

Chapter 1: My Family

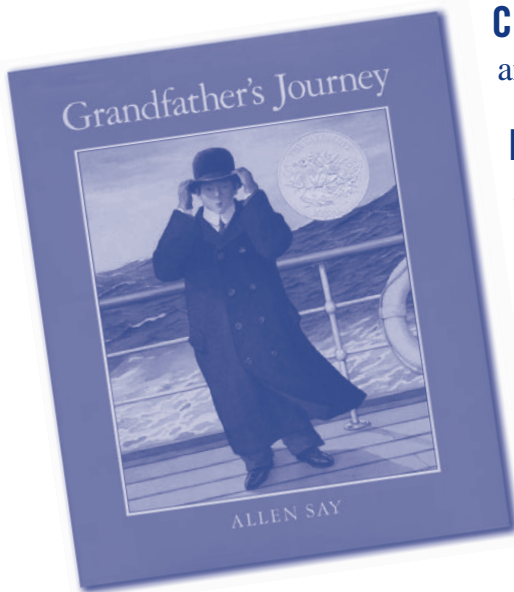
Target Vocabulary Words & Phrases

| <i>Carousel Nouns</i> | <i>Adjectives</i> | <i>Prepositions/ Prepositional Phrases</i> | <i>Commands</i> | <i>Social Greetings and Phrases</i> | <i>Other</i> |
|---|-------------------|--|---|--|--------------|
| teacher father mother sister baby girl man woman brother boy family children | little funny | | give the ____ put the ____ take the ____ show me ____ point to ____ Stand up. Sit down. Raise your hand. Come here. | What is your name? My name is ____. Who is your teacher? My teacher is ____. please thank you you're welcome | people |
| <i>Key Chapter Functions</i> | | <i>Target Forms</i> | | | |
| Naming people | | Nouns (e.g., <i>teacher, mother, boy</i>) | | | |
| Responding to commands | | Imperative (e.g., <i>Stand up. Raise your hand. Point to the man.</i>) | | | |
| Asking and answering simple questions | | Sentence structures (e.g., <i>What is your name? My name is ____.</i>) | | | |
| Using social language | | Sentence structures (e.g., <i>Thank you. You're welcome.</i>) | | | |

Content Emphasis: Social studies—working together cooperatively and developing social skills and a sense of community

Reading Selections: Suggested literature book: *Grandfather's Journey* by Allen Say; Song: “Hush Little Baby”; Reader’s theater: “A Family Picnic”

Enriching the Classroom Environment: Display pictures of people of all ages and nationalities on a bulletin board. Include different kinds of family groups. Include photographs of your own family and have students add their own photographs and pictures. Label some of these pictures. Display the print chart you are using. (See TRANSPARENCIES 1-3 and TEMPLATES A-C in the *Carousel Resource Book* for print chart options.)



Assessing Student Progress: Before beginning each lesson, review the key objectives on the chart on pages 42-43. These key objectives also are listed in the “Observing Student Progress” section of each lesson. At the end of each lesson, complete the Unit 1, Chapter 1 Evaluation Checklist (found in the *Carousel Resource Book*) for each student.

Unit 1, Chapter 1 Overview

| LESSON | SKILL EMPHASIS | KEY OBJECTIVES ¹ |
|--------|--|---|
| 1 | Listening | <p>1.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, people; other (<i>people</i>)</p> <p>1.1.2 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: <i>Carousel</i> nouns, people; other (<i>people</i>)</p> <p>1.1.3 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)</p> |
| 2 | Listening & Speaking | <p>1.2.1 Listen attentively to presentation of target vocabulary: commands (<i>give the ___</i>, <i>put the ___</i>, <i>take the ___</i>, <i>show me ___</i>, <i>point to ___</i>)</p> <p>1.2.2 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: commands (<i>give the ___</i>, <i>put the ___</i>, <i>take the ___</i>, <i>show me ___</i>, <i>point to ___</i>)</p> <p>1.2.3 Understand and follow one-step directions for classroom or work-related activities</p> <p>1.2.4 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)</p> <p>1.2.5 Recognize, identify, and correctly pronounce phonemes: beginning sounds /b/, /f/, /m/</p> |
| 3 | Listening & Speaking | <p>1.3.1 Use common social greetings and phrases (<i>What is your name?</i>, <i>My name is ___</i>, <i>Who is your teacher?</i>, <i>My teacher is ___</i>, <i>please</i>, <i>thank you</i>, <i>you're welcome</i>)</p> <p>1.3.2 Ask and answer informational questions</p> <p>1.3.3 Listen attentively to presentation of target vocabulary: commands (<i>stand up</i>, <i>sit down</i>, <i>raise your hand</i>, <i>come here</i>)</p> <p>1.3.4 Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication: commands (<i>stand up</i>, <i>sit down</i>, <i>raise your hand</i>, <i>come here</i>)</p> <p>1.3.5 Understand and follow one- and two-step directions for classroom or work-related activities</p> <p>1.3.6 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)</p> |
| 4 | Listening, Speaking, Reading & Writing | <p>1.4.1 Listen to a story and respond orally by answering factual comprehension questions with a one- or two-word response</p> <p>1.4.2 Draw pictures related to a work of literature</p> |

¹ Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. Most key objectives are reinforced in subsequent chapters and units.

Continued on next page

| LESSON | SKILL EMPHASIS | KEY OBJECTIVES |
|------------------|--|---|
| 4 (continued) | | <p>1.4.3 Retell simple stories using words, phrases, or nonverbal communication (e.g., physical actions, drawings, matching, pointing)</p> <p>1.4.4 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)</p> <p>1.4.5 Listen attentively to presentation of target vocabulary: adjective (<i>funny</i>)</p> <p>1.4.6 Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication: adjective (<i>funny</i>)</p> |
| 5 | Reading & Writing | <p>1.5.1 Relate sounds to letters: b, f, m</p> <p>1.5.2 Produce uppercase and lowercase graphemes legibly: b, f, m</p> <p>1.5.3 Read simple words in stories, songs, or games; identify target vocabulary</p> <p>1.5.4 Label target vocabulary: <i>Carousel</i> nouns, people</p> <p>1.5.5 Listen attentively to presentation of target vocabulary: adjective (<i>little</i>)</p> <p>1.5.6 Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication: adjective (<i>little</i>)</p> <p>1.5.7 Listen to and sing a song</p> |
| 6 | Listening, Speaking, Reading & Writing | <p>1.6.1 Write own name</p> <p>1.6.2 Orally describe personal information about family</p> <p>1.6.3 Respond orally to simple questions with one or two words</p> <p>1.6.4 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)</p> <p>1.6.5 Copy words posted and commonly used in the classroom</p> <p>1.6.6 Read a story as a class</p> <p>1.6.7 Write basic personal information about family</p> |



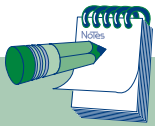
Chapter Materials Checklist:

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> glue/paste | <input checked="" type="checkbox"/> magazines | <input checked="" type="checkbox"/> large sheets of paper | <input checked="" type="checkbox"/> pocket chart |
| <input checked="" type="checkbox"/> manila folders | <input checked="" type="checkbox"/> catalogs | <input checked="" type="checkbox"/> blank transparency | <input checked="" type="checkbox"/> objects (or pictures of objects): mockingbird, ring, mirror |
| <input checked="" type="checkbox"/> crayons | <input checked="" type="checkbox"/> scissors | <input checked="" type="checkbox"/> chart paper | |

Establishing an Instructional Base Line

- Write today's date on the board.
- If this is your first class with students, say: **Hello. I am your teacher. My name is _____.**
- Start each lesson by greeting your students: **Good morning/Good afternoon.**
- Tell students that they are going to learn about families. Tap into students' prior knowledge by asking: **Who are the people in your family?** Keep in mind that students may not be ready to speak at this early stage.

Lesson 1



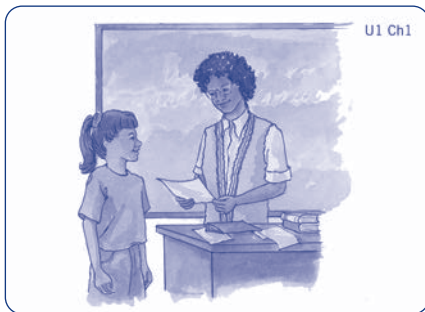
You will need:

- ✓ **THEME PICTURE #1** ("A Family Picnic")
- ✓ **Chapter 1 PICTURE CARDS**
- ✓ **TEMPLATE D** ("My Family")
- ✓ **ACTIVITY SHEET 1** ("My Family")

Presentation

- Introduce the topic of people by showing **THEME PICTURE #1** ("A Family Picnic"). Discuss the picture briefly, emphasizing the target vocabulary: **This picture shows a family. This is the mother. This is the father. These are the children. This is a boy. This is a girl.** Remember to limit the number of words or concepts introduced at one time. When you finish introducing all the target vocabulary, tell students: **These are all people.**


Theme Picture #1 A FAMILY PICNIC



- Reinforce target vocabulary by showing the **PICTURE CARDS** of the target vocabulary words shown on **THEME PICTURE #1**. Hold up each card and say: **This is a family. This is a mother. This is a father. This is a boy. This is a girl.** Continue with other target vocabulary. Then show the **PICTURE CARD** of the teacher and say: **This is a teacher.** Point to yourself and say: **I am a teacher.**

- Give students a copy of TEMPLATE D (“My Family”) and have them paste the cover on a manila folder. Have students write their names and the date on the cover. Help students as needed. Students can decorate this cover with pictures of family. This folder will serve as a portfolio container for the work they complete in Chapter 1.

