alphabet Cheer* provides daily practice with the new letter/sound association and an important cumulative review of all previously learned sounds. The random review of beginning sounds at the conclusion of the cheer provides practice in discriminating beginning sounds outside of the familiar sequence of the cheer.



- 1 Have students practice the *Alphabet Cheer*—saying known verses only. Follow these procedures:

- Say the verses with students, only as needed.

Let's say the verses of the *Alphabet Cheer* that we've learned so far.

**Point to the a.** A says /āāā/.

**Point to the picture.** Ant on an apple,

**Point to the a.** /ă/, /ă/, /ăăă/.

- Repeat with the verses for e, h, and k.

- Finish with the verse for m.

**Point to the m.** M says /mmm/.

**Point to the picture.** Monkey on a mountain,

**Point to the m.** /m/, /m/, /mmm/.

- 2 Review beginning sounds in random order.

**Point to the eel.** What sound do you hear at the beginning of eel? (/ēēē/)

**Point to the horse.** What sound do you hear at the beginning of horse? (/h/)

Repeat with the remaining ABC Wall Cards.

- ★ 3 Using the ABC Block Letter BLMs for A, E, H, K, and M, have students review the letter names in random order. Say:

Letter name . . . (H)

Letter name . . . (A)

Letter name . . . (M)

Letter name . . . (E)

Letter name . . . (K)

Repeat, having students say the sounds.

Letter sound . . . (/ēēē/)



## Alphabet Routines

Poems • Slow Letter M and Review

2 Minutes

**Materials**

ABC Poem Posters:  
Unit 5 Slow Letter M and  
Unit 4 Quick Letter K

**Objectives****Oral Language**

Responding to Questions:  
What? How many? Where?

**Alphabetic Knowledge**

Letter Names: Kk, Mm

**Phonological Awareness**

Alliteration

**Phonemic Awareness**

Isolating Beginning Sounds

**Phonics**

Letter/Sound Associations:  
Kk, Mm

The unit poem provides another format for focusing on the letter/sound association for m and associated phonemic awareness and oral language skills. The review poem maintains the letter/sound and mnemonic associations of previous units.

- ★ ① Introduce the Unit 5 poem, *Slow Letter M*.

Everyone, look at the poster.

♦♦ What do you see? (monkeys)

♦♦ How many monkeys?

Let's count. one, two . . . five

How many monkeys? (five)

♦♦ Where are the monkeys? (on a mountain)

- ② Have students say the title of the poem with you.

The title of the poem is *Slow Letter M*.

Say the title with me. *Slow Letter M*

- ③ Have students identify what kind of letter m is.

What kind of letter is m? (slow)

Remember, that means you can say the sound slowly.

Listen to my slow letter m. /mmm/

Say it with me. /mmm/

- ④ Have students say each line of the poem with you.

The first line of the poem is "Capital letter M."

Say it with me. Capital letter M

Continue for each line of the poem.

- ⑤ Have students identify the sound they hear at the beginning of "monkey."

Everyone, tell me what sound you hear at the beginning of *monkey*. (/mmm/)

- ⑥ Have students review the Unit 4 poem, *Quick Letter K*, using a cloze format on the last word of each line.

**CLOZE FORMAT**

At step 6, students review a previously learned poem, *Quick Letter K*. Have students complete the last word of each line without your voice.

Quick Letter . . . (K)

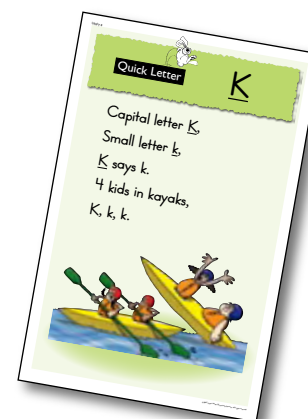
Capital letter . . . (K),

Small letter . . . (k),

K says . . . (/k/).

4 kids in . . . (kayaks),

/k/, /k/ . . . (/k/).



