# Language Arts Whole Language Program for Limited English Proficient Students in a Self-Contained First Grade 

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# LANGUAGE ARTS WHOLE LANGUAGE PROGRAM FOR LIMITED ENGIISH PROFICIENT STUDENTS <br> IN A SELF-CONTAINED FIRST GRADE 

A Project<br>Presented to<br>the Faculty of the Graduate School<br>Central Washington University

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by
Kathleen O'Brien
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The purpose of this project was the development of a language arts program based on thematic units for limited English proficient students. Sample language activities are included for each unit. The contents of the project include: a review of literature related to the topics of using the whole language approach with limited English proficient students, procedures for the construction of thematic units, and an explanation of how to utilize the project. A summary with conclusions and recommendations is included.

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# Chapter 1 <br> Background of the Project 

Introduction
A Language Arts Whole Language program for limited English proficient children in a self-contained first grade classroom was the focus of this project. Language is viewed as a means of communication both oral and written.

When children initially learn language, parents do not break it into parts and teach the child specific skills in a sequential order. Children learn language to survive, to satisfy needs and wants. Children learn language quickly and efficiently since it is necessary and functional for them. Goodman (1986) contends:

In homes, children learn oral language without having it broken into simple little bits and pieces. They are amazingly good at learning language when they need it to express themselves and understand others, as long as they are surrounded by people who are using it meaningfully and purposefully.

This is what many teachers are learning again from children: keep language whole and involve children in using it functionally and purposefully to meet their own needs (p. 7).

The assumption is made that children can learn a second language the same way they learned their first language, naturally.

Definition of terms
The following terms are defined for the purpose of this project:
"Whole" means what it implies, language is learned from whole to part. Goodman (1986) refers to the whole as "always more than the sum of the parts and the value of any part can only be learned within the whole utterance in a real speech event" (p. 19). An emphasis of the whole language approach is that learners are seeking meaning. Comprehension is the main goal for readers. The systems of language graphophonic, syntatic, and semantic, are not isolated for instruction, rather students develop control over these skills and generalizations by using the context of written language.
"Language" refers to the four processes: speaking, listening, reading, and writing. These four forms of language are interrelated and should not be separated. Reading and writing promote language development as much as speaking and listening.
"Limited English proficient" (L.E.P.) does not imply that the child is lacking in academic abilities nor does it mean that the child does not have a language. It is recognized that the child does possess a language and can
apply all the abilities and experience of learning the first language to learning a second language. L.E.P. does suggest that the child speaks and understands limited or no English.

L1 refers to the native or home language of the child.
L2 is the language used by the majority of the students in the school district and is the predominant language used for instruction. L2 also refers to the target language.

A "self-contained classroom" means the children are in the same room all day with the same teacher. There are no pullout or support programs available for the child.

This program was designed for emergent readers, which typically refers to first grade learners. However, the lesson plans can be modified for any child at the beginning stages of reading or second language development.

Statement of the Problem
Today, many teachers are facing a new challenge in their classroom, as children who speak little or no English are being mainstreamed into their rooms. This policy of mainstreaming developed from federal legislation in 1984 which encouraged districts to place students with special needs, including limited English speaking students, in
the regular classroom.
Enright and McCloskey (1985) noted that "under these revised regulations, programs placing LES [Limited English Speaking] students in regular school classrooms with instructional aides or resource teachers available to assist the regular classroom teacher are eligible for federal bilingual education assistance" (p. 432). Further, they indicated that most of the teachers have had limited, if any, training in bilingual education and much less instruction in language development. Thus, the teacher who speaks only English is charged with developing an English-as-a-second-language program for L.E.P. students.

Many questions are raised in making decisions about an appropriate program for the L.E.P. students. In which language should initial instruction begin is a moot question since district policy of mainstreaming the child has, in effect, determined the language of instruction. Yet the teacher still has to struggle with the question of whether the child will be successful in learning if instructed in a different language than his own native language. The teacher must decide if the regular classroom curriculum is suitable or if the child requires a specialized program in regards to approach, technique, and materials. Constraints of classroom scheduling, organization and
grouping will need to be considered.
As with the regular classroom students, the teacher will need to determine at which point the L.E.P. student is ready to begin reading and writing instruction. Should reading and writing instruction be delayed until the child has oral command of the English language or can literacy instruction begin simultaneously as the child is developing language?

The district's evaluating system will need to be reviewed to assess if it will accurately measure the students' progress in language acquisition, comprehension, and academic abilities over the period of time it takes them to acquire English language proficiency.

## Purpose

The purpose of this project was to develop a guide for implementing a whole language program for L.E.P. students in a self-contained first grade classroom. It was based on the language learning theories of Goodman (1986) as presented in his book What's whole in Whole Language. He contends:

1. Virtually all human babies learn to speak their home language remarkably well in a very short time, without any formal teaching. . . .
2. We learn language from whole to part.
3. We learn language at the same time that we're developing language. . . .
4. Bilingual children learn more than one language for the same reasons that monolingual children learn only one: they learn what they need. (1986, p. 7-17)

Background Information
The writer teaches first grade in Red Rock Elementary School, which is located in Central Washington. It is an agricultural area, and the economy relies heavily on migrant labor. This migrant population is predominantly Hispanic.

The Red Rock Elementary School services about 500 students. Spanish is the home language of about $40 \%$ of the student population. The English language ability of the children varies greatly. Many Hispanic families have established residency in the Royal City area, and their children have been exposed to English for several years before entering school. Other families have recently arrived from Mexico, and their children have never experienced the English language. Approximately $5 \%$ of the children return to Mexico during the winter months for a vacation.

Until recently, the Royal School District offered a pullout program for L.E.P. students. During the designated reading period, the L.E.P. students would leave the classroom for special language and reading instruction. Depending on need, the child might receive extra help in
the migrant room in the afternoon.
In 1991, the district developed a mainstreaming policy.
All L.E.P. students were placed in the regular classroom on a full time basis. Title 1, migrant, and bilingual monies were pooled to implement a computer lab, provide computers in each classroom, and hire additional instructional assistants. The regular classroom teacher assumed full responsibility for developing and implementing a language program for L.E.P. students.

## Limitations

This project was limited to a language program for L.E.P. children in grade one. Skills are not taught in isolation or a specific sequential order. It should be understood that in doing creative writing, the child is learning handwriting, spelling, and reading skills along with developing language. As the teacher is reading a story, the child is processing language, learning reading skills, and may be finding out how a plant grows.

This project was not meant to present day by day lesson plans for a language program. It was intended as a guide for organizing and implementing a whole language program for L.E.P. students in a self contained first grade classroom. The thematic units were written to illustrate
the approach and provide a stimulus for generating new ideas.

Nature and Order of Presentation
In chapter 1 , a rationale for developing the project and definition of terms are presented. Chapter 2 contains a review of literature and includes a discussion of theories of initial language instruction, which language to use, and when to begin formal reading and writing instruction. This chapter also includes a review of research studies on the components of $a$ whole language program and a discussion of a proposed evaluation system.

In chapter 3, a description of the procedure used to develop the project is presented. An explanation of how to prepare a thematic unit and implement the program in the classroom is given. Procedures for organizing the classroom, for developing specific teaching strategies, and for implementing a portfolio evaluation system are presented in chapter four. Summaries of the twelve thematic units are included as well. A summary of the project, conclusions, and recommendations are given in the final chapter.

## Chapter 2

## Review of Relevant Literature

The development of a Language Arts Whole Language program for limited English proficient students in a self-contained first grade classroom was the focus of this project. This section presents a review of literature on the following topics: theories of initial language instruction, beginning literacy, curriculum considerations, and evaluation.

## Initial Language Instruction

One major issue in bilingual education is which language to use for academic instruction. One school of thought advocated providing academic instruction predominantly in the first language (L1) while developing the target language (L2). The other option would be to instruct the child in the language of the majority of the school population as soon as the child enters the school system.

Cummins (1986) favored the position of L1 as the major language of instruction. He theorized that providing instruction in $L 1$ will not interfere with the development
of $L 2$ proficiency. He further stated:
it would be predicted on the basis of the interdependence principle that older learners who are more cognitively mature and whose L1 proficiency is better developed would acquire cognitively demanding aspects of L2 proficiency more rapidly than younger learners (p. 87).

Collier (1987) concluded from her studies that students aged five to seven acquire English more rapidly if they continue to receive academic instruction in their native language for at least two years. A fourth grade mastery level in L1 is recommended by Williams and Snipper (1990) before the transfer is made to $L 2$ as the major language of instruction.

Conversely, Lambert (1990) indicated in his research on immersion programs that instruction in $L 2$ does not interfere with the development of language skills in L1. He went on to explain that L.E.P. students can achieve a functional level of L 2 proficiency by the end of elementary school through the incidental use of instructional language. He added, ". . . much transfer from L2 to L 1 seems to take place naturally in these programs, as though what is learned through $L 2$ with regard to content matters and with regard to reading skills and language development percolates down to the first language (p. 217).

Krashen, Long, and Scarcella (1982) reviewed long
and short term studies comparing adults and children acquiring second languages in classroom situations as well as natural environment in relationship to age, rate, and eventual attainment. The results of the studies support his hypothesis that "acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults" (p. 16).

## Beginning Literacy

In teaching English to L.E.P. students the question arises as to when to begin reading and writing instruction. Does the teacher delay literacy instruction until the student has some command of the English language, or should students participate in reading and writing activities simultaneouly with oral language instruction?

Two popular bilingual approaches, the "Natural Approach" and "Total Physical Response," recommend delaying reading and writing until the learner has developed "an aural comprehensive base first." (Freeman \& Freeman, 1988, p.5) Additionally, Thonis (1976) expressed concern with introducing reading and writing before the L.E.P. student possesses oral control of the L2 language. She contended that students' native language-sound, semantic, and lexical
system would interfere with comprehension. Further, the L2 language structure and vocabulary will appear totally alien to the L.E.P. student. These views follow the beliefs of some language educators that learners "must be able to say the words to understand them." (Freeman and Freeman, 1988, p. 5)

Whole language advocates claim that reading, writing, speaking and listening are interrelated. Children learn language through all four processes. According to Krashen, both oral and reading exposure contribute to $L 2$ acquisition (Freeman and Freeman, 1988). Further, Krashen proposed that "reading contributes to second language competence in writing just as listening helps children acquire oral language" (p.5).

Goodman (1978) advocated that oral and written language tend to support each other in the student's development of the English language. He stated:
reading as a receptive language process seems to develop more rapidly than speaking, a productive process. It is not uncommon for non-native speakers of English to understand what they have read but not be able to retell it orally in English. Reading need not then follow oral development but may be parallel to it and contribute to general language control (p. 21).

This inability to produce language though understanding was termed the silent period by Littlewood (1984). He claimed that during this silent period, learners are
processing language internally, constructing their own system of language. Additionally, he maintained that during this time of nonproduction the internal processing mechanism may be operating more effectively.

Children learn language naturally by reading and responding to print in their environment. As they cope with English in their everyday lives, they also are acquiring and increasing their English. Before they enter school, children who do not speak English read and react to fast food signs, product labels and superheros from T.V. (Goodman, Goodman, and Flores, 1979; Hudelson, 1984). Hudelson explained that children are able to read these items from their real life situations since they are meaningful to them.

Summarizing various studies, Hudelson (1984) concluded that children can also begin writing before they have complete control over oral L 2 language. Hudelson cited a study by Edelson who maintained that "for some E.S.L. children, written expression in English may precede formal reading instruction" (p. 229). In another study, cited by Hudelson, Rigg stated, "for some, their English writing forms their first reading" (p. 229). Freeman and Freeman (1988) take it a step further, suggesting that a student's learning potential can actually be limited by delaying
reading and writing until the student has oral control over L2 language.

Curriculum Considerations
Language is learned when the individual is an active participant in an environment where language is meaningful and purposeful. Children learn language to understand others, to express their needs, and therefore to communicate (Goodman, 1986). Teachers of L.E.P. students are now beginning to view language as communication and not as a sequence of isolated skills to be mastered. Freeman and Freeman (1988) insisted, "when the language is kept whole, the focus is not on the linguistic system, but on context that is functional and meaningful for students" (p. 8).