Template D




Unit 1: Chapter 1

My Family

Name: _____

Date: _____

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Practice

- Have students match the PICTURE CARDS with the corresponding picture in THEME PICTURE #1. For example, as you show the small PICTURE CARD of a woman, say: **This is a woman.** **Where is a woman in the picture?** Have students point to the picture.
- Engage students in an activity that calls on them to identify the PICTURE CARDS. Spread the PICTURE CARDS on the table and ask students to show you the man, the woman, and so forth. To further develop the concept of people, place pictures of people, animals, and objects on the table. Ask students to find all the people and put them in one group.



Apply & Extend

- Have students create a scrapbook of people. Organize students into small groups and give each group some magazines and catalogs, scissors, paste, and large sheets of paper. Ask students to find and cut out pictures of the people they learned about in this lesson. Have students group the pictures and paste them on large sheets of paper. For instance, have them paste pictures of boys on one page and girls on another. Model this for students. Put the pages together to make a classroom “people picture book.” Go through this picture book with students, stopping to comment on the pictures they have compiled (e.g., These are pictures of girls., Here is a baby). Place the book in the library center.

Involving Family

Give each student a copy of **ACTIVITY SHEET 1** (“My Family”) found in the *Carousel Resource Book*. Ask students to draw a picture of people in their family. The student should include himself/herself in the picture. Ask students to sign their names by their pictures. Then have students take their pictures home and ask the appropriate people to sign their names by their pictures. Show students a completed activity sheet. Have students bring the pictures back to school to use in a later lesson.



Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Listen attentively to presentation of target vocabulary: *Carousel* nouns, people; other (*people*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: *Carousel* nouns, people; other (*people*)
- ✓ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✓ Complete assignments neatly, accurately, and on time

Lesson 2

Presentation

- Put the PICTURE CARDS on the table and call on student volunteers to name each one. Repeat each word, and then have all students repeat after you. (If students are not ready to speak, hold up each picture and name it.) Next, have a student or an aide follow these commands:

Give the brother to me.

Put the sister here.

Take the woman.

Show me the mother.

Point to the man.

Model these commands for students several times to be sure that they understand them. Then call on students to follow these commands using the PICTURE CARDS.

Practice

- Have students show the pictures they drew for ACTIVITY SHEET 1. Reinforce the commands presented earlier by saying: **Point to the baby. Show me the mother. Put the picture in your portfolio.** Give students positive reinforcement (e.g., Excellent!, Good job!).
- Show the PICTURE CARDS (e.g., in the pocket chart or on the chalk rail) and ask questions to help students with phoneme recognition. Students can respond to questions (such as the following) by pointing to the PICTURE CARDS or by answering orally, if they are ready to do so.

Let's find words that begin with the /b/ sound. I can think of a word that begins with the /b/ sound. The word I'm thinking of is *boy*.

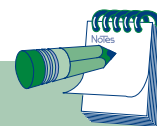
Which other words begin with the /b/ sound? [*baby, brother*] Do any of your names begin with the /b/ sound? Tell me a name that begins with the /b/ sound. [*Bob, Betty, Bert*] Give students a chance to say any names that begin with the /b/ sound.

Now let's find words that begin with the /f/ sound. Which words begin with the /f/ sound? [*father, family*] Do any of your names begin with the /f/ sound? Tell me a name that begins with the /f/ sound.

[*Frank, Frederico, Fay*] Give students a chance to say any names that begin with the /f/ sound.

Now let's find words that begin with the /m/ sound. Which words begin with the /m/ sound? [*man, mother*] Do any of your names begin with the /m/ sound? Tell me a name that begins with the /m/ sound.

[*Maria, Mary, Marco*] Give students a chance to say any names that begin with the /m/ sound.



You will need:

- ✓ Chapter 1 PICTURE CARDS
- ✓ ACTIVITY SHEET 2 ("How Does It Begin?")
- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ ACTIVITY SHEET 3 ("Words That Begin with the ____ Sound")


Apply & Extend

- Give each student a copy of ACTIVITY SHEET 2 (“How Does It Begin?”) and display a transparency of the activity sheet. Tell students: **The word *boy* starts with the /b/ sound. What other word on this sheet starts with the /b/ sound?** [*brother*] **That’s right, the word *brother* starts with the /b/ sound.** Have students hold up their papers so you can see them. Say: **Point to the picture of the brother. Show me the picture of the boy.** Check around the room to make sure students are pointing to the correct pictures. Next, tell students: **There are two words on this sheet that start with the /f/ sound. What are those words?** [*father, family*] **That’s right, *father* and *family* both start with the /f/ sound. Point to the father. Show me the family.** Check around the room to make sure students are pointing to the correct pictures. Say: **There are two words on this sheet that start with the /m/ sound. What are those words?** [*man, mother*] **That’s right, the words *man* and *mother* start with the /m/ sound. Point to the picture of the man. Show me the picture of the mother.** Check around the room to make sure students are pointing out the correct pictures. Review and reinforce these three beginning sounds as needed.







Activity Sheet 2

Name: _____

Date: _____

Activity Sheet 2 

How Does It Begin?

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Unit 1: My Community • Chapter 1: My Family

- Distribute copies of the Chapter 1 ACTIVITY PICTURES (found in the *Carousel Resource Book*) and ACTIVITY SHEET 3 (“Words That Begin with the ____ Sound”). Assign a beginning sound to each student (/b/, /f/, or /m/) and instruct students to cut out pictures that begin with their sound and paste them on their activity sheet. Then have students add other pictures (from magazines or their own drawings) of target vocabulary words that also begin with this sound. Have students place their completed activity sheets in the Chapter 1 Portfolio.

Involving Family

Ask students to take home ACTIVITY SHEET 3 and show it to one or more of their family members. Have students ask family members to name other words (in English or in another language, if applicable) that begin with the sound. Have students draw pictures of two of these words on a separate piece of paper and bring it to class. Have students share their drawings with the class.

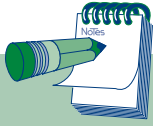


Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Listen attentively to presentation of target vocabulary: commands (*give the ____, put the ____, take the ____, show me ____, point to ____,*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: commands (*give the ____, put the ____, take the ____, show me ____, point to ____,*)
- ✓ Understand and follow one-step directions for classroom or work-related activities
- ✓ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✓ Recognize, identify, and correctly pronounce phonemes: beginning sounds /b/, /f/, /m/
- ✓ Complete assignments neatly, accurately, and on time

Lesson 3



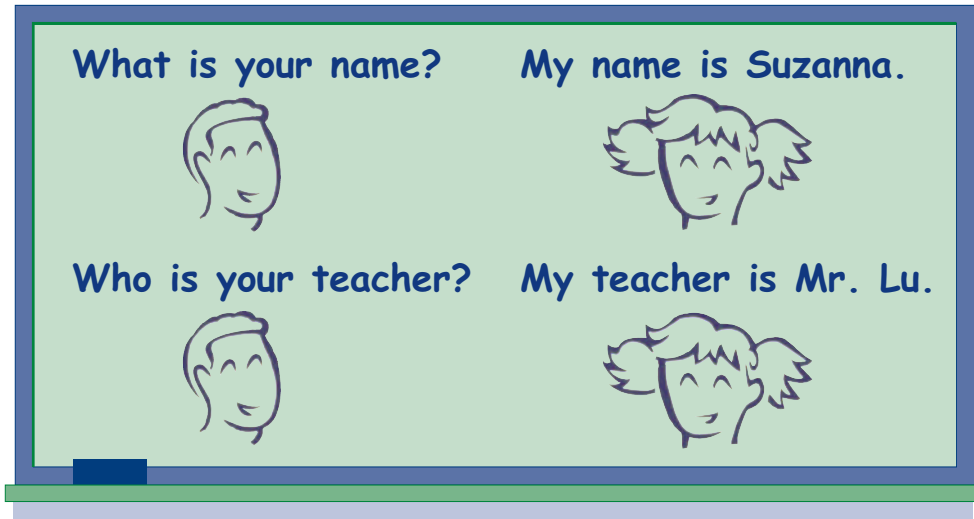
You will need:

- ✓ Chapter 1 PICTURE CARDS
- ✓ ACTIVITY SHEET 4 ("Thank You")

Presentation

- Write questions and student responses on the board in association with a graphic as shown below.

Example:



Read each question aloud and have students repeat after you. Then read the sample response and have students repeat after you. Repeat this process several times.

- Tell students that you are going to ask them to move around the classroom. You are going to give a command, model it, and then ask students to follow what you have done. Begin with these commands:

Stand up.
Come here.

Sit down.
Raise your hand.

Practice

- Organize students in pairs and ask them to practice asking and answering these questions: What is your name? Who is your teacher?

- Give each student or small groups of students one of the PICTURE CARDS. Instruct students to respond to your commands based on the picture they are holding. For example:

**Everyone sit down. Stand up if you're a man.
Stand up if you're a boy.
Stand up if you're a girl.
Sit down if you're a man.
Everyone sit down.
Raise your hand if you're a father.
Come here if you're a mother.
Come here if you're a sister.
All children, please stand up.
Children, raise your hand.**

If students are able, have them take turns giving commands to their classmates.

- Play a game of *Simon Says* (make sure students understand the concept of the game) using the key phrases students are learning: **Simon says, sit down. Stand up. Come here. Simon says, raise your hand. Simon says, point to the teacher. Say your name.** Continue as desired. If students are able, have them take turns giving the *Simon Says* commands.