## Alphabet Routines

Handwriting • Air and Table Trace ★ Mm

2 Minutes

**Materials**

ABC Wall Cards; chalk/  
white board

**Objectives****Concepts of Print**

One-to-One  
Correspondence With  
Letters

**Alphabetic Knowledge**

Letter Name: Mm

**Phonics**

Letter/Sound Association:  
Mm

**Handwriting**

Tracing

Air and Table Trace provides a quick and age-appropriate way for students to get daily practice forming the letter m.

- 1 Remind students about Theo Bear and the hat line, belt line, and shoe line.
  - Point to the Theo Bear Card.
  - Rotate the order in which you ask students to identify the lines.
- 2 Have students practice writing capital letter M by following your hand motions as you trace the letter on the chalk/white board.

We're going to practice writing capital letter M.

What sound does m make? (/mmm/)

Imagine your hand is on mine.

- Provide a clear step-by-step description of how to form the letter, using the hat line, belt line, and shoe line as references.

You're writing a capital letter M, so you'll start at the hat line.

Then you go straight down to the shoe line.

Lift your hand up, and go . . .

- Continue guiding until the capital letter M has been completed, then review the sound for capital letter M.

We just traced capital letter M.

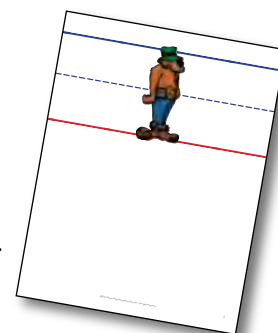
M says /mmm/.

What sound does the letter m make? (/mmm/)

- 3 Repeat step 2, but have students trace the letter on a surface (e.g., table, floor, desk).

Provide additional practice with capital letter M, as needed.

- 4 Do steps 2 and 3 with small letter m.





## Read Aloud and Related Activities

## Read Aloud • Lit Book

10–15 Minutes

**Seating**

Have students sit where they can easily see the book.

**Materials**

Lit Book, *Caps for Sale*

**Preparation**

Copy discussion comments and questions and affix the notes to the appropriate pages of *Caps for Sale*. The first page of text is designated as page 1.

**Objectives****Comprehension****Remember**

Priming Background Knowledge, Identifying

**Understand**

Dramatizing, Explaining

**Apply**

Making Connections, Predicting, Inferring

**Story Elements**

Title, Who (Main Character), Problem, What (Action)

**Genre**

Fiction • Narrative

**Vocabulary**

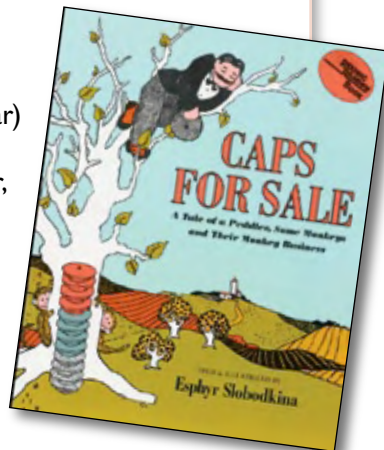
Defining and Using: cap, copy, peddler

In this classic tale, a peddler tries to get his caps back from a band of thieving monkeys. The concept of “monkey see, monkey do” is brought to life as your students act out the scenes while you read. The story pattern (or story grammar) of this tale provides an opportunity to begin developing an understanding of common story elements—main character, problem, series of events, and solution.

★ **Caps for Sale**

by Esphyr Slobodkina

When a cap peddler falls asleep, a band of mischievous monkeys takes his wares. In this amusing folktale about “monkey see, monkey do,” the monkeys copy the gestures of the frustrated peddler and unwittingly return his caps.



## ① Introduce the story.

**Priming Background Knowledge, Making Connections, Defining Vocabulary—cap**

• Say something like:

*I like to wear hats. I have a warm hat that I wear in the snow.*

*I have a baseball hat that keeps the sun out of my eyes.*

*What kinds of hats do you like to wear?*

*Our story is about a man who sells caps. Caps is another word for hats.*

**Identifying—Title, Where; Inferring; Using Vocabulary—cap**

• While showing students the book cover, say:

*The title of our story is Caps for Sale.*

*Everyone, what's the title of the story? (Caps for Sale)*

**Point to a cap.** *This is a cap. Show me where you would wear a cap.*

**Have students touch their heads.**

*What do you think the man is going to do with the caps? (sell them)*

*This story was written a long time ago.*

*It has been told by many people. This story is told by Esphyr Slobodkina.*

② Read the book out loud to students and discuss the content and pictures by asking questions and making comments as you read. As students respond, think aloud with them. *Note:* You may wish to modify the instruction based on the background knowledge of your students.**Identifying—Who (Main Character), What; Defining and Using Vocabulary—peddler**

a. After reading page 1, say:

*Everyone, who is the story about? (a peddler)*

*A peddler is someone who sells things.*

*What does the peddler sell? (caps)*

(continued)



## Read Aloud and Related Activities

Read Aloud *(continued)***COMPREHENSION  
QUESTIONS****(Reminder)**

The programmed questions and comments help students focus on important comprehension strategies.

**Identifying—What**

b. After reading page 3, say:

Everyone, what did the peddler say as he walked down the streets?

(Caps! Caps for sale! Fifty cents a cap!)

**Identifying—Problem**

c. After reading page 5, say:

What was the peddler's problem? (He was hungry, but he had no money for lunch.)

**Identifying—What (Action)**

d. After reading page 9, say:

What did the peddler do on his walk? (He sat under a tree to rest.)

What happened then? (He fell asleep.)

**Identifying—What (Action); Dramatizing**

e. After reading page 13, say:

What did the peddler do before he stood up?

(He felt with his hand to make sure his caps were in place.)

Everyone, show me what the peddler did.

**Predicting**

f. After reading page 17, say:

What do you think the peddler saw when he looked up in the tree?

**Identifying—What**

g. After reading page 19, say:

What did the peddler see? (monkeys sitting in the tree, wearing his caps)

**Identifying—What (Action); Dramatizing; Defining Vocabulary—copy**

h. After reading page 22, say:

What did the peddler do? (shook his finger at the monkeys)

Everyone, shake your finger at the monkeys.

What did the monkeys do when the peddler asked them to give back the caps? (They shook their hands and said, "Tsz, tsz, tsz.")

Shake your fingers and say that with me. tsz, tsz, tsz

The monkeys were copying the peddler. What were the monkeys doing? (copying the peddler)

That means they did the same thing that the peddler did.

Monkey see, monkey do!

*(continued)*

## Read Aloud and Related Activities

Read Aloud *(continued)***Identifying—What (Action), What; Dramatizing; Inferring; Using Vocabulary—copy**

i. After reading page 26, say:

What did the peddler do? (stamped his feet)

While he stamped his feet, the peddler said, “You give me back my . . . (caps).!”

Everyone, stamp your feet and say, “You give me back my caps!”

What did the monkeys do? (stamped their feet)

What did the monkeys say? (tsz, tsz, tsz)

Everyone, stamp your feet and say “Tsz, tsz, tsz.”

What were the monkeys doing? (copying the peddler)

Monkey see, monkey . . . (do).

**Identifying—What (Action); Predicting**

j. After reading page 30, say:

What did the peddler do?

What do you think the monkeys will do?

**Identifying—What (Action); Inferring; Explaining; Using Vocabulary—copy**

k. After reading page 34, say:

What did the monkeys do when the peddler threw down his cap?  
(They threw down their caps.)

How did the peddler get his caps back? (The monkeys copied the peddler.)

**Dramatizing**

l. Have students join in on the refrain “Caps! Caps for sale!  
Fifty cents a cap!”

**Inferring; Dramatizing; Identifying—What (Action); Using Vocabulary—copy**

m. After reading the story, say:

How did the man feel at the end of the story?

In this story the monkeys copied everything the man did.

Let’s see if you can copy me.

**Touch your head.**

You copied me, just like the monkeys copied the peddler.

**Touch your ears. You copied me.**

**Put your hands over your mouth.**

What did you do? (We copied you.)

**Put your hands over your ears.**

What did you do? (We copied you.)

## Read Aloud and Related Activities

## Art Project ★ Straw Hat

20 Minutes

**Seating**

Have students sit at tables or desks.