These ideas of environmental learning recur in the literature. Lindsfors (1989) referred to learning language in a linguistic environment as doing language. Children attend to language around them to make sense of their world in a variety of situations. Language is learned by doing things in everyday situations with people who use the language. Rigg and Allen (1989) recommended L.E.P. students be with native English speaking students, not isolated from them. Both groups have vast riches to offer.

Nurss and Hough (1992) summarized a year-long study by Wong-Fillmore of five to seven year old Spanish speaking children interacting with their English speaking friends. The conclusions implied that "the children appeared to consider their main task as establishing social relationships with their English speaking peers, not as learning English per se" (p. 283). In their desire to be part of the group, the children were willing to take risks and experiment with English to establish communication.

Interacting with teachers and peers is necessary for language development since the focus of both groups is different. Teachers focus more on language for learning and classroom management. Peers, on the other hand, focus more on language for social interaction in and out of school (Nurss and Hough, 1992).

Classroom organization needs to be arranged to encourage interaction with teacher and peers. Different grouping patterns can be used in the classroom to accommodate a range of learning situations--for example, one-to-one of adult to child, one-to-one of peer to peer, small groups of various sizes and combinations of students, and whole class (Nurss and Hough, 1992, Rigg and Allen, 1989).

Whole language educators recognize that L.E.P. students are not lacking language; they just have a different language experience than the English speaking students. The goal of the school's language program should not be to substitute $L 2$ for L 1, but rather to add English to the student's existing language (Handscombe, 1989). L.E.P. students should be encouraged to draw upon both their home and second language experiences to learn (Freemen and Freeman, 1988). Handscombe elaborated, "programs for second language learners that provide a link between their first and subsequent languages have been demonstrated to be very effective both in helping the child acquire the target language and--more importantly--succeed academically" (p. 9). Respecting the student's first language enables the teacher to build on the student's strengths instead of focusing on what the students lack (Freeman and Freeman, 1988).

Walters and Gunderson (1985) insisted that reading to children in their native language does not interfere with the children's L2 acquisition. They recognized that in many English-as-a-Second-Language (E.S.L) programs, the teacher speaks only English. In their study, they used parent volunteers to read to the children in their native language, which was Cantonese. The findings of
the study supported their hypothesis. Other advantages of having parent volunteers read to the children were that parents provided an excellent model for the children, and the children had the opportunity to experience their own culture in the classroom setting.

Goodman (1978) stated, "in a print-oriented society, literacy development occurs quite easily for most of its citizens" (p. 28). Hudelson compared L.E.P. students to preschool L1 language learners (Nurss and Hough, 1992). In both cases, they "begin to acquire literacy when they are exposed to a rich oral and print language environment before they are fully competent in oral English" (p. 281). Durkin (1966), in her discussion of sharing books with children, affirmed that reading aloud to children not only affects literacy acquisition but also promotes language development. Allen (1989) contended this language input is extremely important especially for L.E.P. students. "English-as-a-Second-Language programs that emphasize skills and workbook activities can deprive these young language learners of the richly supportive context offered by good children's books" (Allen, p. 58).

Elley and Mangubhai (1983) hypothesized that using high interest books can accomplish the following:

1. bridge the gap between $L 1$ and $L 2$ learning contexts; 2. provide strong intrinsic motivation for children;
2. emphasis meaning rather than form;
3. increase exposure to the target language;
4. become the basis for discussion about pictures and story;
5. assist children to learn naturally from context;
6. provide excellent models of written English (p. 56).

In their study using high interest storybooks with Fiji
students in the South Pacific, Elley and Mangubhai (1983)
discovered that the students showed a significant gain in receptive English language the first year and the gain extended to all language areas sampled in the second year.

Seven criteria for organizing a communicative classroom were presented by Enright and McCloskey (1985):

1. Organize for collaboration--to provide purposeful
interaction for $L 1$ students with $L 2$ peers and teacher.
2. Organize for purpose--children learn language by
"doing" language to accomplish something.
3. Organize for student interest--children need to be allowed to have input in their learning.
4. Organize for previous experience--teachers need to respect the child's own language, culture, and experience and help the child use his experience to learn.
5. Organize for holism--teachers need to integrate the curriculum to develop "communicative competence" and literacy.
6. Organize for support--teachers need to value and support the child's efforts to learn the target language and communicate.
7. Organize for variety--L.E.P. students need to learn to communicate in a variety of situations through practice and exposure (p. 440-442).

Further, Enright and McCloskey contended that these seven criteria for classroom organization need to be considered by teachers when making decisions about the classroom rules,
the classroom events, the materials to be used, and the physical environment of the room.

## Evaluation

According to Handscombe (1989), it takes at least five years of exposure to a second language for L.E.P. students to match the language proficiency of native speaking peers. Thus, language development needs to be monitored and supported during this time period.

Monitoring refers to evaluation. According to Goodman (1986), there are two purposes for evaluation in any program: 1) to evaluate effectiveness of the program for future planning purposes, and (2) to assess areas of growth and determine the needs of the student.

Thonis (1976) pointed out that it is dangerous to use only test data in planning an instructional program for any student, but "these dangers are even greater when the English reading achievement of Spanish speakers is assessed by means of testing instruments which may be both minimally objective and marginally standardized for speakers of other languages" (p.47). Goodman (1986) argues that "to the extent that standardized tests test things other than effective use of language, they are inappropriate for judging whole language programs and useless in serving
the legitimate aims of evaluation" (p.42).
A portfolio system of evaluation based on kid-watching is recommended by Goodman (1986). Teachers should talk with children, watch them write and listen to them conversing with other students in a variety of situations. Then teachers should write anecdotal notes based on what they observe. One-to-one conferences can be held to discuss the student's strengths in language development and areas that may need to be improved.

Goodman contends that self-evaluation is the most effective form of evaluation. Teachers can "help pupils develop ways of evaluating their own development, of knowing when they are and when they are not successful in using language and learning through it" (p. 41).

Portfolios can include a wide range of many items including samples of student's work, reading logs, anecdotal notes of the teacher, classroom tests, summaries of projects, audio and video tapes, to name a few. These items present a more complete picture of the student's development and accomplishments from year to year than a grade on a report card or a score on a standardized test (Valencia, 1990).

## Summary

Limited English proficient children can learn English in a natural way if it is functional and meaningful to them. Providing instruction in English does not interfere with children's development of their first language. Conversely, allowing children to read, write, and speak in their first language does not impede English language acquisition.

Reading and writing can begin simultaneously with developing oral language. The four processes of language--reading, writing, speaking, and listening--are interrelated. Each form contributes to and enhances learning of the other forms. Delaying reading and writing until children have oral control over the English language may actually limit language development.

Language is learned by "doing" language in a variety of situations. Children need to have the opportunity to interact with the teacher and peers on many levels in a variety of situations. Different grouping patterns can be used to accommodate a range of learning situations.

Teachers need to recognize that L.E.P. students possess a language and encourage the students to draw on their own language experience to learn English. The teacher must respect the children's efforts in learning English
while at the same time encouraging them to preserve their first language and culture.

Children learn language through exposure to print. Children respond to print when it is functional and meaningful to them in their everyday lives. Sharing functional sources of print and books with children helps them make sense of print and learn communication and the language of books.

Portfolio assessment can be a useful tool in evaluating students, including L.E.P. students. Since it may take five years of experience for the L.E.P. student to achieve the same level of proficiency as the English speaking student, portfolio assessment can provide a continuous, ongoing record of the student's language development. Portfolio assessment can aid each new teacher from year to year to plan a more effective program since a more accurate record of the child's progress and abilities has been established.

## Chapter 3

Procedures

## Introduction

A Language Arts Whole Language program for limited English proficient students in a self-contained classroom was the focus of this project. The writer first became aware of the whole language approach to reading and writing after attending a workshop given by Phyllis Ferguson. She stressed immersing children in literature to develop all language skills: reading, writing, listening, and speaking. This topic sparked an interest in taking graduate whole language courses, in obtaining professional resource books, and in implementing whole language activities in the classroom.

After the writer's district initiated a mainstreaming policy for limited English proficient students, it was realized how helpful it would be to know more about how to apply whole language strategies in teaching this specific population of students. Research articles and books on current trends and theories on bilingual education were obtained from the Central Washington University library. The next step was to apply the strategies recommended in the research to the actual classroom program. Steps that
the writer used for creating the thematic units in this project, as well as goals and objectives and plans for implementation, are included.

Choosing a Topic
The first step in creating a thematic unit is to choose an area of study or topic. Generally, a theme topic is broad. It can be based on any subject matter or curriculum area. Three important factors need to be considered in choosing a topic: 1) students' needs, 2) interests of students and teacher, and 3) abilities of the students. An effective thematic unit will draw on the students' environment and experience while at the same time extending the students' learning and experience. Themes may be chosen to reflect local resources, cultural relevance, regional significance, or seasons of the year. The scope of the thematic unit can change throughout the year as students gain experience and develop skills.

Topics for the themes in this project were selected to meet the specific language needs of the L.E.P. students and extend the language abilities of the English speaking students. The writer elected to use topics that reflected the students' immediate environments or of specific regional significance at the beginning of the school year. Toward
the end of the school year, topics were chosen to extend the students' environments. Many of the thematic units were tied to seasons of the year. Often times, one theme led into another or even overlapped. The themes selected for this project in order of presentation were: Apples, Colors, Insects and Spiders, Halloween, Nutrition, Christmas, Penguins, Winter, Transportation, Farm, Circus, and Sea.

Setting Goals and Objectives
The main goal of the project was to develop language skills. Each thematic unit was used as a tool in language development. Language goals were based on the whole language philosophy of developing a love of reading, gaining meaning from all processes of language, and becoming a risk taker.

Specific language objectives within each unit were not stated. The writer developed objectives for individual students depending on their needs. In a unit, the objective of using proper punctuation was applied by one student while another student worked on using correct spacing when copying a dictated sentence. Group or whole class objectives were developed in the same manner according to the needs of the students.

Learning objectives were established for each theme focusing on students acquiring knowledge about the topic． Students learned language through interaction with the content material．Similarly，the language processes of reading，writing，listening，and speaking were the tools used for learning content material．

Gathering Materials
The first step in gathering materials was to identify the resources and types of material that related to the theme topic．A bibliography was developed for each unit． The bibliographies included fiction and nonfiction books which were found using the school＇s library，the computer system at the local library，and the writer＇s personal collection of books．Books ranging from easy reading to those too difficult for students to read alone but appropriate for oral reading by the teacher were incorporated in each theme bibliography．Films and magazines were also listed in the bibliographies．A film listing was obtained from the Educational Service District directory．Children＇s magazines such as＂Zoo Book＂and ＂Scienceland＂were collected．

Professional teacher prepared materials were identified to obtain ideas for poems，activities，and bulletin boards．

The writer consulted with colleagues to share ideas and materials. Old calendars were requested from the students. The pictures were used for bulletin boards and created stimuli for discussion and writing activities.

Collected materials, such as magazines, pictures, ideas and poems, and teacher-made materials were placed in file folder boxes. Each box was labeled with the theme topic. Larger teacher-made materials and bulletin board items were placed in stapled tag board folders and labeled. In this way, materials were kept together and additions could easily be made at any time.

Developing Learning Activities
The four processes of language--reading, writing, speaking, and listening--were considered in planning learning activities. Activities were divided into categories: introduction of the unit; poems, chants and songs; writing activities; and concluding activities. Other activities--sequencing, storytelling and classifying --were included where appropriate. The different processes of language overlapped in each category. In rewriting a poem, students chant the poem--speaking and reading; brainstorm new verses--speaking and listening; rewrite using frames--writing and listening; and chant the new
poem--speaking and reading.
Certain routines were repeated in the thematic units to develop familiarity with the routine. This repetition allowed the students to develop the ability to be confident in the procedures and to become more independent learners.

Writing activities based on material relating to the theme included rewriting poems and songs, filling in framed sentences, reacting to books, and additional writing of personal journals. Big books, magazines, trade books, and charts full of songs, poems, and chants were incorporated for group oral and individual silent reading. Listening activities were developed using sessions of brainstorming, activities of following directions, discussions, films, and audio-taped stories. Futhermore, student-produced written material was shared with the class by the student or the teacher, or though class-made books.