Apply & Extend

- Tell students that when we want something from someone, we say “please,” and when someone gives us something or does something nice for us, we say “thank you.” Model this for students. Go up to a student (or classroom assistant, if possible) and say: **Please give me your pencil.** When you receive the pencil, say: **Thank you.** Tell students that when someone says “thank you,” a proper response is, “you’re welcome.” Repeat the previous role play and model “you’re welcome” for students.

Place a book in the front of the room and write the following model conversation on the board. Read it aloud several times, and have students repeat each line after you. Then ask student pairs to read it, taking turns to play both parts. Call on pairs to act out the conversation for the class.

Student One: **Hello. What is your name?**
Student Two: **My name is _____.**
Student One: **Who is your teacher?**
Student Two: **My teacher is _____.**
Student One: **Please give the book to me.**
Student Two: [gives the book to Student One.]
Student One: **Thank you.**
Student Two: **You're welcome.**

Involving Family

Introduce ACTIVITY SHEET 4 (“Thank You”). Students are to draw a picture of four people to whom they say “thank you.” On the line provided, students also should try to write the name of the person that goes with each picture. Show students a completed activity sheet and explain the pictures (e.g., I say thank you to my mother when she brings me lunch.). Ask students to complete this activity sheet with a family member and then bring it back to class. Have students put their papers in the Chapter 1 Portfolio.



Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Use common social greetings and phrases (*What is your name?, My name is _____, Who is your teacher?, My teacher is _____, please, thank you, you're welcome*)
- ✓ Ask and answer informational questions
- ✓ Listen attentively to presentation of target vocabulary: commands (*stand up, sit down, raise your hand, come here*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication: commands (*stand up, sit down, raise your hand, come here*)
- ✓ Understand and follow one- and two-step directions for classroom or work-related activities
- ✓ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✓ Complete assignments neatly, accurately, and on time

Lesson 4

Presentation



Note: If you are using an alternate literature book, use the generic literature lesson plan format in Appendix B.

- Tell students that you are going to read them a story about some people. To introduce *Grandfather's Journey*, show students the cover of the book, point out and read the title, and point out the name of the author/illustrator. Relate to students as much information about the author/illustrator as appropriate given their age, maturity, and language abilities.

Allen Say was born in Yokohama, Japan and came to the United States when he was sixteen. He apprenticed himself to a famous cartoonist and studied art in California. He now lives in San Francisco. Several of Say's books have received awards, including *El Chino*, *Allison*, and *The Sign Painter*. *Grandfather's Journey* received the 1994 Caldecott Medal.

- Show the cover of the book and some of the pages. Ask questions such as the following and guide students as needed:

Look at the boy on the cover.

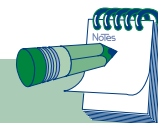
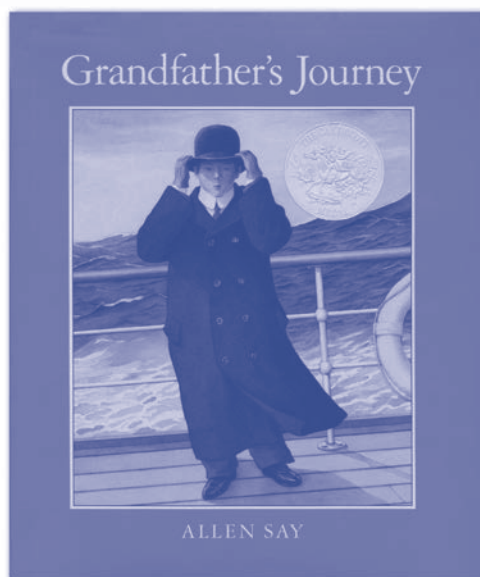
Who do you think he is?

Where is the boy? [*on a boat*]

Stand up if you have been on a boat.

What do you think the book will be about?

- Read the entire book aloud slowly, taking time to talk about each picture.



You will need:

- ✓ *Grandfather's Journey* by Allen Say
- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ TEMPLATE E ("Writing My Ideas")
- ✓ ACTIVITY SHEET 5 ("What Happened First?")

Practice

Read the story again, but this time stop to ask questions (as indicated below) for shared reading.

NOTE: If your copy of the book does not have numbered pages, number them, beginning with page four on the first page of the text.

| Book Page | Teacher Prompts |
|-----------|--|
| 4-13 | → Show the pictures and read the pages aloud. Point to the boy. Where is the boy? [<i>on a boat; near a train; in the desert/farm/mountains/city</i>] |
| 14-17 | → Show the pictures and read the pages aloud. Point to the man. Show me the woman. Show me the girl. Where are they? [<i>on a boat; in the park; near trees</i>] Point to the mother. What is she holding? [<i>a baby</i>] What is the girl holding? [<i>a doll</i>] Raise your hand if you have a doll. Is your doll a boy or a girl? |
| 18-19 | → Show the pictures and read the pages aloud. Point to the father. Who is he? Point to the mother. Who is she? Point to the daughter. Who is she? Are they a family? Where is the family going? [<i>on a trip; to another country; to Japan</i>] Stand up if you have lived in another country. |
| 20-21 | → Show the pictures and read the pages aloud. Point to the men. The men are telling stories and they are laughing. Do you think the stories are funny? Something that is funny makes you smile or laugh. Model laughing for students. Point to something in the room that is funny and laugh. The word <i>funny</i> can describe a person or thing. |
| 22-25 | → Show the pictures and read the pages aloud. Point to the man. Show me the woman. Point to the daughter. What are they doing? [<i>standing together</i>] Who is the grandfather holding? [<i>the boy</i>] |
| 26-29 | → Show the pictures and read the pages aloud. Point to the boy. Show me the woman. Point to the girls. What are the man and the woman doing? [<i>walking</i>] Do you like to walk in the park? |
| 30 | → Show the pictures and read the pages aloud. Point to the palm trees. What are these? [<i>trees</i>] They are called palm trees. Do we have palm trees where we live? |

- Have students find target vocabulary words in *Grandfather's Journey*. Hand out copies of the Chapter 1 ACTIVITY PICTURES. Turn the pages of the book and have students look for pictures that match the ACTIVITY PICTURES. When they find a picture in the book that matches (e.g., boy), have them cut out the corresponding picture. Discuss the pictures with students.

Apply & Extend

- Write the title of the book on the board and have students copy the title on TEMPLATE E (“Writing My Ideas”). If they liked the book, tell them to circle a number close to the happy face. If they did not like the book, they should circle a number close to the sad face. In the space provided, ask them to draw a picture of the part of the story they liked best.
- Write the following events from the story on the board:
 - Grandfather goes on a boat to America.*
 - Grandfather marries his childhood sweetheart.*
 - Grandfather’s daughter is born.*
 - Grandfather tells stories to his friends.*
 - Grandfather buys a house in a large city.*
 - Grandfather returns to the village where he was a child.*

Read the events aloud, and show pictures from the book to help students recall the events. Hand out ACTIVITY SHEET 5 (“What Happened First?”). Students are to draw pictures of six events from the story. Depending on student ability, have them retell (using the illustrations on the activity sheets as cues) *Grandfather’s Journey* to a partner. Students will retell the story to a family member for homework.

Involving Family

Ask students to take home ACTIVITY SHEET 5. They are to tell a family member about the story (using the pictures they have drawn). They can tell the story in English or in their primary language. They should ask the family member to sign on the line. Students should bring their activity sheets back to class and put them in the Chapter 1 Portfolio.

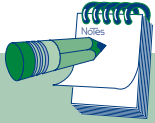


Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Listen to a story and respond orally by answering factual comprehension questions with a one- or two-word response
- ✓ Draw pictures related to a work of literature
- ✓ Retell simple stories using words, phrases, or nonverbal communication (e.g., physical actions, drawings, matching, pointing)
- ✓ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✓ Listen attentively to presentation of target vocabulary: adjective (*funny*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication: adjective (*funny*)
- ✓ Complete assignments neatly, accurately, and on time

Lesson 5



You will need:

- ✓ TRANSPARENCIES 1-3
- ✓ TEMPLATES A-C
- ✓ Chapter 1 PICTURE & WORD CARDS
- ✓ IDEA Picture Dictionary 1
- ✓ ACTIVITY SHEET 6 ("People")
- ✓ TRANSPARENCY 4 ("Hush Little Baby")
- ✓ ACTIVITY SHEET 7 ("My Song")

Presentation

- Present one of the print charts on TRANSPARENCIES 1-3, and then give students copies of the corresponding print chart (see TEMPLATES A-C). Help students identify the letters associated with the phonemes they learned in Lesson 2. Display the PICTURE & WORD CARDS and say: **Let's find words that begin with the /b/ sound. Which of these words begins with the /b/ sound?** [*boy, baby, brother*] Point out the "b" in each word and say the /b/ sound. Help students understand that the letter "b" makes the /b/ sound. Say: **Let's all write the letter "b" together.** Model on the board the strokes used to create this letter. Then have students copy the letter (capital and lowercase) on a separate piece of paper. Circulate around the room and help students as needed.

Tell students: **Now let's find words that begin with the /f/ sound. Which of these words begins with the /f/ sound?** [*father, family*] Point out the "f" in the words *father* and *family* and say the /f/ sound. Help students understand that the letter "f" makes the /f/ sound. Say: **Let's all write the letter "f" together.** Then have students copy the letter (capital and lowercase) on a separate piece of paper. Circulate around the room and help students as needed.