**Materials**

Art Project blackline master (p. 7); colors; scissors; glue; stapler; ■ hat (typical of those worn in your community); Optional: ■ raffia

**Preparation**

Copy one hat per student on white paper. For bigger hats, copy at 129% on 11 x 17 paper. Optional: Cut short strands of raffia to attach to the hat.

Make a sample for students to see.

**Objectives****Oral Language**

Responding to Questions: What? Where?  
Following Directions

**Comprehension****Apply**

Making Connections

**Vocabulary**

Defining and Using: cap, peddler

**Fine Motor Skills**

Coloring, Cutting, Gluing

Students make straw hats to use in acting out the Lap Book story “Straw Hats for Sale” on Day 3 of this unit. The activity will help students build connections among *Caps for Sale*, “Straw Hats for Sale,” and the hats they wear.

- 1 Introduce the activity. Tell students they are going to make straw hats that they will use later when you read a story called “Straw Hats for Sale.”
- 2 Build connections for students among the peddler’s caps, the hats they wear, and the straw hats they’re going to make.



Our story was about a peddler. What did the peddler do? (sold caps)

What did the peddler wear on his head? (a cap)

What do you wear on your head? (a hat)

What is another word for hat? (cap)

Put on a completed sample of the art project.

Do you wear hats that look like this? (no)

Show students a hat typical of those worn in your community.

Many people where we live wear hats that look like this.

What do our hats do for us? (keep us warm, keep us dry . . .)

Tomorrow, we’re going to read a story about straw hats.

Straw hats do not keep people warm or dry.

They protect people from the hot sun.

We’re going to make straw hats so we can act out the story.

- 3 Show and explain how to complete the straw hat. Tell students to:
  - Write their names on the back of the circles.
  - Cut out the circle and color it.
  - Glue raffia to the edges.
- 4 Monitor and assist as students complete their straw hats.
  - Adults will need to staple or tape the edges of the hat to make a cone.
  - Provide students with specific positive feedback.
  - While students work, casually engage in quick conversations with students who need language priming.

Point to the completed hat.

♦♦ What is this? (a hat)

♦♦ Where will you wear your hat? (on my head)

- 5 Save the hats for use with the Day 3 Read Aloud.



■ = Materials that you may need to collect in advance

★ = Introduction of a new skill, activity, or story

♦♦ = Language priming: Provide individual turns, as appropriate, for students who need additional language support.



## Read Aloud and Related Activities

## Song ★ Move When It Rhymes

10 Minutes

**Seating**

Have students sit where they can easily move.

**Materials**

CD Track 17; CD player

**Objectives****Phonological Awareness**

Rhyming

**Comprehension****Apply**

Making Connections

**Music Experience****Movement**

Students learn a new rhyming and movement song called *Move When It Rhymes*. As they sing along with the *Read Well K* CD, they hop, jump, and stomp when they hear two rhyming words. The integration of actions and music provides an interactive way for your students to develop their awareness of rhyming words.

## 1 Introduce the song.

Tell students they are going to learn a new rhyming song called *Move When It Rhymes* that includes actions.

## 2 Demonstrate and have students practice the motions in the song:

- Hopping on one foot
- Jumping with both feet
- Stomping

## 3 Have students listen to CD Track 17.

Invite them to stand and join in on the actions when they hear the rhyming words in the last line of each verse.

**Move When It Rhymes**

(traditional melody, *Skip to My Lou*)  
words by Shelley V. Jones and Richard Dunn

Hop, hop, hop when it rhymes,  
Hop, hop, hop when it rhymes,  
Hop, hop, hop when it rhymes,  
Hop when you hear two rhyming words.  
CAT ... HAT ... CAT ... HAT ...

Jump, jump, jump when it rhymes,  
Jump, jump, jump when it rhymes,  
Jump, jump, jump when it rhymes,  
Jump when you hear two rhyming words.  
TREE ... BEE ... TREE ... BEE ...

Stomp, stomp, stomp when it rhymes,  
Stomp, stomp, stomp when it rhymes,  
Stomp, stomp, stomp when it rhymes,  
Stomp when you hear two rhyming words.  
BIG ... PIG ... BIG ... PIG ...

## 4 Repeat CD Track 17 and have students sing along. Have them stand and do the actions when they hear the rhyming words in the last line of each verse.