## Implementing the Program

Before the program was implemented in the classroom a meeting was held with the Red Rock Elementary School principal to determine if the program met with the guidelines for migrant and bilingual funding. The principal was informed about the whole language approach for developing language skills. It was decided that monies
for language workbooks could be used to buy trade and big books for the classroom．

The classroom schedule was developed．Classes
scheduled by the specialist programs were incorporated first．Availability of instructional assistants and parent volunteers was considered．A time period was set aside each day for the writer to meet with the L．E．P．students． A large segment of time was determined for group writing activities．Daily writing time and story time was incorporated into the schedule．

A tentative time frame was scheduled for each thematic unit during the year on the school calendar．The time frame was flexible to allow units to be extended or shortened depending on specific situational needs and interests of the students．

Chapter 4<br>Description of Project and<br>Summary of Thematic Units

## Introduction

A Language Arts Whole Language program for limited English proficient students in a self-contained classroom was the focus of this project. It was developed as a language program for students including students who lack experience with the English language--in this case, students with Spanish as their first language. In this chapter a list of goals, procedures for organizing the classroom, specific teaching strategies, and a portfolio assessment system are provided. A summary of the thematic units is included as well.

## Student Language Goals

The goals are broad for the overall language program. The goals are based on the philosophy of a whole language program as presented by Goodman (1986) in his book What's Whole in Whole Language.

The major goals of this project are that students will:

1. Develop an awareness of the function of print.
2. Develop an understanding of the concept of a word.
3. Create strategies to seek meaning from language.
4. Be willing to take risks.
5. Be able to monitor and assess their own progress.
6. Foster the belief that they are learners and can learn.

Classroom Organization and Strategies
Creating a literate and language enriched environment was the main goal in classroom organization. The school's librarian was a valuable resource person. She recommended interesting and appropriate children's literature and was able to purchase some additional books requested by the writer.
L.E.P. students need the opportunity to experience print and have reading modeled for them in both English and their first language. Many trade books are available in Spanish versions. Some of these books were obtained by the writer through book clubs and school book fairs to extend the classroom library. Parent volunteers were enlisted to audiotape the books in the listening center. Volunteers were also contacted to come in and read with the students on a one-to-one basis. The students were allowed to take the books home for their parents to read to them as bedtime stories.

Time was set aside each day for the teacher to share books with the students. Once the children became familiar with the books, additional time was needed for the students to read to the class. Upper grade students were paired with first grade students for a shared reading time once a week. At first, the older students read to their buddies. Later in the year, the first grade students also read to the older students. A shared writing time was added toward the end of the year.

Language was learned as a medium of communication. Students learning English as a second language needed the opportunity to hear and use functional and meaningful language in a variety of situations. Different grouping patterns were used to expose L.E.P. students to a range of language situations and social interactions.

Every morning, the L.E.P. students participated in the whole class calendar activity. Three mornings a week, students were grouped according to ability level in the district's adopted basal reading series. The L.E.P. students were not placed in the basal series. They spent about twenty five minutes with the teacher working on language activities. The rest of the morning they spent at the listening center or at the computer center, or they were engaged in free reading, working with the instructional
assistant or one-to-one reading with a parent volunteer. Two mornings a week were scheduled for concentration in whole language activities based on a thematic unit. Whole class activities and heterogeneous grouping of various sizes and combinations were used to give the L.E.P. students the opportunity to use language and interact with other students.

Different methods were used to group students to ensure a variety of combinations. One method was to place stickers on the students' desks to determine which group they would be in for that morning. Groups were also formed according to students' interests. Arrangement of desks in the groups created a natural grouping pattern. Cooperative learning groups were formed where each group worked together to solve a problem or complete an activity. Students formed their own groups when they were allowed to help each other with an activity or project.

Afternoon activities included independent writing, reading, math, science, and social study activities based on thematic units. Music, physical education, art, library, and computer lab were also part of the afternoon program. A bilingual instructional assistant worked with the L.E.P. students two afternoons a week for an hour each time. Mainly she worked on math skills but also reinforced reading
and writing skills in Spanish.
The total classroom atmosphere reflected the goal of developing a communitive classroom. Children's writing, charts, stories, and poems covered the walls. Studentmade books were placed in the classroom library. Talking in English and Spanish was not only allowed but encouraged. Students partnered to share ideas, read together, and generally to help each other. The teacher talked with the children outside of formal instruction before school, on the playground, and during the lunch period.

## Specific Teaching Strategies

The main goal of the language program was indeed to develop language. Limited English proficient students need to recognize and to understand the English words for objects, events, and concepts in their environment. They need to be given the opportunity to participate in overt physical actions to connect meaning with vocabulary. Rosie's Walk by Pat Hutchins was used to introduce directional words. Students walked across the floor, around the desk, over the chair, by the bookcase, through the door, and under the desk.

Presenting new terms with concrete referents aids in bridging the gap between their first language and

English. "Orange is a Carrot" was used to teach color words and the English word for common objects.

Orange is a carrot, Yellow is a pear. Purple is a plum, And brown is a bear.

Green is the grass, And blue is the sky. Black is a witch's hat, And red is cherry pie!

Students chanted the poem. The actual objects were brought and the students went outside to feel the grass and see the sky. The students said the Spanish word for the colors and objects. Picture cards were made for each object. Students chanted lines and matched each line with the picture card. They went on a discovery walk to find objects of the same color. Lists of objects for each color were made which were used in writing activities.

Oral reading of picture books where the text closely matches the illustrations and language patterns are repeated were incorporated to help the students construct meaning from print. With repeated readings and follow-up activities these books became the students' first actual reading material.

The concepts of print, building vocabulary, and developing phonetic skills were taught using context. The following format was used:

1. Stories or poems were written on sentence strips and placed in a pocket chart.
2. The teacher pointed to or placed her hand under words as she read a story to the children.
3. Children chanted the story with the teacher as she tracked the words. This step was repeated until the children internalized the story or poem.
4. A second set of sentence strips were made and cut up into phrases. Children were given a phrase strip to match with the story or poem.
5. Students read the entire line using the process modeled by the teacher.

This process was repeated with word or letter cards.
An alternative method used was to cut up sentence strips into phrase, word or letter cards. Using the cloze method, some phrase, word or letter cards were removed from the chart and handed out to the children. The children chanted the story. When they came to a blank the phrase or word was said and the children looked at their cards to discover if they had the missing phrase, word or letter card. The line was reread with the cards in place.

Another method used to develop the concept of word and build vocabulary was to make two sets of sentence strips based on a story or poem. Children were given a sentence strip and a set of matching word cards. The children matched the words under the sentence strips. The children read the sentence strips. The teacher asked the children to hold up a specific word. At times, the children needed to reread the sentence to pick out the word. The children
said the word. Next, the teacher held up a word card and asked what is the word. The children were again allowed to match the word with the word in the sentence strip in order to figure it out.

Shared reading, sometimes referred to as the lap method, was the school's version of a bedtime story. Big books with a predictable or rhyming pattern are excellent materials. Following are the shared reading steps:

1. Students sat close to the teacher.
2. The cover was discussed and the students predicted what the story might be about.
3. The teacher modeled reading the story with expression.
4. Students were invited to chime in.
5. The teacher paused in her reading and had the students predict what would happen next, or they would predict what the next word might be using context or letter sound cues.
6. After the first reading, students confirmed predictions and shared their reactions to the book. 7. With practice, the students took over more and more of the reading.

Process reading is a strategy for preparing students to read aloud. In the first reading the teacher introduced
the story to the students. Students become familiar with the characters and events of the story through rereadings or practice. Students practiced reading in many different ways:
--an older student partner or parent volunteer read one-to-one with the students;
--the students listened to the story on tape;
--echo reading was used where the teacher read a section then students read the same section;
--choral reading, where the students read a story or poem with the teacher, was used to emphasize rhyme, rhythm, and repetition;
--students partnered with another student and they alternated reading the pages in a book. They were allowed to help each other with vocabulary.

Books related to a thematic unit were used to introduce and extend concepts being taught. The story Pumpkin Pumpkin by Jeanne Titherington was used not only as an aid for developing an understanding of the stages of plant growth but also for enhancing language, for building vocabulary, and for teaching reading skills.
L.E.P. students started to write the first day they entered the class. " Writing became a natural part of the learning process. Writing activities were used to enable
students to make a connection between oral language and reading with written language. The students wrote in small groups, with the whole class, and independently.

In the initial stages of developing writing skills the following format was used.

1. The teacher wrote a frame sentence on the board several times, for example:

I see a $\qquad$
I see a $\qquad$
I see a $\qquad$
2. Students brainstormed things they saw.
3. The teacher wrote the word in the blank and drew a picture of the object.
4. Students read the sentence with the teacher. The teacher pointed to each word as they read.
5. The teacher repeated this process until all the sentences were completed. All previous sentences were read each time.
6. Each student copied a sentence from the board and read it to the teacher or group.

Once the students felt comfortable with the writing process, activities were presented in different formats, such as the following:

1. The teacher wrote the frame on the board.
2. Students brainstormed words or phrases to finish the frame.
3. Students read the frame with each new word or phrase
as it was written on the board.
4. Students copied the frame and filled it in with
the word or phrase of their choice.
5. Students were given the option of reading their
sentence to the class.
Students were encouraged to find their own words or phrases using letter-sound cues or by asking classmates for help. Students illustrated their sentences and their writings were placed in a class book.

Poems, songs, and chants were used as frames. Through repeated practice students internalized the pattern. The poem "I Like Bugs" by Margaret Wise Brown was used in a circus unit.

```
I like clowns,
```

$\qquad$

``` clowns, clowns,
Any kind of clowns,
I like clowns.
A clown
``` \(\qquad\)
``` ,
A clown
``` \(\qquad\)
```

A clown

``` \(\qquad\)
```

A clown
I like clowns.

```
\(\qquad\)
``` clowns, clowns, clowns,
I like clowns.
```

The sentence strips were placed in a pocket chart．Students brainstormed words which the teacher wrote on word cards and placed in frame sentences．Children chanted the poem． Copies were made by the teacher for students to take home to read．With practice，students were able to write individual poems based on the pattern．

Class stories based on a shared experience or patterned after a favorite story were written，using the following procedure：

1．Chart paper was placed on the board．
2．A story idea was introduced by the teacher．
3．Students voiced ideas and decided which direction the story should take．

4．The teacher recorded the story on the chart paper．
5．The class read the story together．
6．The story was copied or typed for students to take home their own copy．A class book was also made of the story．

When first introducing this activity，the teacher led the students in sequencing the story．After a field trip the teacher helped the students state what happened first，second，third，and how the trip ended．

Students were also divided into small heterogeneous groups for story writing activities．The traditional rhyme
"Down in the Meadow" was used in a sea unit and became "Down in the Ocean." Each group wrote a different verse using a different sea animal. The finished product was made into a class big book.

Independent writing activities gave students the opportunity to express their own ideas. A topic was provided by the teacher for those who needed some direction, but students were encouraged to write about a topic of their choice. Bilingual students helped with translating for L.E.P. students. Students were encouraged to write without teacher assistance and to use invented spelling.

Labeling was a technique used to develop a sight word vocabulary. Word cards were placed on objects in the room such as clock, sink, door. Students created murals based on a thematic unit and the teacher printed the word beside each picture the students drew. Classroom decorations were labeled. In a farm unit, the room was decorated with giant farm animals with a word card placed under each animal. Calendar pictures were laminated and glued to tag board. Students identified the objects in the picture and the teacher used a vis-a-vis pen to label objects. Students dictated sentences about the picture.

Webbing was a routine activity used to help students organize thoughts and information in a visual way. Webbing
can be done in small groups or as a whole class activity. The first step was to have students brainstorm all the information they know about a specific topic or all they remembered from a shared story. This information was organized into categories. Various formats were used. For instance, in creating a web for an apple unit the word apple was placed in a circle in the center of the chart. Students discussed the color of apples, uses for apples, parts of the apple, and stages of development of an apple tree. These categories were placed on lines extending from the circle. Under each line, more specific information was placed. A linear format was used in sequencing information and a circular format for stories with a cumulative pattern, such as The Napping House by Don and Audrey wood.