Tell students: **Now let's find words that begin with the /m/ sound. Which of these words begins with the /m/ sound?** [*man, mother*] Point out the "m" in the words *man* and *mother* and say the /m/ sound. Help students understand that the letter "m" makes the /m/ sound. Say: **Let's all write the letter "m" together.** Then have students copy the letter (capital and lowercase) on a separate piece of paper. Circulate around the room and help students as needed.

Practice

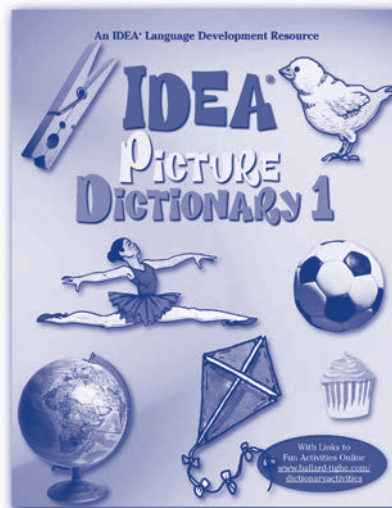
- Display the PICTURE & WORD CARDS in the pocket chart. Tell students to look at the first letter in each word. Tell students that all these words begin with a *consonant*. A consonant is a letter that represents a speech sound. For example, the consonant "b" represents the sound /b/. Have students begin their own consonant book. Each page should show a consonant at the top (capital and lowercase), and then list words that begin with that consonant. Students also can draw pictures next to the words. For Chapter 1, the students will make pages for the following consonants: b, f, m. Give students paperclips for their "works-in-progress" books. Students will continue to add to this book in later chapters. When all pages are completed, students will put the pages in alphabetical order, staple them, and make their "books."



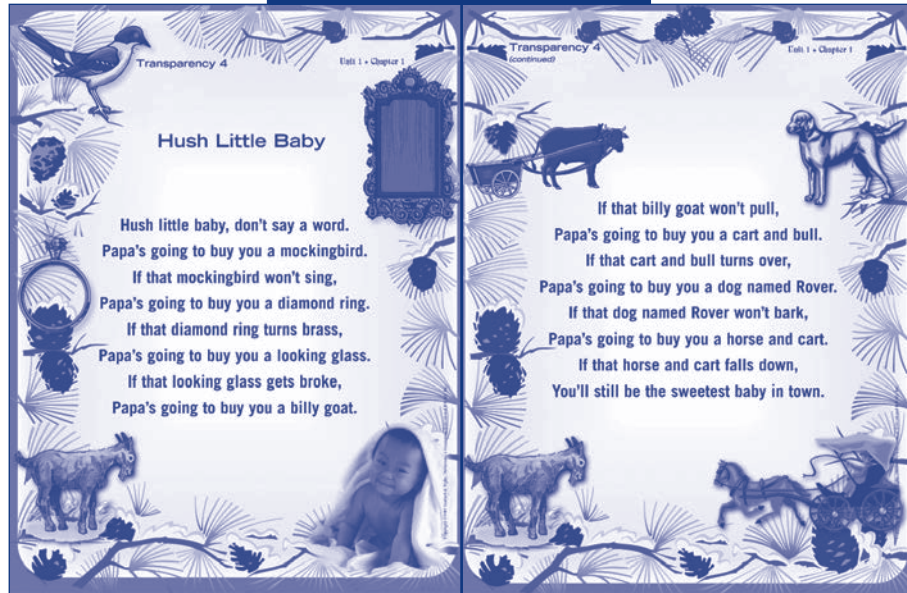
- Place the PICTURE CARDS in the pocket chart. Have one student place a WORD CARD next to the correct picture as another student names the picture. Continue with all cards. Then remove the pictures and place the words in the pocket chart. Have one student place a picture next to the correct word as another student names the word. Continue until all students have had a chance to name a picture or word.

Apply & Extend

- Introduce the *IDEA Picture Dictionary 1* and show students how it is organized. Make sure students understand that in English we read print from left to right. Look up each target vocabulary word (*Carousel* nouns) with students and point out the translations of the word in other languages.
- Distribute copies of ACTIVITY SHEET 6 (“People”) and display the PICTURE & WORD CARDS in the pocket chart. Instruct students to complete the activity sheet by labeling the people in the park. Remind students to refer to the print chart if they need help forming the letters. Have students place their completed activity sheets in the Chapter 1 Portfolio.
- Tell students: **I’m going to teach you a song called “Hush Little Baby.” This kind of song is called a lullaby. It is a song that a mother or father might sing to a little child to help him or her go to sleep. The word *hush* means very quiet. Model “quiet” by saying “shhh” and putting your finger to your mouth. Pause until the room is very quiet. Ask students: **Do you know what the word *little* means? Yes, it means something is small. We use the word *little* to describe people or things that are small.** Put two fingers close together to model “little.” Point to something little in the room. Say: **Listen carefully to the words of the song. Show TRANSPARENCY 4 (“Hush Little Baby”). You will hear what will happen if the baby doesn’t say a word. You can help me sing the song.** Point to the picture of the bird and tell students this is a mockingbird. Point to the picture of the ring and tell students this is a diamond ring. Continue with the rest of the words that are associated with pictures. Say: **As we sing the song, look at the pictures for clues to the words.** Sing the song to students, and then have students repeat each line after you. Do this a few times, and then sing the song again and encourage students to sing along with you.**



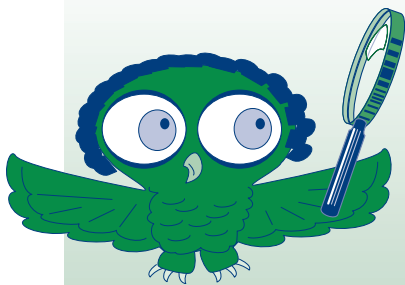
Transparency 4



If possible, bring in real objects or pictures of objects (e.g., mockingbird, ring, mirror) and have students hold up their object when it's mentioned in the song. Depending on student abilities, you may want to ask questions such as: **Did you like this song? Was it funny? What word does the song use instead of father? [papa] What did the person who wrote this song want the baby to do? [hush]** If they wish, students can substitute another family member (e.g., mama, grandpa, grandma) in the song.

Involving Family

Give each student a copy of **ACTIVITY SHEET 7** ("My Song"). Review the first verse of the song that's on the activity sheet. Have students practice singing that verse until they have it fairly well memorized. Tell students to bring home the activity sheet and sing the verse to a family member. Students should have their family members sign the back of the activity sheet and then bring it back to class.



Observing Student Progress


Do students meet these **KEY OBJECTIVES** ...

- ✓ Relate sounds to letters: b, f, m
- ✓ Produce uppercase and lowercase graphemes legibly: b, f, m
- ✓ Read simple words in stories, songs, or games; identify target vocabulary
- ✓ Label target vocabulary: *Carousel* nouns, people
- ✓ Listen attentively to presentation of target vocabulary: adjectives (*little*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and/or nonverbal communication; adjectives (*little*)
- ✓ Listen to and sing a song
- ✓ Complete assignments neatly, accurately, and on time

Lesson 6

Presentation

- Write the following headings on chart paper or the board:

| Our Families  | | | |
|--|---------|----------|----------|
| Name | Sisters | Brothers | Children |
| Mr. Lu | 2 | 1 | 4 |
| | | | |
| | | | |

Complete the first row of the chart yourself. Say: **My name is Mr. Lu. I have two sisters. I have one brother. There are four children in my family.**

Practice

- Call on students to come to the board and follow your example. Point to each box in the chart and ask the appropriate question. Help students with the verbal response as needed.

What's your name? [*My name is ____.*] **Write your name here.**

How many sisters do you have? [*I have __ sisters.*] **Write the number here.**

How many brothers do you have? [*I have __ brothers.*] **Write the number here.**

How many children are in your family? [*There are __ children in my family.*] **Write the number here.**

When the chart is complete, ask questions such as: **How many sisters does Rita have? Does Tong have any brothers? How many sisters does Brittany have? How many children are there in Bo's family?**

- Give each student a piece of paper and have the student write the number of children in his or her family on the piece of paper. Then ask students to stand up (with their papers) and organize themselves in a line. The person who has the most children in his or her family should stand at the front of the line, and the person who has the least number of children in his or her family should stand at the end of the line. Help students as needed. When all students are lined up, have them practice following directions: **If there are four children in your family, sit down. If there are eight children in your family, raise your hand. If there is one child in your family, give me a pencil.** Continue as desired.



You will need:

- ACTIVITY SHEET 8 (“Crossword Puzzle”)
- THEME PICTURE #1
- ACTIVITY SHEET 9 (“Reader’s Theater: A Family Picnic”)
- ACTIVITY SHEET 10 (“The ____ Family”)

- Introduce ACTIVITY SHEET 8 (“Crossword Puzzle”). Point out the word bank, the puzzle, and the clues. Depending on student abilities, have students complete the crossword puzzle as a whole class, in pairs, or independently. Students should put their completed activity sheets in the Chapter 1 Portfolio.

Activity Sheet 8

Activity Sheet 8

Name: _____
Date: _____

Crossword Puzzle

Directions: Use the picture clues to write the words. Then complete the crossword puzzle on the next page.