## Read Aloud and Related Activities

## Stretch and Shrink

5 Minutes

**Seating**

Have students sit in rows or a semicircle so all students can see you.

**Objectives****Oral Language**

Introductions and Greetings

**Phonemic Awareness**

Segmenting

Blending

Children review Stretch and Shrink with the words “I’m” and “me.” Students stretch and shrink “I’m” without your assistance, then stretch “me” with guidance. (Demonstrate, only if students have difficulty.)

Students also build language fluency by responding to the review question “What’s your name?” with the word “I’m.” The word “me” is reviewed with the new question “Will you play with me?”

**1** Review the Stretch and Shrink game *What’s Your Name?*

- Tell students they will play Stretch and Shrink with the word “I’m.”

- Have students use the word “I’m” in response to the question “What’s your name?”

Today, I’m going to ask “What’s your name?”

[Chau], what’s your name? (I’m [Chau].)

- Have students stretch and shrink “I’m.” Assist, only as needed.

Stretch out I’m.

Move your hands apart. (/lllmmm/)

Now you shrink it up.

Move your hands back together. (I’m)

- Repeat, mixing individual and group turns.
- Assist, as needed, by demonstrating and guiding responses.



(continued)



## Read Aloud and Related Activities

Stretch and Shrink *(continued)*

- ★ 2 Review Stretch and Shrink with “me,” using the new question “Will you play with me?”

- Tell students they will play Stretch and Shrink with the word “me.”
- Have students ask the question “Will you play with me?”

*In school, we meet many new friends.*

*On the playground or during free time, ask a new friend “Will you play with me?”*

*Everyone, ask the question “Will you play with me?”*

*(Will you play with me?)*

- Guide students as they stretch and shrink “me.”

*Let’s stretch out me.*

**Move your hands apart.** /mmmēēē/

*Now let’s shrink it up.*

**Move your hands back together.** me

- Have students stretch and shrink “me” without your voice.

*Stretch out me.*

**Move your hands apart.** (/mmmēēē/)

*Now shrink it up.*

**Move your hands back together.** (me)

- Repeat, mixing individual and group turns.
- Assist, as needed, by demonstrating and guiding responses.

## Independent Work

Letter Trace • Mm

15 Minutes

**Seating**

Have students sit at tables or desks.

**Materials**

*My Activity Book 1* (pp. 49–50) or Letter Trace blackline master (p. 6); pencils; colors

**Preparation**

Use the activity book or copy one double-sided BLM per student on white paper.

Make a sample for students to see.

**Objectives****Oral Language**

Following Directions

**Alphabetic Knowledge**

Letter Names: Aa, Hh, Kk, Mm

**Phonics**

Letter/Sound Associations:  
Aa, Hh, Kk, Mm

**Handwriting****Fine Motor Skills**

Coloring, Tracing

**Independent Work Habits**

Students review the letter/sound associations for m, a, h, and k and then trace the letters.

- 1 Have students identify the letters and their sounds, then discuss the picture.

**Point to the unit letter.**

**What letter is this?** (m)

**What sound does it make?** (/mmm/)

**Point to the picture.** **What's in the picture for the letter m?**

Ask students to identify the letters and sounds for the review letters.



- 2 Review how to do the Letter Trace page. Tell students to:

- Write their names on the page.
- Trace the letters as needed.
- Color the picture carefully, using at least three colors.
- Find and circle the three hidden m's.

- 3 While you are teaching a small group, have students complete their Letter Trace pages independently.

While you teach, periodically scan the classroom and acknowledge the efforts of students who are working independently.

- 4 For students who complete the Letter Trace page, have them turn their papers over and work on the Extra Practice.

- In the box, have students draw pictures of things that begin with the unit letter/sound association.
- On the lines, have students write the unit letter.  
*Note:* For students with advanced skills, you may wish to have them write words that begin with the new letter/sound association.



**WORKING  
INDEPENDENTLY  
(Reminder)**

Prior to starting student independent work, review your expectations for student behavior and how to do independent work as needed. Continue extension activities at desks—e.g., book browsing or puzzles.