Spelling skill development was incorporated in oral and written language expression. The teacher said the word, students and the teacher spelled the word together as the teacher wrote it, then they said the word together. This technique was used in writing the daily menu, in brainstorming activities and during story writing time. Students were encouraged to use words found on labels around the room and on word list charts in their daily writing activities. Invented spelling was promoted. McCracken's

Phonics Through Spelling program was used after the I.E.P. students displayed an awareness of the letter-sound connection.

## Portfolio Assessment

Portfolio assessment was the system used for evaluating students' progress. Teachers have been using this method for years, but recent research has now given credence to what most teachers knew instinctively through experience. Students' progress was measured through collecting and evaluating students' written work, and observing their actions and language as they worked throughout the school day.

Samples of students' daily work were collected and kept in a portfolio. Items included writing samples from dictated stories, group collaborations, and individual writings. A reading log and samples of art work were also kept in the portfolio. The teacher wrote anecdotal notes based on each students' progress in the English language. The students' interaction with others in English, participation in class activities, and reactions to books and reading were observed and noted. Specific language skill development was marked on a checklist. Conferences were held with students to discuss their progress and assess
areas for improvement. Students were allowed to add or remove items from their portfolio. Students' portfolios were shared with parents during conferences.

## Summary of Thematic Units

Each thematic unit includes an introduction and objectives for the unit. Suggestions for establishing the classroom environment and introductory activities are discussed. Samples of songs, poems, and chants plus writing activities are included as well. A review of books is presented in order to give students an idea of the contents of popular books appropriate for the theme. A bibliography of children's literature, teacher resource books, and films is included for each unit. Additional activities for developing specific skills, such as listening, following directions, and sequencing, are included in some of the units. Word lists for specific themes are presented when appropriate. Stories are included in some of the units to be used during a storytelling session. Many activities are presented in each unit to enhance the language program.

Chapter 5<br>Summary, Conclusions, and Recommendations

## Summary

The purpose of this project was the development of a Language Arts Whole Language Program for limited English proficient students in a self-contained first grade classroom. The project was based on twelve thematic units.

The contents of the project contained an introduction with definitions and a review of related literature. An explanation of how to develop a thematic unit was given. Suggestions were made for classroom organization, specific teaching strategies, and a procedure for implementing a portfolio assessment system of evaluation. Each of the twelve thematic units included appropriate songs, poems, and chants, writing activities, and reviews of books relating to the theme.

The project was developed for whole class participation with an emphasis placed on the development of language skills of the limited English proficient students--in this case, students with Spanish as their first language. The L.E.P. students in the program displayed the following behaviors:

1. The students were willing to converse in English
with the teacher and other classmates.
2. The students were willing to experiment with the English language and take risks.
3. The students enthusiastically interacted with books through shared reading activities and during independent reading.
4. The students requested and were provided books in Spanish and English to take home for family members to read to them.
5. Each student shared books in English with the class.
6. The students participated in group and individual writing activities.
7. The students developed the ability to formulate and express ideas in English for class discussions and writing activities.

Conclusions
The policy of mainstreaming L.E.P. students in the regular classroom has been in effect at the Red Rock School District for the past two years. During the first year the writer used the district's adopted basal reading series with the L.E.P. students and supplemented the program with whole language activities. The second year a whole language
approach was used for the total language program. Many questions were raised by the writer before beginning this project. The main question to be answered was whether a whole language program for language development would be an effective approach for students with a different first language than the majority of the students in the school district. Another question considered was whether L.E.P. students could learn the English language when taught in a language different from their first language.

A portfolio system of evaluation was proposed and used in this project. This system of evaluation was reviewed to ascertain whether it would accurately measure the students' progress in language acquisition, comprehension, and academic abilities.

As a result of this project, the writer has drawn the following conclusions:

1. The whole language method of instruction is effective in English language development for students with a first language different from the school.
2. Reading skills are developed by having students interact with print in a purposeful manner.
3. Students learn language when allowed to talk and experiment with it.
4. Through the use of thematic units students learn content material as they develop language skills. 5. Theme planning and implementation take a considerable amount of time on the part of the teacher. Students learn effectively when teachers are willing to spend time identifying resources, gathering and constructing material.
5. Background knowledge of theories of second language development is necessary to develop an effective program.
6. Communication with the principal should be maintained to ascertain if the program follows the guidelines for bilingual and migrant funding. 8. The students' culture and language needs to be respected and validated in the classroom.
7. The school librarian and other teachers are valuable resources for gathering information and materials.
8. Clear and concise student objectives are essential
for all students with specific adaptations for individual students.
9. A portfolio assessment system is an effective method for tracking students' progress
10. Writing anecdotal notes can be time consuming
yet highly informative. The teacher needs to devise a manageable system for writing notes.

## Recommendations

As a result of this project the writer has formulated a number of recommendations. The writer recommends that:

1. All grade levels, especially first grade levels in the district, implement the whole language approach with L.E.P. students.
2. Teachers at each grade level plan thematic units together to share ideas and materials.
3. Administrators be informed about the types of programs that are being used in the classrooms so that they can make informed decisions on how the district money is spent.
4. Parents be invited into the classroom as volunteers to gain an understanding of the whole language approach and participate in their child's learning.
5. A system be established within the school building for using portfolio assessment to open up communication between teachers from year to year on students' progress.
6. Teachers keep abreast of research relating to
whole language instruction and teaching English as a second language.
7. Teachers keep their own teaching skills updated and revitalized by attending workshops, taking college courses, and reading whole language publications. 8. Finally, a study be done over an extended period of time relating to the effectiveness of whole language/theme teaching as opposed to using the traditional basal series for instruction for L.E.P. students.

The writer was successful in using the whole language approach for developing language skills with L.E.P. students. She witnessed the students' enthusiasm grow as they gained confidence in using the English language. She watched their excitement as they explored books. In addition, she found that using the whole language approach provided students with opportunities to use language in a functional and purposeful manner.

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APPENDIX:
THEMATIC UNITS

## Apple Theme

Importance of unit and objectives
Apples are one of the major crops in Eastern Washington. Many of the Hispanic parents work either in the orchards or the packing plants. Through this unit the students will realize what an important food crop apples are. They will also come to realize the important contribution their parents make through their work. This unit is appropriate to use in the fall at the beginning of the school year.

Classroom environment
Decorate a wall with a giant tree. Have students make green, yellow, and red apples for the tree. Use apple shape counters for the calendar. Tape apple name tags on the desk. Have students bring in different varieties of apples for the discovery table. Cover the walls with apple chants and poems written on charts. Display students' apple writings and art work.

Introducing the unit
The first day of school provide the students with an apple snack. Have students write a class story about

## eating apples. It can be as simple as the following:

Apples are red. Apples are round. Apples taste good.

Practice it in class and send a copy home with the students. Students will feel a sense accomplishment of learning to read the first day of school.

Have students brainstorm all the things they know about apples and make a class web on butcher paper. Items included may be colors, parts of the apple, uses of the apple, or stages of an apple tree. Information can be added as students learn more about apples.

Poems, chants, and songs
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills.

Sing and pantomine "All Around the Apple Tree" (tune of "Mulberry Bush") found in Special Days:

Here we go round the apple tree, the apple tree, the apple tree. Here we go round the apple tree, on a frosty morning.

Additional verses:

This is the way we climb the ladder. This is the way we pick the apples. This is the way we wash the apples. This is the way we peel the apples. This is the way we cook the apples. This is the way we eat the apples.

Another version based on growing an apple tree is as
followṣ:
This is the way we plant the seeds.
This is the way the little seeds sprouts.
This is the way it grows into a tree.
This is the way the flowers blossom.
This is the way the apples grow.
This is the way the apples are picked. (p. 5)
Write the verses on chart paper or make into big books.
Students make up their own motions for the different verses.
The following songs and poems were found in the theme
book Apples, Apples, Apples:
"Seed to Apple Song" ( tune of "The Itsy Bitsy Spider")
The teensy weensy apple seed was planted in the ground. Down came the rain and the seed began to sprout. Out came the sun and the seed began to grow.
And the teensy weensy apple seed became an apple tree. The tree had many blossoms of pretty pink and white. The blossoms soon fell off and the fruit came into sight.
The fruit was smooth and shiny, sweet and delicious, too.
And it makes a nutritious snack just for you and me. (p. 23)
"Johnny Appleseed" (tune of "Mary Had a Little Lamb") Johnny Chapman planted seeds, planted seeds, planted seeds, Johnny Chapman planted seeds wherever he would go. The seeds grew into apple trees, apple trees, apple trees, The seeds grew into apple trees wherever he would go.

The blossoms turned to apples, apples, apples, The blossoms turned to apples wherever he would go. They called him Johnny Appleseed, Appleseed, Appleseed, They called him Johnny Appleseed wherever he would go. (p. 36)
"Five Little Apples"
Five little apples hanging in a tree First one said, "Take a look at me." Second one said, "I'm a tasty type." Third one said, "I'm almost ripe." Fourth one said, "I'll fall from the sky." Fifth one said, "They'll put you in a pie." (p. 43)
"Apples in a Sack"
Five little apples piled in a sack. One was eaten by a boy named Jack. Four little apples piled in a sack. One was grabbed and put on a rack. Three little apples piled in a sack. One rolled out and landed on its back. Two little apples piled in a sack. One was cut and made into a snack. One little apple piled in a sack, Was put in a pie as a matter of fact. No little apples piled in a sack, and the sack just sits in the corner of a shack.

Put songs, chants, or poems on charts or make into
big books. Attach the charts to the classroom walls and place the big books in the class library. Send individual copies home with the students for them to share with family members.

Writing activities
The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express
their own ideas while developing necessary language skills.
Refer to chapter four for specific teaching strategies.
Individual journals for independent writing may be in the shape of an apple. Encourage students to try writing on their own and allow them to share their writings with a friend or group. Emergent readers may need to use a form like:

Apples are (red, round, shiny) .
I like apple (pie, applesauce, cake).
Apple trees __ (have buds, give shade, grow
apples).
Brainstorm apple words for an apple word bank. Students can refer to these words when they are writing. Common varieties:

| Jonathan | Rome Beauty | McIntosh |
| :--- | :--- | :--- |
| Granny Smith | Red Delicious | Gala |
| Winesap | Golden Delicious |  |

Words describing apples:
red yellow green round
oval delicious
crunchy
solid
hard
crisp fleshy juicy soft sweet
bright
firm
ripe
tart shiny golden rotten

Apple words:
skin fruit core basket

Apple products:

| pie | tarts | cider | applesauce |
| :--- | :--- | :--- | :--- |
| jelly | juice | vinegar | apple butter |
| dumplings | cake | fritters | cobbler |

muffins caramel apples

Write an apple product story. "I like apples so much I ate $\qquad$ (list apple products) ." Let students write a creative ending. This can be used as a chant.

Students rewrite chants after they have learned the original chant. Provide students with the opportunities to practice the original chant. Once the students are able to read the chant as a group, students can rewrite the chant using the following format.

I see apples all around. Apples on the tree. Red, yellow, green.
Apples on the ground.
Blue, purple, brown.
I see apples all around.
Replace the underlined words with different words. Students can refer to the word list for ideas. This can be a group writing activity.

Write apple couplets as a group activity. Supply the first line and have students think of words that rhyme with the last word of the line. Help students think of a sentence using the rhyming word as the last word. Each group will come up with a different last line, for example:

Clever apple, fat and round. I think I found you on the ground.

Suggested first lines:

Six little apples sitting in a row. One lone apple in an apple tree. Apples on a moonlit night.

Some students will need practice with this. When students are first introduced to this activity they have difficulty composing a sentence with a rhyming word at the end of the sentence.

Read The Important Book by Margaret Wise Brown. Follow the pattern of the book to write a class story:

The most important thing about apples is $\qquad$ -

Apples $\qquad$ -

Apples $\qquad$ -

And apples $\qquad$ .

But the most important thing about apple is $\qquad$ .