Word Bank

| | | | |
|---------|------------|--------|---------|
| baby | ✓ children | girl | sister |
| boy | family | man | teacher |
| brother | father | mother | woman |

Across →

1. _____

4. _____

5. _____

8. children _____

9. _____

10. _____

Down ↓

1. _____

2. _____

3. _____

6. _____

7. _____

9. _____

(continued on next page)

Unit 1: My Community • Chapter 1: My Family

Activity Sheet 8
(continued)

Unit 1: My Community • Chapter 1: My Family

Apply & Extend

- Display THEME PICTURE #1. Point out the family sitting at the table and describe what is taking place in the picture. Involve students in naming people in the picture. Explain that we call this kind of activity a picnic. Write the word *picnic* on the board. Explain that when people go on a picnic, they go to a park or other nice outdoor setting. They sit on blankets on the grass or at a picnic table and eat their lunch. The children run and play. The adults talk or listen to music or play sports. Sometimes they even take a nap. If students are able, have them share their experiences with picnics.

Introduce ACTIVITY SHEET 9 (“Reader’s Theater: A Family Picnic”). Tell students that they are going to be actors in a play. They will each have a role in a play called “A Family Picnic.” Distribute copies of the activity sheet and point out the features of the play—the title, the characters, and the characters’ words (or sounds). Read the play aloud, and have students repeat each line after you. Do this several times. Then assign parts of the play to students. Give students a few minutes to practice their parts and then have them read the play aloud.

- Organize students into groups and have each group present a short skit about a family event. The skit can be about a picnic or another event such as a birthday party, sporting event, family dinner, etc. Have students practice their skit before presenting it to the class. After each skit is presented, ask students questions about the event.
- Give each student a copy of ACTIVITY SHEET 10 (“The _____ Family”) and display the PICTURE & WORD CARDS in the pocket chart. Tell students that they will write about their family on this sheet. Guide students through each step and circulate around the room to help students as needed. Say: **Write your last name in the space at the top. On my sheet, I wrote, “The Lu Family.” Let’s read the first sentence, “My first name is _____.” Write your first name on the line. The next sentence says, “My last name is _____.” Write your last name on the line. The next sentence says, “I am a _____.” If you are a girl, write *girl*. If you are a boy, write *boy*. The next sentence says, “My family lives in _____.” Where does your family live?** (Have students write the state in the blank so that all students are writing the same word. Write the name of your state on the board for students to copy.) **The next sentence says, “There are _____ children in my family.” How many children are in your family? Write the number on the line.** Call on student volunteers to read their completed activity sheets aloud. Provide corrective feedback as needed. Give students positive reinforcement (e.g., That was excellent!, Great job!). Students will bring their activity sheets home.

Involving Family

Ask students to take home ACTIVITY SHEET 10 and read it aloud to a family member. Family members should sign the back of the sheets. Students should place their completed activity sheets in the Chapter 1 Portfolio.



Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Write own name
- ✓ Orally describe personal information about family
- ✓ Respond orally to simple questions with one or two words
- ✓ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✓ Copy words posted and commonly used in the classroom
- ✓ Read a story as a class
- ✓ Write basic personal information about family
- ✓ Complete assignments neatly, accurately, and on time

Evaluation

Use the informal end-of-chapter listening and speaking interview and the reading and writing test following the procedure described below:

Listening and Speaking. Evaluate the extent to which students comprehend the main concepts in this chapter and recognize and use the target vocabulary. Organize students into small groups. Call groups forward one at a time. Place all the PICTURE CARDS on a table. Call on students in random order to check their listening comprehension:

Show me the picture of the *teacher*.
Show me the picture of the *father*.
Point to the picture of the *mother*. ... and so forth.

After students finish identifying the pictures, place the WORD CARDS face up on the table and say: **Which words begin with the /b/ sound? Which words begin with the /f/ sound? Which words begins with the /m/ sound?**

Next, ask students questions such as the following:

What's your name?
Who's your teacher?

When you finish with each group, say: **Thank you.** Complete ASSESSMENT FORM 1 (“Listening and Speaking Evaluation Form”), found in the *Carousel Resource Book*, for each student.

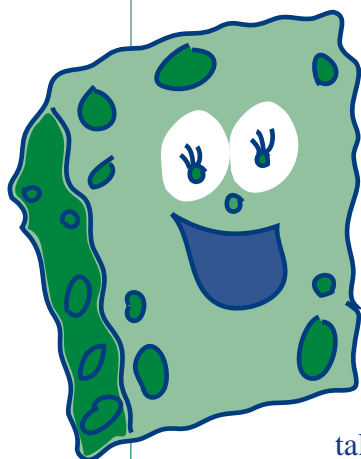
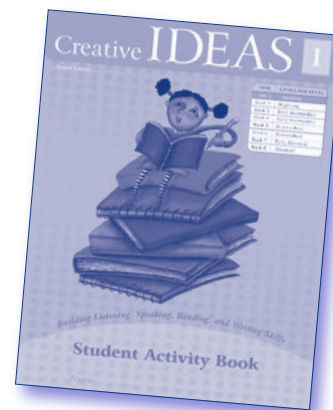
Reading and Writing. Give each student a copy of the Chapter 1 TEST, found in the *Carousel Resource Book*. Show students where to write their names and the date. Reassure them that all they have to do is their best. Read and review the directions and sample item in Part 1 of the test. When all students finish Part 1, follow the same process with Parts 2 and 3. Use the results of the test and other student work to determine whether and in which areas students need additional instruction on the target vocabulary and concepts.

Portfolio Evaluation. Have students review the work in their chapter portfolios and choose three examples that exemplify their best work. Ask them to think about why they chose these three assignments. This work will be reviewed in the teacher-student meetings.

Teacher-Student Meeting and Portfolio Review. Meet individually with students. Review the work in their portfolios using ASSESSMENT FORM 2 (“Portfolio Evaluation Form”). Discuss what they are doing well and areas that need improvement. Suggest ways students can address any weaknesses or problems they are having. Check to make certain that students understood classroom instructions. If students are not participating in classroom activities, it is important to know the reason for their reticence. Does the student understand the instructions (e.g., the classroom activity words and phrases)? Is the student shy? Is there a cultural reason why the student is not participating? Help the student understand that participation in classroom activities is expected of students in American schools.

Make It Stick!

NOTE: The *Creative IDEAS* Activity Book 1, pages 5-17, is an excellent resource you can use to give students additional practice with the target vocabulary and concepts for Unit 1, Chapter 1.



SPONGE ACTIVITIES

Here are some activity ideas for Chapter 1 to “soak up” any additional time before recess or lunch. Engaging students in sponge activities is a good use of instructional time and fun for students.

How Many People? Ask each student to tell the number of people in his or her family. Write the number on the board. Continue around the class making an overall tally of how many people are in the class families.

It Starts with a “B.” Ask students to name all the words they can think of that begin with the letter “b.” Write the words on the board as students say them.

Ask About It! Ask students the questions on the back of **THEME PICTURE #1**. Begin with the questions designed for students at the *beginning* stage of English language acquisition. Depending on student ability, you can continue with more advanced questions.



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teacher



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father



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mother



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sister



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baby



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girl



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man



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brother



boy



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family



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children



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woman



Theme Picture #1: A Family Picnic

Target Vocabulary: baby, boy, brother, children, family, father, girl, man, mother, sister, woman

TEACHING TIP

Focus on students' ability to listen and respond non-verbally or with a one-word response. Have students point, nod, draw, act out, or answer in single-word responses. Ask yes/no questions and repeat your commands as often as necessary for students to understand.

BEGINNING LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a family at a park. They are having a picnic. They are eating food and talking to each other.**

Listening and Speaking

- **Point to the mother. Point to the father. Where is the boy? Where is the sister? Is there a baby? Point to the baby. Where is the man? Where is the woman? Point to the family.** Help students as needed.
- Point to the baby and say: **Is this the father? Is this the mother? Is this the baby? That's right! This is the baby.** Point to the father and say: **Is this the woman? Is it the father? That's right! This is the father.** Continue pointing to the pictures and asking students yes/no questions.
- Point to the mother and say: **This is the _____. Yes, this is the mother (or woman).** Point to the brother and say: **This is the _____. Yes, this is the brother (or boy).** Continue with other target vocabulary.
- Hold up the theme picture and say: **This is a boy. What is the first sound in the word *boy*? [b/] This is a father. What is the first sound in the word *father*? [f/] This is a brother. What is the first sound in the word *brother*? [b/]** Continue with other beginning sounds students have learned.

Reading and Writing

- Write the target vocabulary words on the board. Point to the word *children* and ask: **What word is this? That's right, it's *children*.** Hold up the theme picture. **Point to the children in this picture.** Continue with the other target vocabulary.
- Hold up each target vocabulary word card and read it aloud. Have a student volunteer take the card, read it aloud, and point to the corresponding person in the theme picture.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Early Intermediate: Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: **What is happening in this picture? What are the children doing? What is the father doing? What is the mother doing?** Have students write a sentence explaining what is happening in this picture and then read it to a partner.

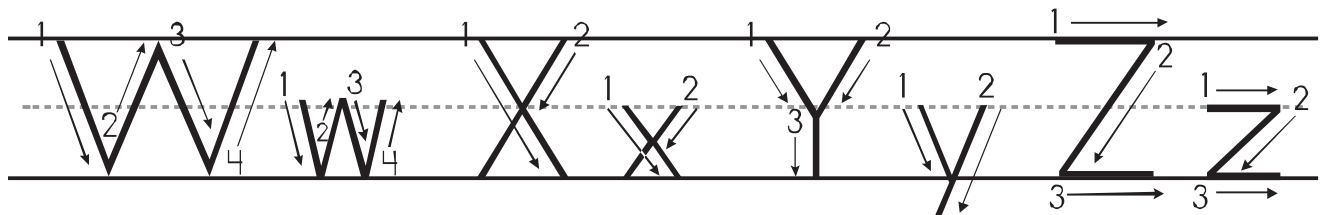
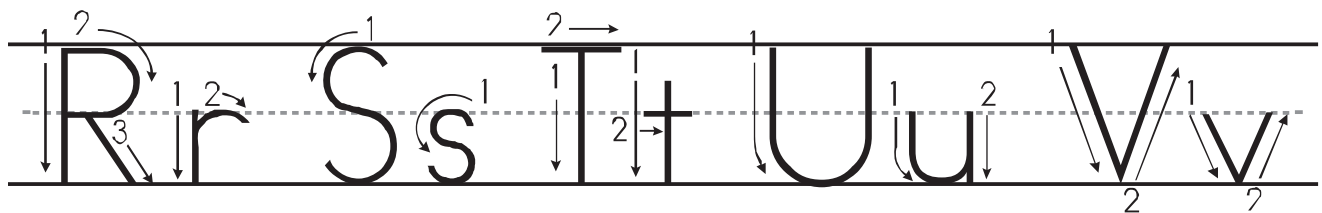
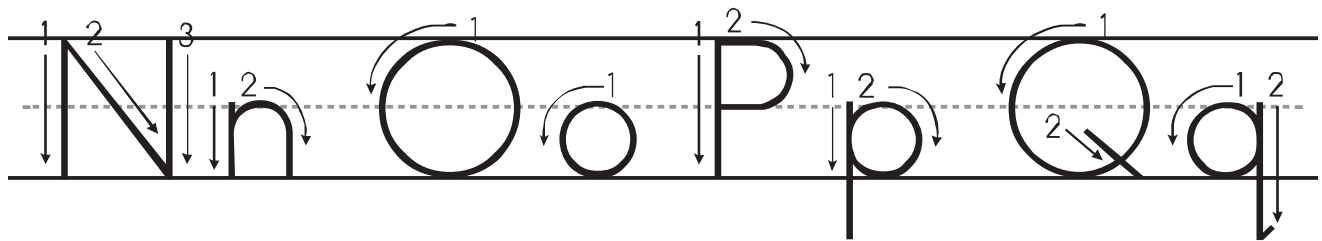
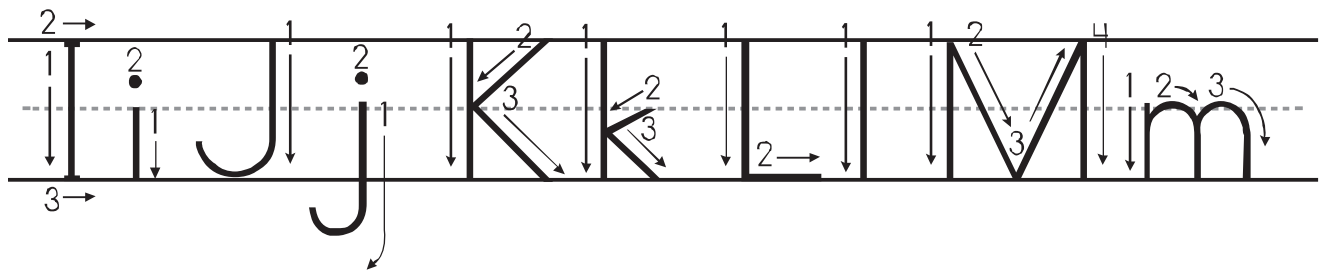
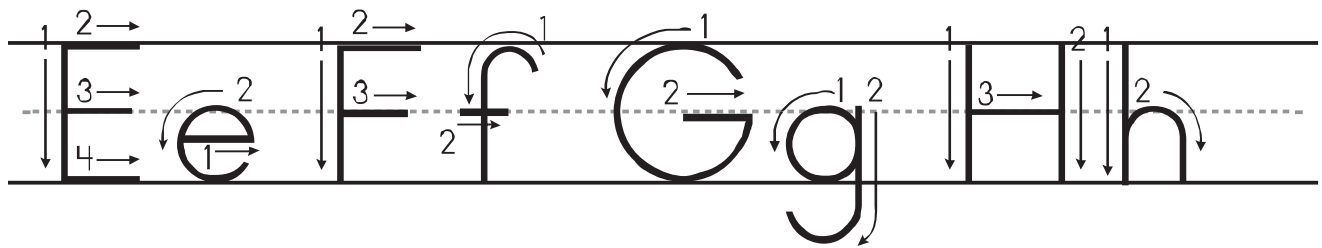
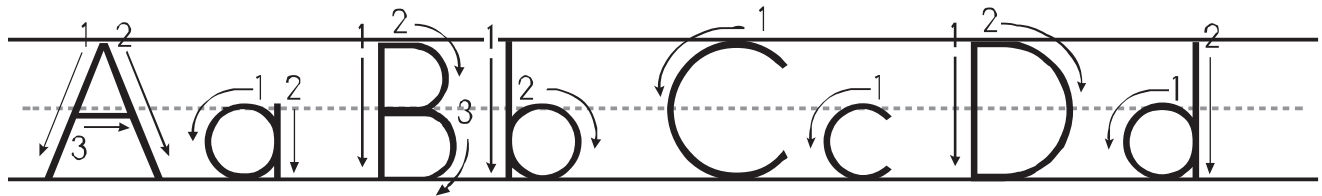
Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Is the family having fun? Why do you think the father is smiling? Do you think this family is happy?** Have students write a paragraph explaining whether they think the family is happy and why. Have students read their paragraphs to a partner.

Early Advanced: Students are speaking in complex and compound sentences and should be able to debate a position and analyze text. Ask questions: **What do you think would happen if it started to rain during this family's picnic? What do you think each person would do if it started raining? What would you do if you were having a picnic and it started raining?** Have students write a short story using this prompt: *The family thought it would be a great day for a picnic, but you'll never guess what happened!* Have students read their stories to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Ask students: **Is your family similar to the family in the picture? How are they alike? How are they different? If you were going to plan the perfect picnic for your family, what would you plan? What food would you bring? What activities would you have? Would your family members enjoy it? Why or why not?** Have students write a short essay on "the perfect picnic" and then read it to a partner.



Print Chart Traditional





Print Chart

Modern Manuscript

A a B b C c D d

E e F f G g H h

I i J j K k L l M m

N n O o P p Q q

R r S s T t U u V v

W w X x Y y Z z

Print Chart

Cursive

Template C



Aa Bb Cc Dd Ee

Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

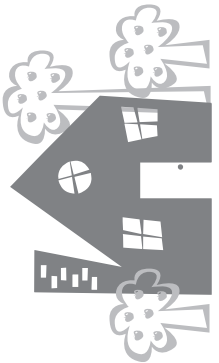
Ww Xx Yy Zz



Name: _____

Date: _____

Unit 1: Chapter 1



My Family



Writing My Ideas

Name: _____

Date: _____



Title of Book: _____

Author: _____

Illustrator: _____

(circle the number)

This book is a ... ☹️ 1 2 3 4 5 😊 _____

Draw a picture of the part of the book you liked best.



Name: _____

Date: _____

My Family

Directions: Draw a picture showing your family. Sign your name by the picture you drew of yourself. Then take your picture home. Have your family members sign their names by their pictures.



Name: _____

Date: _____

How Does It Begin?



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Teacher: See the *Teacher's Guide* for detailed instructions.



Name: _____

Date: _____

Words That Begin with the _____ Sound

| | | |
|--|--|--|
| | | |
| | | |

Teacher: Assign each student a beginning sound—/b/, /f/, or /m/—and have the student put Chapter 1 Activity Pictures, magazine pictures, or their own drawings of words that begin with the sound in each box.



Name: _____

Date: _____

Thank You

Directions: Draw a picture of four people you say “thank you” to. Write the person’s name on the lines.

I say “Thank you” to ...

| | |
|-------------------------|-------------------------|
| <p>Thank you, _____</p> | <p>Thank you, _____</p> |
| <p>Thank you, _____</p> | <p>Thank you, _____</p> |

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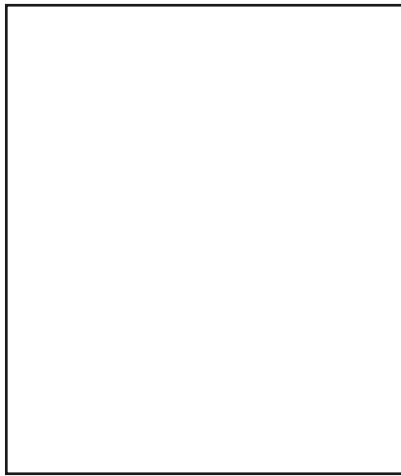


Name: _____

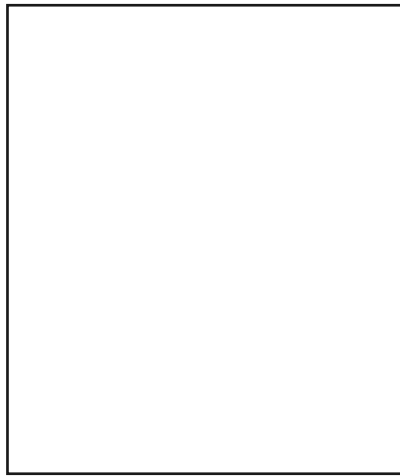
Date: _____

What Happened First?