Use cooking activities to stimulate class stories. After making applesauce write a class story, "From apple to applesauce." Students can describe what an apple looked like before cooking, sequence how to cook applesauce, then tell how the apple changed when it became applesauce.

Divide the class into cooperate groups to make apple smiles. Core and slice an apple. Spread peanut butter on one side of each apple slice. Place four tiny marshmallows on top of the peanut butter of one slice. Top with the other slice, peanut butter side down. Gently squeeze together. Students write a class "Apple Smile"
story at the end of the activity. Make a seed to apple book using the following directions:

Cover--Provide the students with a pattern of an apple. Let them trace it on red, yellow, or green construction paper. Have them cut it out and glue it on to another piece of construction paper.

First page--Have students trace another apple. Instruct them to color the skin red, the flesh light yellow and the stem brown. Glue apple seeds to apple. Write the word "seeds" at the bottom.

Second page--Hand out a page with a bare tree on it. Have students color the tree and dab green paint on the branches. Label this page "buds."

Third page--Cut small squares of pink and white tissue paper. Give students another tree page. Students color the tree and put blossoms on the tree by placing a piece of tissue paper over the flat end of a pencil, putting a drop of glue on the tissue, and placing it on the tree. Label this page "blossoms."

Fourth page--Hand out another copy of the tree page. Using green, red, and yellow stamp pads, students make fingerprint apples on their tree. Label this page "Apples." Students make a page a day for five days. At the end of
the week students take their book home to share with their family.

Grow a sentence: start with "A worm saw an apple." Add descriptive words: A brown worm saw an apple. A brown worm saw a red apple.

Fill in a five senses chart after sampling apple products. Students express how the products taste, feel, sound, look, and smell. This type of chart can also be used to compare different types of apples.

## Listening activities

Students follow the oral directions to complete the picture.

Draw a big apple.
Draw a stem on the apple.
Draw a leaf on the stem.
Give your apple a big smile.
Give your apple two eyes.
Draw a worm beside the apple.
Color your apple red.
Color the stem brown. Color the leaf green. Give your apple a name.

Provide the students with paper and writing utensils. Before starting the activity, review the vocabulary words--for example, stem, leaf, eyes, smile.

The following story was found in the August/September 1990 issue of "The Mailbox," primary edition. Before
telling the story conceal an apple and paring knife to use at the end of the story.

Once upon a time there was a young boy who played all day long. One day he was especially tired of playing with his toys and games, and so he asked, "Mother, what shall I do?" His dear mother, who was full of wonderful ideas, replied, "I know about a little red house with no doors and no windows and a star inside. And I think you can find it."

The young boy's eyes grew big with wonder. "Which way shall I go?" he asked. "How do I find the little red house with no doors and no windows and a star inside?"
"Go down the lane, past the farmer's house, and over the hill," said the mother. "Come back as soon as you can and tell me about your journey."

So the young boy started down the lane. He had not walked far when he came to a merry little girl who was dancing and singing in the sunshine. "Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the boy.

The little girl laughed and said, "No, I don't know. But ask my father. He's a farmer. He might know.

So the young boy walked on until he came to a big red barn. The farmer himself was standing in the doorway
looking over his green pasture. "Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the young boy.

The farmer laughed and said, "I've lived a long time and I've never seen one. But ask Granny who lives at the foot of the hill. She knows how to make molasses taffy, popcorn balls, and red mittens. Perhaps she can help you."

So the young boy walked on until he saw Granny sitting in her pretty garden of herbs and marigolds. She was wrinkled as a walnut and smiling like a sunshine. "Please, dear Granny," said the young boy, "Where shall I find a little red house with no doors and no windows and a star inside?"

Granny was knitting a red mitten, and when she heard the boy's question she laughed so cheerily that her ball of yarn rolled out of her lap. "I should like to find that little house myself," she said. "Perhaps you should ask the wind, for the wind goes everywhere and I am sure it can help you."

The young boy waved to Granny and began walking up the hill. He sadly wondered if his dear mother had made a mistake. Soon the young boy felt the wind at his back and he called out, "Wind! Do you know where I shall find a little red house with no doors and no windows and a star
inside?"
And the wind replied,"wHOOOOOOOOOOOOOO!
WHOOOOOOOOOOOOOOO! WHOOOOOOOOOOOOO!" which sounded like, "Come with me!" to the young boy. So he chased after the wind through a grassy field and into an apple orchard. Here the wind blew to the top of an apple tree and gently shook a large, rosy apple to the ground. The boy picked up the large, round apple. It was as much as his two hands. Then he knew! He ran all the way home, tightly grasping the apple.
"Mother! Mother!" he called as he entered his house. "I found it! I found the little red house with no doors and no windows! But, Mother, how do I know there is a star inside?"

Mother took the apple (reveal your apple) and carefully sliced it in half (cut the apple crossways). "Oh, now I see the star!" exclaimed the little boy. (Display the sliced apple to your students.) Do you?

Cut the apple to show the star inside. (p. 3)

## Labeling

Make word cards for the different varieties of apples and place next to apples on the discovery table.

Draw a cut portion of an apple on poster board and
laminate. Use a vis-a-vis pen to have students label flesh, skin, stem, core, seeds, and stamen.

Sequencing
Make sequencing cards, about four in each set, for stages of an apple tree or eating an apple from apple to core. A set can also be made to show the sequence for making applesauce.

## Apple Expressions

Students can discuss what they think these phrases mean:
-- Apple of his eye
-- An apple a day keeps the doctor away.
-- One rotten apple spoils the barrel.
-- Adam's apple
-- Polish the apple
Have students copy the expressions and illustrate them. Put their writings into a class book.

Concluding activities
Have students ask their parents to send in their favorite apple recipe for a class recipe book. Compile the recipes, add individual and class writings and send
the book home with students.

Book reviews
A summary of several books is provided to give students ideas of the contents of the books.

A-Apple Pie, pictures by Tracy Campbell. This alphabet book is based on a traditional rhyme that dates back to 1671. The pages fold out and if the teacher purchases the book she could take it apart and laminate to hang on the wall. Students will enjoy the rhyme and pictures.

Apples and Pumpkins, by Anne Rockwell. An easy reading book of a little girl's adventures to a farm to pick apples and pumpkins. A field trip could be taken to an apple orchard or pumpkin field. Students can compare their adventures with those of the little girl.

Johnny Appleseed, retold and illustrated by Steven Kelloge. A delightful story of the life of Johnny Appleseed. The story blends factual information with the tall tale stories told about Johnny Appleseed. Students will be fascinated by the pictures Discuss the difference between fact and fiction.

The Seasons of Arnold's Apple Tree by Gail Gibbons. Arnold's Apple tree is his secret place. The story describes the changes of the tree through the seasons and
what Arnold does in his secret place. An apple pie recipe and the workings of an apple press are included in the story. Students can write about their secret place.

An Apple a Day: From Orchard to You by Dorothy Hinshaw Patent. An informational book with color photographs of the apple industry in the Yakima Valley. This book provides useful information for the teacher, and students will enjoy discussing the photographs.

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Fresh Washington Apples; A VS2572 Growing Tradition

Johnny Appleseed VS5390

Johnny Appleseed: A Legend of Frontier Life

VS2709

## Color Theme

Importance of unit. and objectives
Colors are all around us. Some things have a color all their own while other things may have combinations of many different colors. Colors are associated with and can affect our feelings and emotions. Color words are descriptive, and the objects associated with the color are concrete objects. If the teacher is reading about a red dog, students can visualize a red dog. This unit was designed to develop oral and sight word vocabulary.

## Classroom environment

Enlarge the animals from the book Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. to decorate the walls. Label each animal according to the book and add a sentence strip of the story's text under each animal. The teacher and students can make self-portraits to illustrate the last few pages.

Make a match-it board. Collect pictures of single colored objects, label, and staple to a piece of tag board. Fasten a curtain hook under each picture to hang color word cards on. Staple tag board to a wall. Students match up color word cards to the colored objects. Attach a sentence strip to the bottom of the tag board--for example:

I see a $\qquad$ - Students write their own sentences in their journals using the color word cards and object cards--for example: I see a yellow ball. Decorate the walls with color posters with the word printed in both English and Spanish. These posters can be bought at most Teacher Education supply stores or obtained through supply catalogs. When lining students up or dismissing them from group time, call them by colors--"All those with red on may line up."

Introducing the unit
Make a big book out of the poem "Orange is a Carrot" and read it to the class. For L.E.P. students bring in the actual objects and take a walk outside to feel the grass and see the sky. Play a game of "I spy." Say "I spy something in the room that is orange." Students find something in the room that is orange and point to it. Say, "Yes, that is an orange book."

Make sentence strips of the poem and picture cards and place in a pocket chart. Students match up sentence strips with the picture cards.

Songs, poems and chants
This section includes samples of several songs, poems,
and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies.

The following poems were taken from the Colors Theme Series: "I Like Red" (tune of "Three Blind Mice") by Rozanne Williams.

I like red, I like red.
Do you like it too? Do you like it too?
Red is the color of lollipops,
A setting sun and a pair of socks.
Did you ever see such a color, my friend
As red, red, red?
I like blue, I like blue.
Do you like it too? Do you like it too?
Blue is the color of oceans and skies,
Brand-new jeans and my grandmother's eyes.
Did you ever see such a color so true
As blue, blue, blue?
I like yellow, I like yellow.
Do you like it too? Do you like it too?
Yellow is sunny and yellow is bright.
Yellow's the color of the moon at night.
Yellow can shine and yellow can glow.
It's yellow, yellow, yellow.
I like green, I like green.
Do you like it too? Do you like it too?
Green is the grass and the leaf of a tree,
A bright green sweater made just for me.
Green is the color of vines filled with beans.
It's green, green, green.
I like orange, I like orange.
Do you like it too? Do you like it too?
A carrot is orange, a popsicle too,
An apricot and the sun I drew,
A fruit tree drawn with an orange or two
Is orange, orange, orange.

I like brown, I like brown.
Do you like it too? Do you like it too? Brown is the color of new leather shoes, Toast in the morning, a cow that moos. What do you think of the color I found? It's brown, brown, brown.

I like pink, I like pink. Do you like it too? Do you like it too? Hair bows are pink, the carnation I grew, The smooth inside part of a seashell is too. Soft cotton candy, well what do you think Of pink, pink, pink?

I like purple, I like purple.
Do you like it too? Do you like it too? Purple's the color of grapes and a plum, The color I see when I bruise my thumb. Name all the things you know that are purple, Purple, purple, purple. (p. 10-11)

Make a book in the shape of a box of crayons. Put each verse on a different page of the book. Let students
illustrate pictures for each color.
"Orange is a Carrot"
Orange is a carrot, Yellow is a pear. Purple is a plum, And brown is a bear.

Green is the grass, And blue is the sky. Black is a witch's hat And red is cherry pie. (p. 14)

A similar poem is avaliable in Nellie Edge's mini-books. Students make the mini-book and take it home to share with family members.

Use the following poem "Eight Big Balloons" by Rozanne

Williams for a felt board activity.
Eight big balloons given as a gift. The red one popped and seven were left.

Seven big balloons, which one did you pick? I picked the orange one and that left six.

Six big balloons to play with all day. Someone wasn't holding tight, the green one flew away.

Five big balloons, only five, no more. The yellow one deflated and that left four.

Four big balloons, four balloons I see. I gave away the purple one and that left three.

Three big balloons--pink, white, and blue. The white balloon sailed to the clouds and that left two.

Two big balloons, let's watch them as we run. Away goes the pink balloon and that leaves one.

One blue balloon, one is so much fun. I'll save it for a rainy day and that leaves none. (p. 20)

Make balloons out of pieces of felt and place on a felt board. After each verse is read students remove the appropriate balloons.

Questioning techniques can be developed by using the
poem "What is Pink?" by Christina Rossetti.
What is pink? A rose is pink
By the fountain's brink, in its barley bed.
What is blue? The sky is blue
where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.
What is green? The grass is green, With small flowers between.

What is violet? Clouds are violet
In the summer's twilight.
What is orange? Why, an orange,
Just an orange. (p. 13)
Practice the poem by asking the students the questions and letting them answer. Then have them ask the questions and the teacher answers. Students brainstorm other objects that are the same colors mentioned in the poem.