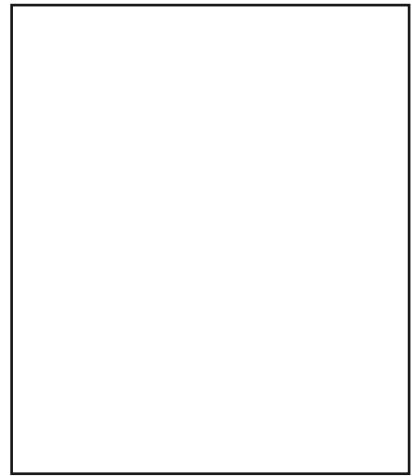
Directions: Draw pictures to help you remember the events in *Grandfather's Journey*. Tell the story to a family member using your picture clues. Ask the family member to sign on the line.



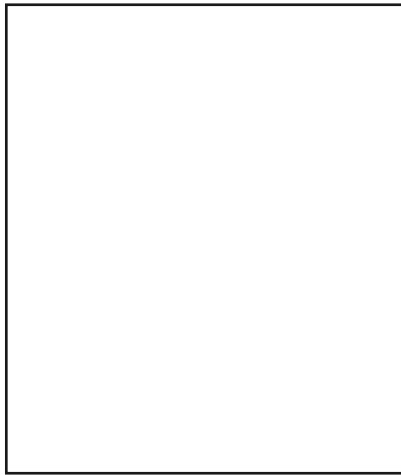
1



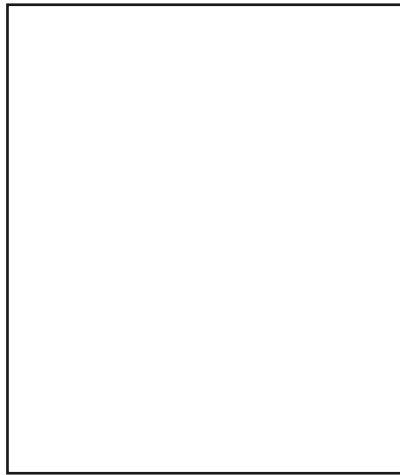
2



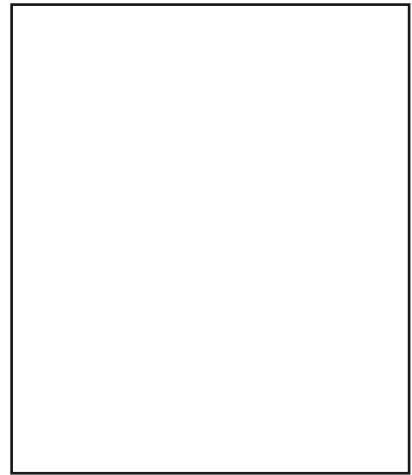
3



4



5



6

Family Member: _____



Name: _____

Date: _____

People

Directions: Who are these people? Write the names of the people in the park. Use words from the word bank.

Word Bank

girl

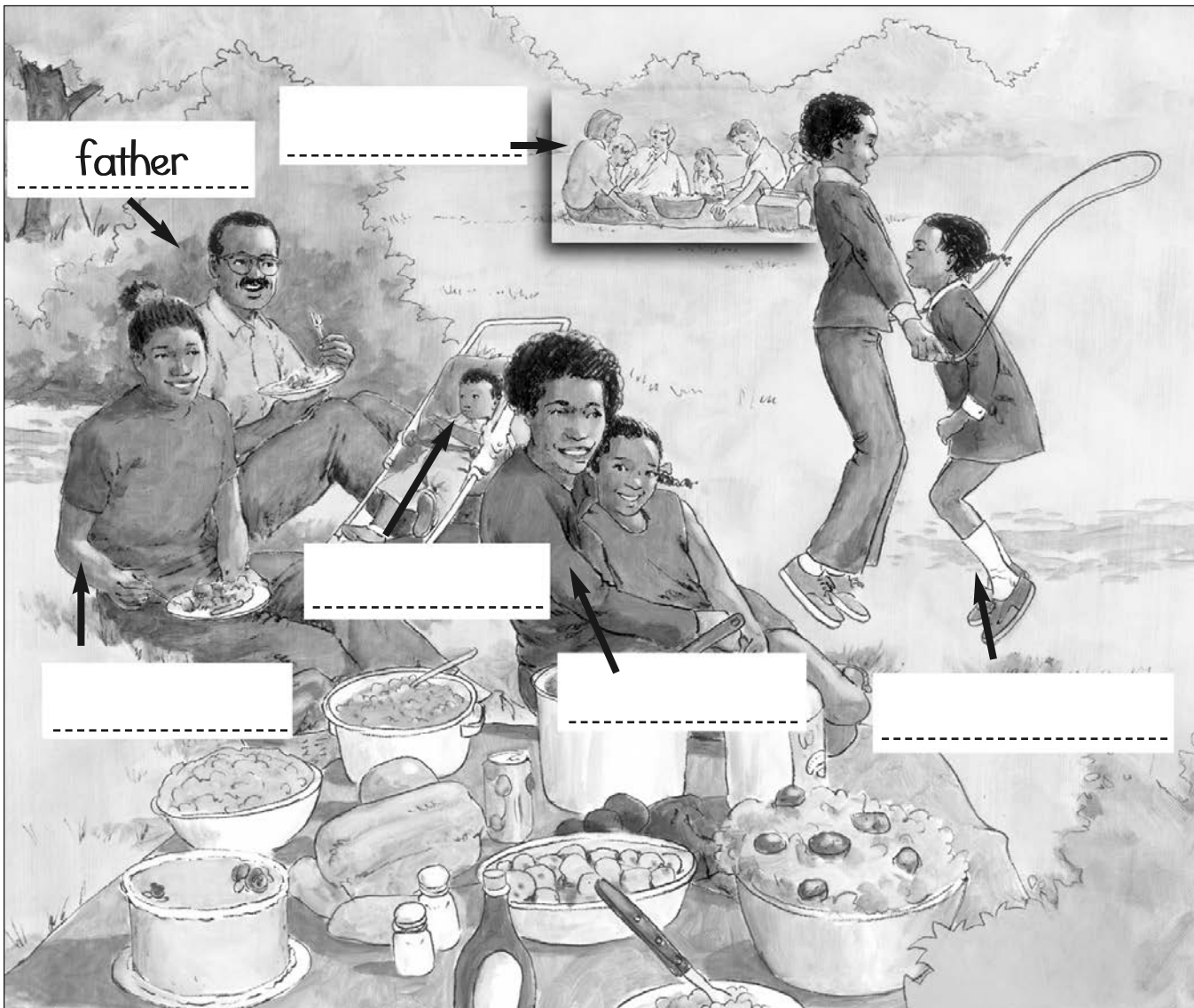
children

baby

mother

✓ father

family





Name: _____

Date: _____

My Song

Directions: Read the song to a family member. Talk about what the song means.





Name: _____

Date: _____

Crossword Puzzle

Directions: Use the picture clues to write the words. Then complete the crossword puzzle on the next page.

Word Bank

| | | | |
|---------|------------|--------|---------|
| baby | ✓ children | girl | sister |
| boy | family | man | teacher |
| brother | father | mother | woman |

Across →



1.



4.



5.



8.

children



9.



10.

Down ↓



1.



2.



3.



6.



7.



9.

(continued on next page)

Activity Sheet 8

(continued)



| | | | | | | | | | | | | |
|----|--|---|--|---|---|---|---|---|---|---|---|---|
| | | | | 1 | | | | | | | | |
| | | | | | | | | | | | | |
| 2 | | | | | | 3 | | | | | | |
| | | | | | | | 4 | | | | | |
| 5 | | 6 | | | | | | | | | | |
| | | | | | | | | | 7 | | | |
| | | | | | | | | | | | | |
| | | | | 8 | c | h | i | l | d | r | e | n |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | 9 | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |

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Name: _____

Date: _____

READER'S THEATER: A Family Picnic



Characters:

| | | |
|--------|------|------|
| mother | boy | baby |
| father | girl | dog |

Mother: Good morning, children.
Boy and girl: Good morning, mother!
Mother: Who wants to go to the park?
Boy and girl: I do!
Baby: [*makes happy baby noises*]
Father: Let's go on a picnic!
Boy and girl: Yes!
Dog: [*barks*]
Mother: I will bring the food.
Father: I will bring a blanket.
Girl: Mother, Father?
Mother and father: Yes?
Boy: Please, come here.
Mother: What is the matter?
Father: What do you want to say?
Boy and girl: Thank you.
Baby: [*makes happy baby noises*]
Family: We are a happy family.
Dog: [*barks*]



Teacher: Tell students that they are going to be actors in a reader's theater play called "A Family Picnic." See the *Teacher's Guide* for specific instructions.



Name: _____

Date: _____

The _____ Family

The _____ Family

(your last name)

My first name is _____.

My last name is _____.

I am a _____.

My family lives in _____.