Choose a color a day and read the color poem from Hailstones and halibut bones by Mary O'Neill. This can be done during calendar time in the morning to set the mood for the day.

## Writing activities

The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

After practicing nursery rhymes have the students try rewriting them as a group activity. The following nursery rhyme is appropriate to use in this unit:

Baa, baa, black sheep, have you any wool?
Yes sir, yes sir, three bags full.
One for the master and one for the dame
And one for the little boy that lives down the lane.
Example of rewriting:

Quack, quack yellow duck, have you any feathers?
Yes sir, yes sir, three bags full. One for the father and one for the mother And one for the little boy that lives in the town.

An alternative starting line is:
Bark, bark, brown dog, have you any fur?
Frame sentences are a useful tools for beginning poetry writing. Use the following frame to write color poems:


I like $\qquad$ $-$

Fill in the frames with:
(A color)
(Name something that color.)
(Name something else.)
(Write a sentence.)
(Write the name of the color again.)
A sample poem is:
BLUE
The sky is blue.
Blue jeans are blue.
My mother's eyes are blue.
I like blue.
Read the book, Harold and the Purple Crayon, by Crocket Johnson. Have students write their on versions using their own name and favorite color.

Rewrite Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. using different animals. Make into a class big book. Prepare individual copies for the students to take home for sharing with families.

Make crayon shape books for individual writing time. Students can write about a different color each day.

I like red $\qquad$
I like red because $\qquad$
Red is the color of $\qquad$ -

Book reviews
A summary of several books is provided to give students ideas of the contents of the books.

A Color of His Own by Leo Lionni. A delightful story about a sad little chameleon who keeps changing colors wherever he goes. He wants a color of his own like the other animals. One spring day, he finds a friend and now they can change colors together. Get silly with the students and write about a purple elephant sitting in a blue tree or a pink bear hanging from a green moon.

Is it red? Is it yellow? Is it blue? by Tana Hoban. This is a wordless book. It contains colored photographs of everyday objects from umbrellas to garbage with color dots under each picture. This book can provide a stimulus
for discussion.
Colors by John Burningham. An easy-to-read book. The only words are color words followed by a picture of the same little man with a black witch, green frogs, or purple grapes.

Umbrella Parade by Kathy Freczko. This is a Troll Associates giant first starter reader with a repetitive pattern. Little Kitten goes out on a rainy day with her red umbrella. Along the way she meets some friends each with a different colored umbrella. They decide to form an umbrella parade.

Books that show what happens when primary colors are mixed are:

Little Blue and Little Yellow by Leo Lionni
Color Dance by Ann Jonas
Color, A First Discovery Book, Scholastic.

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Rainbow War VS6813
Red Balloon VS3045

Insect and Spider Theme

Importance of unit and objectives
Insects and spiders are fascinating creatures. Children are naturally drawn to capture and examine these creepy crawlies. This unit works well in October to coincide with a Halloween theme unit. In this unit, students will compare the similarities and differences of spiders and insects. Students will discover how spiders and insects can be helpful or harmful to man. The life cycles, food supply, and living environment of spiders and insects will be explored. Reading skills and vocabulary will be developed through songs, chants, poems, and reading experiences. The students' writing ablities will be expanded through creative writing activities.

Classroom environment
Decorate the walls with posters and study prints of insects and spiders. Have students collect insects and spiders for the discovery table. Hang student-made spiders from the ceiling. Make interesting posters of poems and chants for bulletin boards. Display students' writing and art projects.

Introducing the unit
Read several books about insects and spiders to the students. The book The Very Quiet Cricket by Eric Carle captures students' interest. Have students brainstorm facts they know about insects and spiders to create a web. Information can be added as the unit progresses.

Songs, poems and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills.

Go on a bug hunt with this choral reading found in
the May/June 1993 "Copycat Magazine."
Going on a bug hunt Going to find some bugs, Look in every corner, Peek under all the rugs.

Going on a bug hunt, Going to get my fill, Of dragonflies in ponds, Of ants upon a hill,

Going on a bug hunt, I'm sure to find a fly, Mosquitoes and beetles, A pretty butterfly.

Going on a bug hunt, Going to look at night, I'll surely find a moth,

Circling around a light.
Going on a bug hunt, Looking up a tree, Searching in a flower, I'll find a honeybee.

Going on a bug hunt, We'll look here and there, Up and down, all around, Bugs are everywhere.

Students can be divided up into groups with each group taking a different part or parts. Take an informal bug hunt around the grounds of the school to spot bugs.

The following songs were taken from the Oct./Nov. edition of "The Preschool/ Kindergarten Mailbox." Make them into big books or write on large size charts.
"Ten Little Spiders" (tune of "Ten Little Indians")
One spider up and two spiders down. (Come up on tiptoes. Squat down.)
Three spiders turn around and 'round
(Turn around slowly.)
Four spiders smile, and then they frown. (Smile and frown.)
All on Halloween night! (Rock head from side to side.)

Five spiders in and six spiders out. (Move wiggling fingers into and out of cupped hand.)
Seven spiders spin around about. (Spin around quickly.)
Eight spiders climb the waterspout. (Pretend to climb.)
All on Halloween night!
(Rock head from side to side.)
Nine spiders each have eight little legs. (Hold up and wiggle eight fingers.)
Ten spiders lay little spider eggs.
(Make egg shape with fingers.)
All spiders wiggle their little legs. (Wiggle legs.)
All on Halloween night!
(Rock head from side to side. (p. 27)
"The Spider Spins A Web" (tune of "The Farmer in the Dell)
The spider spins a web. The spider spins a web. Round, round, up and down, The spider spins a web.

Additional verses:
She spins it in and out. She spins it back and forth. She spins it good and strong. (p. 28)

Encourage students to write their own verses. Students
can make up motions to go with each verse.
"Spider, Spider" (tune of "Daisy, Daisy")
Spider, Spider, you are a friend, I know. You eat bugs that eat little plants that grow. You really are not so scary. You're not so very hairy. You have eight feet. Your little web is neat. Little spidery friend of mine. (p. 28)

Discuss and list the good things about spiders. Have students draw a picture of a friendly spider. Display their illustrations.

Introduce the poem "I Like Bugs" by Margaret Wise
Brown. This poem can be used as a writing pattern in this unit and many other units.

I like bugs,
Black bugs,
Green bugs,
Bad bugs,
Mean bugs,

Any kind of bugs.
A bug in the grass.
A bug on the sidewalk.
A bug in the glass.
I like bugs.
Round bugs,
Shiny bugs,
Fat bugs,
Buggy bugs,
Lady bugs,
I like bugs.
This poem can be changed to "I Hate Spiders" for the more squeamish students. Copy the class poem, decorate it with pictures of spiders and display it in the classroom. Send home individual copies of the poem with the students.

Use "One, two, buckle my shoe" to write on original
poem using number patterns.
One, two, spider on my shoe.
Three, four, spider on the door.
Five, six, spider in the sticks.
Seven, eight, spider on the gate.
Nine, ten, spider in his den.
Experiment with using different number patterns--for example, one, two, three, or one, two, three, four, five.

Have students brainstorm words that rhyme with the last number of the pattern.

Teach the nursery rhyme and finger motions for "The Itsy Bitsy Spider."

The itsy, bitsy spider climbed up the water spout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain.
And the itsy, bitsy spider climbed up the spout again.

## Writing activities

The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies. Nursery rhymes are favorites of children and easily remembered. Introduce the nursery rhyme "Little Miss Muffet." students will enjoy rewriting the rhyme. Use the following frame:

Little Miss Muffet sat on her $\qquad$ eating her $\qquad$
along came a $\qquad$
and $\qquad$
And $\qquad$ Miss Muffet
$\qquad$ -

Another activity using frames is to brainstorm ways insects move. Fill in frames.

Grasshoppers can (jump) , (crawl), and (fly) but they can't (run) .
$\qquad$
but they can't (hop).
Bees can (dance) , (fly)_, and (walk)
but they $\operatorname{can}^{\prime} \mathrm{t}$ $\qquad$ .

Pantomime the spider and insect actions. Remind students to say the action word as they are doing the action.

Read A House Is a House for Me by Mary Ann Hoberman. Research places where spiders and insects live. Make a class book. Examples can include:

A hole is a home for a trapdoor spider.
A web is a home for a black widow.
A flower is a home for ladybug.
Make books in the shape of spiders, webs, or a jar with a captured insect or spider drawn inside. Have students write a story of how they would capture a spider or insect. Use simple frames for daily writing:

Spiders (insects) can $\qquad$ -

Spiders (insects) have $\qquad$ -

Spiders (insects) like $\qquad$ .

I like (hate) spiders (insects) because $\qquad$ .

When I see a spider (insect) I $\qquad$ .

Write a class poem about spiders and insects using the following frame:
(name of spider)
(how it looks) (how it looks)
(what it does) (what it does) (what it does)
(another name for it)
Make comparison charts with the students listing the differences between spiders and insects. Display the charts
under pictures of spiders and insects.

Labeling
Make a poster of a spider and insect and laminate. Use a vis-a-vis pen to label the different parts.

Insect--head, thorax, abdomen, legs, and antennae.
Spider--abdomen, legs, cephalothorax, pedipalp, eyes, spinnerets, fang, and jaw.

Label the pictures of the spiders and insect pictures around the room with the name of the creepy crawler.

## Book reviews

A summary of several books is provided to give students ideas of the contents of the books.

The Little Green Caterpillar, English text by Yvonne Hooker. The hungry little caterpillar keeps finding things to eat but another insect is always there and drives him away. Finally, he finds a large leaf, eats it, and turns into a butterfly. The author uses very descriptive words for the sounds and movements of the insects--buzzed, wriggled, crawled, hovering, slithered, clicking, and chirruped--which can be discussed and added to a word chart.

The Very Busy Spider by Eric Carle. As a spider is spinning her web different animals ask her to do something with them. She does not answer since she is too busy
spinning her web. The lines of the web are raised in the book for children to feel the web being built. Students can rewrite the story by using different spiders or insects, for example:
"Buzz! Buzz!" said the bee. "Want to make some honey with me?" The spider didn't answer. She was very busy spinning her web. "Chirp! Chirp!" said the cricket. "Want to go jumping with me?" The spider didn't answer. She was very busy spinning her web.

Bugs, by Nancy Winslow Parker and Joan Richards Wright, introduces factual information about insects with a rhyming riddle, for example: "What crawled into Grant's shirt and pants? Ants." A glossary provides information on growth stages of insects, and a scientific chart of the class, order, and example of common insects.

The Snail's Spell by Joanne Ryder. A little boy imagines he shrinks to the size of a snail. The story describes the boy's experience as a snail as he crawls around a garden. Students can pretend they are different insects or spiders and write about their experiences. Who's Afraid of Spiders? by Richard Carlisle. A delightful rhyming poem for children who are afraid of spiders. In this book, Richard Carlisle points out that to a spider we must look extremely tall and they may be more afraid of us than we are of them.

The Icky Bug Alphabet Book, by Jerry Pallotta,
describes a different insect for every letter of the alphabet. The class can make their own spider alphabet book. The Spider Theme series published by Creative Teaching Press gives an example: "A"--arthrodpod, arachnid; "B"--black widow, ballooning, brown recluse spider; "C" --cobwebs, crab spider, cephalothorax; "D"--draglines, dangerous spiders; "E"--eggs, egg sac, eight eyes; "F" --funnel webs, fangs, fisher spiders; "G"--garden spider, grass spider; "H"--house spider, hunting spider; "I" -insects, identify; "J"--jumping spider, jaws; "K"---kinds of spiders; "L"--legs, labyrinth spider; "M"--maze webs, molting; "N"--nursery web spiders, nature; "O"--orb web, orb weavers; "P"--predators, poisonous, pedipalp; "Q"-quick, quite; "R"--red widow, raft spider; "S"--sheet webs, silk, spinnerets, spiderlings; "T"--tarantula, trapdoor spider; "U"--underground spiders, unusual spiders; "V" --venom victim; "W"--web, wolf spider, wandering spiders, water spiders; "X"--excellent spinners; "Y"--yellow garden spider; "z"--zebra spider, zoo. (p. 21)

The Grouchy Ladybug by Eric Carle. A grouchy ladybug is looking for anyone to fight with. Every hour he meets a different animal bigger than the one before until he meets his match. Students will quickly read the repetitive parts with the teacher in a grouchy voice.