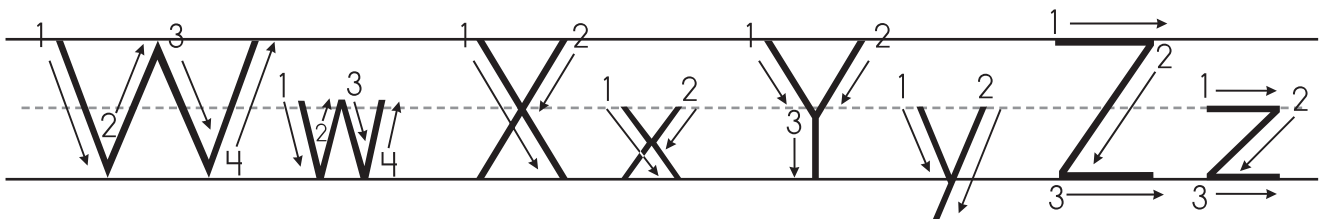
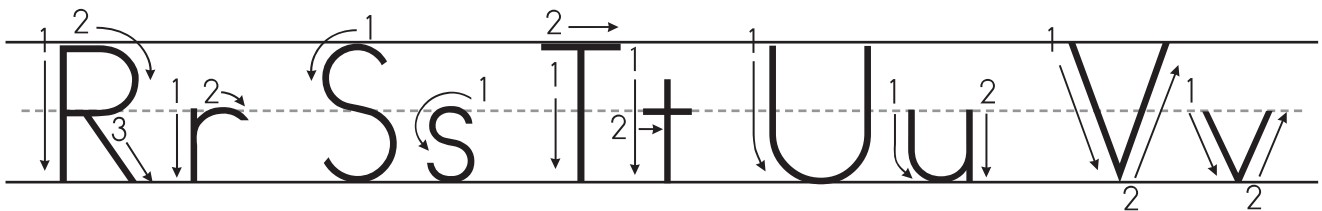
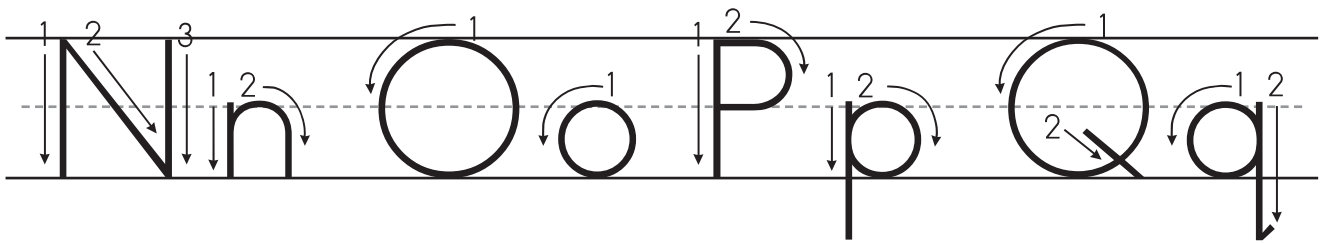
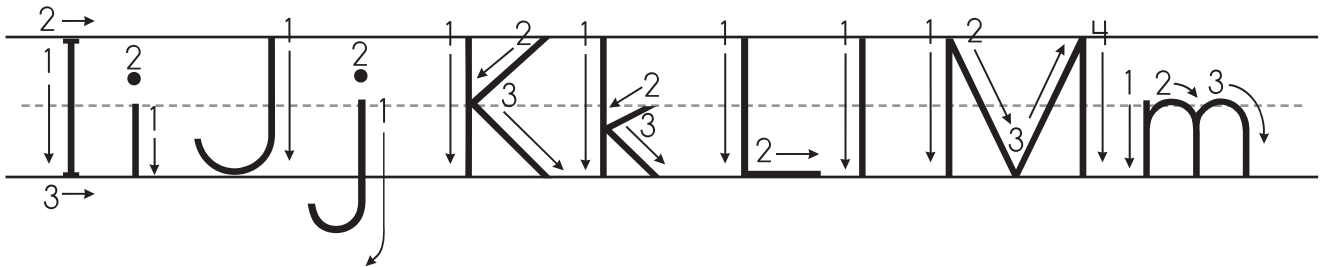
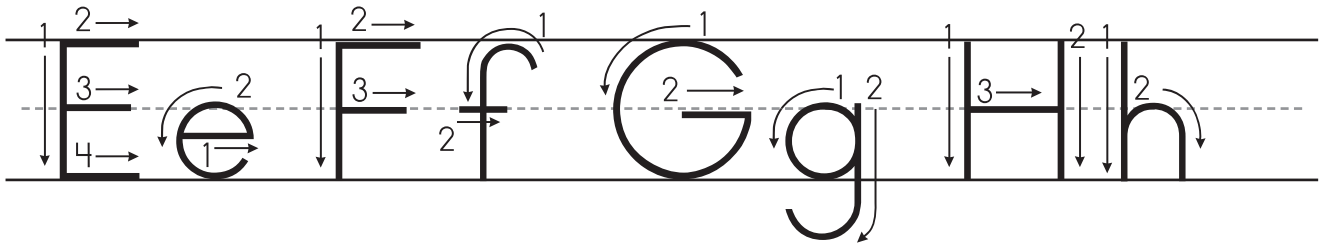
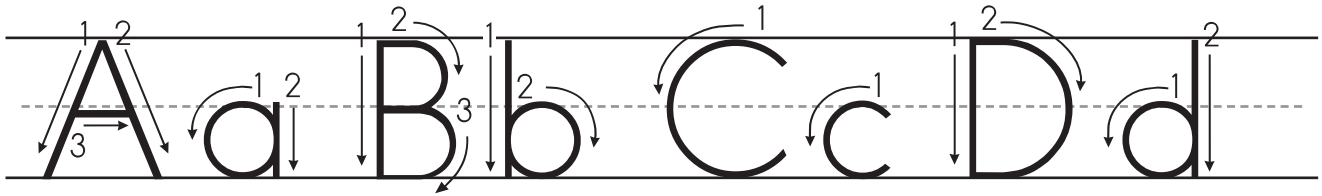
There are _____ children in
my family.

Teacher: Have students complete each sentence. Guide students through each step. See the *Teacher's Guide* for detailed instructions.



Print Chart

Traditional



Print Chart

Modern Manuscript

A a B b C c D d

E e F f G g H h

I i J j K k L l M m

N n O o P p Q q

R r S s T t U u V v

W w X x Y y Z z

Print Chart

Cursive

Aa Bb Cc Dd Ee

Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

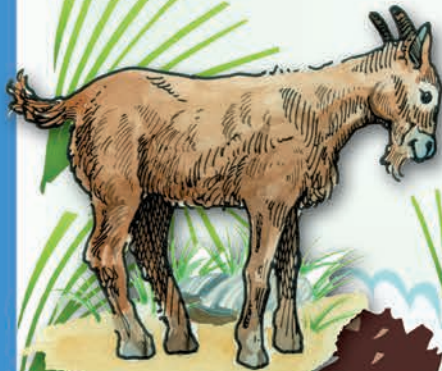
Rr Ss Tt Uu Vv

Ww Xx Yy Zz



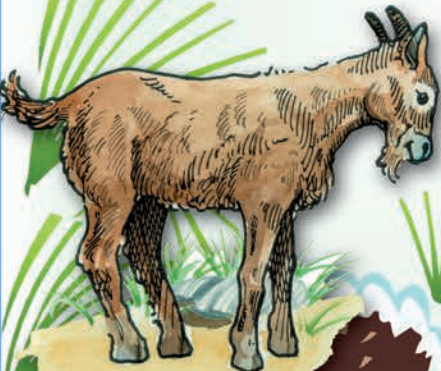
Hush Little Baby

Hush little baby, don't say a word.
Papa's going to buy you a mockingbird.
If that mockingbird won't sing,
Papa's going to buy you a diamond ring.
If that diamond ring turns brass,
Papa's going to buy you a looking glass.
If that looking glass gets broke,
Papa's going to buy you a billy goat.





**If that billy goat won't pull,
Papa's going to buy you a cart and bull.
If that cart and bull turns over,
Papa's going to buy you a dog named Rover.
If that dog named Rover won't bark,
Papa's going to buy you a horse and cart.
If that horse and cart falls down,
You'll still be the sweetest baby in town.**



Scoring the Reading & Writing Chapter Tests

Students are given a reading and writing pre-test at the beginning of each chapter in Units 2-4 to measure their knowledge of the target vocabulary and concepts before instruction begins. The chapter pre-test enables teachers to pinpoint students' strengths and weaknesses and adjust their instructional plan accordingly. The pre-tests also give teachers baseline information so that they can measure the progress students make before and after the chapter instruction. At the end of each chapter (Units 1-4), students take the reading and writing chapter post-test. Each chapter test is used for both the pre-test and the post-test.

Each chapter test includes 20 questions: in general, the test is comprised of 10 "matching" questions, five "multiple choice" questions, and five "fill in the blank" or "read and answer" questions. Each of the three sections includes a model completed question so that students have a sample to follow. Thus, there are 17 possible points for each test. The recommended grading for the chapter post-test is as follows:

| Points | Grading |
|--------------|------------------|
| 15-17 | Superior |
| 12-14 | Satisfactory |
| 11 and below | Not Satisfactory |



Name: _____

Date: _____

Items Correct: _____

Part 1. Directions: Draw a line from the word to the matching picture.

1. man



2. boy



3. girl



4. woman



5. family





6. father



7. mother



8. baby



9. teacher



10. children





Part 2. Directions: Each word is missing a letter. Fill in the circle next to the letter that is missing. Then write the letter in the blank.



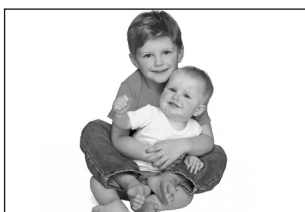
11. ___s___ister

- s
- g
- f



12. _____an

- f
- b
- m



13. _____rother

- m
- b
- w



14. _____eacher

- m
- f
- t



15. _____amily

- g
- f
- b



Part 3. Directions: Copy each word on the line below the word.

16. mother

mother

17. family

18. boy

19. father

20. man