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Spiders: Backyard Science ..... VS4158
Wonders in Your Own Back Yard ..... VS8168

## Halloween Theme

Importance of unit and objectives
Halloween is a special night for children to get dressed up and assume a different identity. For one night they can become anybody or anything they want to be. While most students who live in the United States are acquainted with the traditions of Halloween, it may be a new and exciting experience for students from another country. Halloween literature, songs, poems, and chants are rich in vivid language that will give students a little fright in a safe environment. This unit was designed to acquaint students with the lore of Halloween. Specific reading skills, sight word vocabulary and letter-sound correspondence, will be taught using the students' writings and Halloween literature.

Classroom environment
Decorate with witches, goblins, black cats, and pumpkins. Add a haunted house to your wall display. Hang posters and charts of Halloween poems and chants. Supply the library corner with Halloween books.

Make a match-it board (using the technique described in the color theme unit) with Halloween pictures and words.

Place sentence strips underneath with a pocket for missing words.
A $\qquad$ scares me!
A $\qquad$ is black.
A $\qquad$ can fly.
I see a $\qquad$ .

Students match picture and word cards then place the cards in a sentence strip to create a sentence. Students can copy sentences in personal books or journals.

Introducing the unit
Tell the story "The Strange Visitor" using a felt board. This story was taken from A Calendar of Home School

## Activities:

Long, long ago there was a little old woman. She lived in a little old house. All day she spun, spun, spun. The little old woman wished that someone would come to see her. But no one ever came to visit.

So still she sat.
And still she spun.
And still she waited for someone to come.
One day the little old woman heard someone at the door. A pair of big shoes came in. The shoes stopped by the chair. The little old woman looked up and said "Oh, my goodness!"

But still she sat.
And still she spun.
And still she waited for someone to come.
Then the little old woman heard someone at the door again. A pair of little legs came in. The pair of little legs jumped into the big shoes. "Oh, my goodness! What is this?" said the little old woman.

But still she sat.
And still she spun.

And still she waited for someone to come.
Then the little old woman heard someone at the door again. A big, big body came in. The big, big body sat down on the pair of little legs. "Oh, my goodness! What is this?"

But still she sat.
And still she spun.
And still she waited for someone to come.
Then the little old woman heard someone at the door again. A pair of long skinny arms came in. They sat down on the big, big body. The little old woman said, "Oh, my goodness! What is this?" And now she was getting a little nervous.

But still she sat.
And still she spun.
And still she waited for someone to come.
Then the little old woman heard someone at the door again. This time a pair of big, big hands came in. They sat down on the long skinny arms. The little old woman said, "Oh, my goodness! What is this?" And now she was getting very nervous.

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But still she sat.
And still she spun.
And still she waited for someone to come.
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Then the little old woman heard someone at the door again. This time a big pumpkin head came in. The pumpkin head sat down on the big, big body. The little old woman finally looked up. She looked at her strange visitor. She looked and looked at the strange visitor. She looked at his big shoes and said, "Why do you have such big, big shoes?" "Because I run, run, run," said the strange visitor.
"Why do you have such little, little legs?" said the little old woman. "Because I hop, hop, hop," said the strange visitor.
"Where did you get the big, big body?" said the little old woman. "Nobody knows, nobody knows," said the strange visitor.
"Why do you have such long, skinny arms," said the little old woman. I paint the sky, I paint the sky," said the strange visitor.
"Where did you get your pumpkin head?" said the little old woman. "From a pumpkin patch, from a pumpkin patch," said the strange visitor.
"But why have you come to my house?"
"Because .....I've come ............FOR YOU!!!!!!!!!!!!
(p. 95-96)

Students will enjoy hearing the story many times and will naturally enter in the telling of the story at certain parts. Cut the different parts of the pumpkin man out of felt and let the students put the parts on the felt board at the appropriate times. Have students brainstorm Halloween words to create a word chart to be posted for further writing activities.

## Songs, poems and chants

This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies.

The following poems were found in the writer's personal collection:

1 little, 2 little, 3 little witches,
1 little, 2 little, 3 little witches
Fly over haystacks,
Fly over ditches,
Slide down the moonbeam
Without any hitches.
Hi, Ho, Halloween's here!
We are pumpkins, big and round, Big and round, big and round, We are pumpkins, big and round, Sitting on the ground. See our great big shiny eyes, Shiny eyes, shiny eyes, See our great big shiny eyes, Looking all around.

See our great big laughing mouths, Laughing mouths, laughing mouths. See our great big laughing mouths, Smiling right at you.

Students can rewrite this poem using a different
Halloween creature. For example:
We are cats, big and black . . . Lurking round the house. We are witches, green and mean . . . Flying in the sky.

Encourage students to write their new verse in their journal and illustrate them. A class book can also be made from the students' writings.

The following poems were found in McCracken's Halloween Theme Unit. A flannel board build-up chant by Robert A. McCracken is suggested:
(1) One black cat sitting on the fence, sitting on the fence, sitting on the fence, One black cat sitting on the fence, BEWARE ON HALLOWEEN!
(2) Two orange pumpkins sitting by the fence, sitting by the fence, sitting by the fence, Two orange pumpkins sitting by the fence, BEWARE ON HALLOWEEN!
(3) Three white ghosts peeking through the fence,
(4) Four witches' brooms leaning on the fence,
(5) Five black bats flying over the fence. (p. 3)

Emphasize the prepositional phrases with L.E.P. students. Make felt pieces of the Halloween creatures. Students place the pieces on the board in the correct
position of sitting on, sitting by, peeking through, leaning
on, and flying over the fence.
Another poem written by Robert A. McCracken is
"Halloween Countdown":
One is the pumpkin shining in the night. Two are the ghosts filling us with fright. Three are the vampires sucking out the blood. Four are the lizards slithering through the mud.

Five are the witches stirring up a stew. Six are the warlocks adding to the brew. Seven are the bats swirling through the gloom. Eight are the cats howling in our room.

Nine are the skeletons rattling without mirth. Ten are the coffins buried in the earth. Eleven are the goblins colored vivid green. Twelve are the children hollering. (p. 1)

This poem is used to reinforce number word recognition. Students can draw pictures to correspond with the poem and make a counting book.

Children enjoy reciting the traditional rhyme "Three Ghostesses":

Three little ghostesses, Sitting on postesses, Eating buttered toatesses, Greasing their fistesses, Up to their wristesses, Oh, what beastesses, To make such feastesses. (p. 4)

The following poems are used with the book Wombat
Stew, by Marciak Vaughan, before a Halloween Stew writing activity:
"Halloween Soup"

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            Chicken ears and spider tails,
            Wiggle worms and fingernails,
            Zebra toes and rotten eggs,
            Lizard tongues and centipede,
            Jellyfish and slimy slugs,
            Peanutbutter and lightning bugs,
            Greasy, grubby, grimy goop,
            That's what I put in my
            Halloween soup.
"Lizards"
    Live lizard, dead lizard,
    Marinated, fried,
    Poached lizard, pickled lizard,
    Salty lizard hide.
    Hot lizard, cold lizard,
    Lizard over ice.
    Baked lizard, boiled lizard,
    Lizard served with spice.
    Sweet lizard, sour lizard,
    Smoked lizard heart.
    Leg of lizard, loin of lizard,
    Lizard a la carte.
Make individual books in the shape of a witches' cauldron.
Students brainstorm icky things to put in their stew and
copy in their books. Have students illustrate the
ingredients of their stew. Students can share their recipes
with the class or a partner.
    "Shivers" by Marion Walker and the following poems
were found in Celebrate October:
"Shivers"
\begin{tabular}{ll} 
I shiver in my fingers, & (shake fingers) \\
I shiver in my toes, & (shake feet) \\
I shiver up my backbone, & (shake back) \\
And even on my nose! & (rub nose) \\
& \\
I shiver, shiver, shiver, & (shiver all over) \\
Until I'm turning green! & (cross arms, put arms
\end{tabular}
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Do you know why I shiver? on shoulders) Because it's Halloween. (p. 75)

Make class big books of the following poems:
"Five Little Pumpkins"
Five little pumpkins sitting on the gate, First one said, "Oh my, it's getting late!"
Second one said, "There are witches in the air!"
Third one said, "But we don't care!"
Fourth one said, "Let's run and run and run."
Fifth one said, "I'm ready for some fun."
000000000000 h went the wind.
Out went the light.
And the five little pumpkins rolled out of sight.
A reproduceable copy of this traditional rhyme for making
individual mini-books is available through Nellie Edge
Read and Sing Books.
Jack o' Faces
I am Jack o' Happy
I am Jack o' Sad
Now you see me sleepy.
Now you see me mad!
Here I am in pieces small.
But in a pie I am best of all!
Have students illustrate faces on several pumpkins to show different emotions--happy, sad, scared and surprised.

The following rhyming verse was found in the writer's personal collection. Encourage students to supply the rhyming words before the teacher reads it.

Rhyming Verse
This little pumpkin was small and round.
This little pumpkin sat on the ground.
This little pumpkin was short and fat.
This little pumpkin wore a silly hat.
This little pumpkin had a grin so keen.

This little pumpkin said, "Happy Halloween!" The teacher can provide the big book with just the print and let students illustrate the book using the medium of their choice: sponge painting, crayons, markers, colored chalk or construction paper cutouts.

## Writing activities

The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Make individual writing books in different shapes: pumpkins, witches, black cats, ghost, and haunted houses. Start with simple frames:

This is a $\qquad$ .

I can see a $\qquad$ .

I don't like a $\qquad$ .

On Halloween I see $\qquad$ .

I feel $\qquad$ .

I hear $\qquad$ .

A $\qquad$ can $\qquad$ -

A $\qquad$ can't $\qquad$ .

Use expanded frames in group writing activities.

Have students practice orally before having the children write:

I'd like to be a $\qquad$ on Halloween
so that I $\qquad$ .

I wouldn't like to see a $\qquad$ flying
$\qquad$ I'd love to get $\qquad$ , $\qquad$ ,
and $\qquad$ in my goodie bag.

This is a $\qquad$ with a $\qquad$ I saw a ____ in the .____

A witch can $\qquad$ but she can't
$\qquad$ -

In the haunted house, I saw
One $\qquad$
$\qquad$ -

Two $\qquad$
$\qquad$ -

Three, Four, Five
The book Who Took The Farmer's Hat by Joan L. Nodset can be rewritten as Who Took The Witch's Hat. For example:
"The witch had a hat, an old black hat. Oh, how she liked that old black hat! But the wind took it, and away it went. The witch flew fast, but the wind went faster. So the witch had to look for it. She looked and looked and she looked. No black hat." Children can brainstorm different creatures she meets-a ghost, skeleton, pumpkin, a racing ghoul, or a black cat. The hat can become a bat flying, an ice cream cone,
a key hole, a cone in an auto race, and finally a home for the black cat's kittens.

## Sequencing

Use the book The Little Old Lady who Was Not Afraid of Anything by Linda Williams. Share the story with the children. Hand out cards with the different parts of the pumpkin man on each card. Write the corresponding sentence under each picture. For example, the card with a pair of pants on it has the sentence "One pair of pants go Wiggle, Wiggle." As the teacher reads the story the children line up in order, with their card, as their part is read. The teacher mixes the children up and the rest of the class puts them back in order again. The children again chant the parts written on the cards. Each child will want a turn so this activity can be repeated many times.

The book Pumpkin Pumpkin by Jeanne Titherington is also good to use for a sequencing activity. Students sequence the growth stages of a pumpkin. The activity can be extended by having students draw pictures of the sequence for carving a pumpkin.

Following directions
Distribute a picture of a haunted house with nine
windows. Give the following directions:

1. In room 1 make a jack-o-lantern.
2. In room 2 make a ghost.
3. In room 3 make a mask.
4. In room 4 make an apple.
5. In room 5 make a spider.
6. In room 6 make a caterpillar.
7. In room 7 make a moon.
8. In room 8 make a witch.
9. In room 9 make a broom.
10. Show the porch lights are on.

The teacher may tape this activity to be placed in the listening center. Provide copies of the handout. The students turn the recorder off after each direction and draw the picture. The students turn the recorder back on after drawing their pictures to listen for the next direction.

Storytelling
The expression on the faces of the children at the end of this story makes it worth including in your unit. This version was taken from "Juba This and Juba That" and found in McCracken's Hallowe'en Themes.

The Yellow Ribbon
Once there was a boy named John and a girl named Jane. John loved Jane very much. They lived next door to each other and they went to first grade together, and John did love Jane very much. Every day John would carry Jane's books to school, and every
day, Jane wore a yellow ribbon around her neck.
One day John said, "Jane, why do you wear that yellow ribbon around your neck?"
"I can't tell," said Jane, "And anyway, I don't feel like telling you." But John kept asking, and finally Jane said maybe she'd tell him later some time.

The next year, John and Jane were in the second grade. One day, John asked again, "Janey, why do you wear that yellow ribbon around your neck?"
"It's not really your affair, John; maybe I'll tell you some time, but not now," said Jane.

Time went by; John still loved Jane and Jane loved John. And John carried Jane's books to school and Jane wore the yellow ribbon around her neck. They were in fourth grade . . . then came the sixth grade . . . then junior high school. And every once in a while John asked Jane why she wore the yellow ribbon, but Jane never told.
"We've been friends a long time, John, what difference does it make?" she said. And so time went by.

John and Jane went through high school together. John still loved Jane and Jane loved John. John carried Jane's books to school and Jane still wore that yellow ribbon around her neck. On graduation day, John said, "We're being graduated now. Won't you please tell me why you wear the yellow ribbon around your neck?"
"Oh, John," said Jane, "there's no point in telling you on graduation day . . . but someday I will." And graduation day passed.

Time went by, and John still loved Jane and Jane loved John and Jane still wore that yellow ribbon around her neck.

One day, John and Jane became engaged. John loved Jane and Jane loved John. "Why do you wear that yellow ribbon around your neck, Janey Honey," said John, and finally Jane said maybe she would tell him on their wedding day.

But the wedding day came and what with all the preparations for the wedding and the honeymoon and all, John just forgot to ask. But several days later John asked Jane why she wore that yellow ribbon around her neck.
"Well, we are happily married and we love each other, so what difference does it make, John?"

Time went by, John loved Jane and Jane loved

John. Lovely children were born to them and they were so busy bringing them up, that before they knew it, it was their golden wedding anniversary.
"Jane, why do you wear that yellow ribbon around your neck?" asked John once more. And Jane said, "Since you have waited this long, you can wait a little longer. I'll tell you some day, John."

Time went by, John loved Jane and Jane loved John. Finally, Jane was taken very ill and was dying. John bent on his knee by her bedside, and with sobs in his voice, asked, "Janey, PLEASE tell me: Why do you wear that yellow ribbon around your neck?"
"All right, John. You may untie it now," said Jane.

So John did . . . . . AND JANE'S HEAD FELL OFF!!! Story by Maria Leach. (p. 28-29)

Book reviews
A summary of several books is presented to give students ideas of the contents of the books.

Heckedy Peg by Audry Wood. This book is beautifully illustrated by Don wood. An ugly witch steals the mother's children and turns them into food. The only way the mother can save her children is to guess which food is which child. The story lends itself well to storytelling but should be followed with sharing the book with the students to show the inventive illustrations.

Scary, Scary Halloween by Eve Bunting. A family of cats hides under the house as witches, ghosts, skeletons, and goblins parade past on Halloween night. The language of the story is vivid and descriptive.

The story can be read to help students in building a Halloween word bank.

Best Halloween Book by Pat Whitehead. A Halloween ABC book. This book can be used as an example for students to make their own $A B C$ book.

Clyde Monster by Robert L. Crowe. Clyde is a typical terrible monster with one problem: Clyde is afraid of the dark. He refuses to sleep in his cave at night for fear of people hiding under his bed who will get him. Students can discuss what they are afraid of and make a class book using the frame: I'm not afraid of anything but $\qquad$ .

In A Dark, Dark Room and Other Scary Stories retold by Alvin Schwartz. An easy-to-read collection of ghost stories.

It's Halloween by Jack Prelutsky. A collection of scary and humorous Halloween poems.

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## Nutrition theme

Importance of unit and objective
In this unit, students will learn about the four food groups, and the importance of eating a balanced diet. Students will experience different types of foods that might not normally be served in their homes. Students from different countries will have the opportunity to taste foods common in the United states. Students will be able to read and write the word names for foods introduced in the unit. Sequencing skills will be developed by reading and writing recipes and retelling stories. This unit is appropriate to use in November.

## Classroom environment

Make a bulletin board using product labels. Have students bring in the labels of the foods they like the most. Encourage L.E.P. students to bring in labels of products that are not found in other homes. Label the bulletin board, FOODS WE EAT!

Supply the library corner with a variety of recipe books for students to explore. Make sure some of them are illustrated. Place fiction and non-fiction books about foods in the class library.

When students bring in foods for tasting have them bring in two, one for tasting and one to be placed on the discovery table. Place a word card next to each food.

Introducing the unit
Discuss the four food groups: dairy products, breads and cereals, fruits and vegetables, and the meat group. Make a chart divided into the four food groups and days of the week. During morning calendar time, write the menu of the day in the appropriate category. Students will realize that many foods may belong in two categories--for example, corndogs may be written in the meat and cread group. Duplicate a copy of the school menu for each child to use during this unit.

Have students brainstorm foods for each food group and list on charts. Hang charts on the wall for futher reference. Foods may be added to these charts as each group is studied.

Songs, poems and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four
for specific teaching strategies to develop language skills.
The following chant-along rhymes were taken from the
Heath reading series Along Came a Fox, volume 1.
"Gooseberry, Juice Berry" by Eve Merriam
Gooseberry,
Juice berry,
Loose berry jam.
Spread it on crackers,
Spread it on bread,
Try not to spread it
Onto your head.
Gooseberry,
Juice berry
Loose berry jam.
No matter how neatly
You try to bite in,
It runs like a river
Down to your chin.
Gooseberry,
Juice berry,
Loose berry jam. (p. 147)
"Going on a picnic" by Georgia E. Garlid and Lynn Freeman Olson

Going on a picnic, leaving right away, If it doesn't rain, we'll stay all day.

Did you bring the sandwiches?
Yes, I brought the sandwiches.
Did you bring the salad?
Yes, I brought the salad.
Ready for a picnic, here we go.

2nd verse: Did you bring the melon?

Yes, I brought the melon.
Did you bring the apples? Yes, I brought the apples.

3rd verse: Did you bring the lemonade? Yes, I brought the lemonade.

Did you bring the cookies? Yes, I brought the cookies. (p. 146)

Students may suggest different foods to be chanted. Take
the students outside on the school grounds for a class
picnic.
"I Eat My Peas with Honey"
I eat my peas with honey;
I've done it all my life.
It makes the peas taste funny,
But it keeps them on the knife. (p. 145)
"Toot! Toot!
A peanut sat on a railroad track, His heart was all a flutter;
The five-fifteen came rushing by--
Toot! Toot! peanut butter!
"Oodles of Noodles" by Lucia and James L. Hymes, Jr.
I love noodles, give me oodles.
Make a mound up to the sun.
Noodles are my favorite foodles.
I eat noodles by the ton. (p. 149)
"The Popcorn Hop" by Stephanie Calmenson
Put your popcorn in a pot.
Wait till it gets really hot.
When you start to feel the heat,
Listen for the popcorn beat:

Pop-pop-POP-pop,
pop-pop-POP!
Come and do the popcorn hop! (p. 150)

Make popcorn with the students in the classroom. Use a hot-air popper and let the popcorn fly into a big bowl.

The song "Sandwiches" was found in the The Book of
KidsSongs 2 by Nancy and John Cassidy.
CHORUS
Sandwiches are beautiful, sandwiches are fine.
I like sandwiches, I eat them all the time;
I eat them for supper and I eat them for lunch;
If I had a hundred sandwiches, I'd eat them all at once.

I'm a roaming and a rambling and a wandering all along,
And if you care to listen, I will sing a happy song.
CHORUS
Once I went to England, I visited the Queen,
I swear she was the grandest lady that I've seen,
I told her she was beautiful and could not ask for more,
She handed me a sandwich and she threw me out the door.
CHORUS
A sandwich may be egg or cheese or even peanut butter,
But they all taste so good to me, it doesn't even matter;
Jam or ham or cucumbers, any kind will do.
I like sandwiches, how about you? (p. 8-9)

An audio-tape is included with the book. Have students
make construction paper sandwiches for art.
The rhyme "Peanut Butter and Jelly" is included in book form in the Heath reading series Along Came a Fox. Students enjoy this rhyme and are willing to recite it often.

```
Peanut butter,
    peanut butter,
(clap, slap knees)
(clap, slap knees)
jelly
(clap, slap knees) (clap, slap knees)
First you take the dough and knead it, knead it.
(push with your hands)----------------------- (refrain)
Pop it in the oven and bake it, bake it.
(extend arm toward "oven")--------------------- (refrain)
Then you take the a knife and slice it, slice it.
("saw" back and forth with side of hand)---- (refrain)
Then you take the peanuts and crack them, crack them.
(pound fist together)----------------------- (refrain)
Then you take a knife and spread it, spread it.
(move hand back and forth as if spreading)-- (refrain)
Next you take some grapes and squash them, squash
them.
(stamp feet)------------------------------------- (refrain)
Glop it on the bread and smear it, smear it.
(spreading motion again)--------------------- (refrain)
Then you take the sandwich and eat it, eat it.
(open and close mouth as if biting)--------- (refrain)
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Have students write a group sequence story about how they make a peanut butter and jelly sandwich. After writing the story students can try making sandwiches following the sequence of the story.

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Writing activities
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The writing process is an important component of a whole language program. Through participation in the
writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies. Use the chant "Jelly on the Plate" as a pattern for creative writing. The chant is taken from a collection of poems by June Factor.

Jelly on the plate, jelly on the plate. Wibble Wobble, Wibble Wobble, Jelly on the plate.

Students can write their own chants in groups or as a whole class, for example:

Pop in my cup, pop in my cup. Sip it up, sip it up, pop in my cup.

Spaghetti on my chin, spaghetti on my chin. Slurp it up, slurp it up, Spaghetti on my chin.

Once students write one chant it is hard for them to stop. Students will chant about objects around the room.

Read the book The Hungry Caterpillar by Eric Carle. Make individual writing books for the students. Follow the pattern in the book for making the pages different sizes. Students copy the first page from the board:

It was a long day at school. When I got home $I$ was so hungry I ate . . .

Each day students write and illustrate another page of the story, for example:

On Monday I ate one . . .

On Tuesday $I$ ate two . .
On Wednesday I ate three . . .
On Thursday I ate four . . .
On Friday I ate . . . (students write their favorite foods)
On Saturday I . . . (students make up their own endings)

Students can use the school lunch menu and food word charts to help with spelling or use inventive spelling. Have students illustrate their stories.

Fruit and vegetable group: make a fruit and vegetable alphabet book. Assign each student a letter of the alphabet to bring in a fruit or vegetable beginning with that letter.

A - apple, asparagus, apricots
B - banana, berries, beet, broccoli
C - carrot, cabbage, cherries
D - dates,
E - eggplant, endive
F - figs, fruit
G - grapes, grapefruit
H - honeydew melon, huckleberries
J - Jerusalem artichoke, jicama (Mexican potato)
K - kiwi, kumquat
L - lemon, lime, lettuce
M - melon, mango
N - nectarine
o - oranges, okra, onion
P - parsnips, potato, peas, pumpkin, prunes
Q - quince
R - radish, raisins, raspberries
S - strawberries, spinach, squash
$T$ - tomato, turnips
U - ugly fruit
V - vegetable
W - watermelon
$X$ - X-actually nothing
$Y$ - yams
Z - zucchini

Each students creates a page for a class book; $A$ is for
$\qquad$ -
Allow students to taste the fruits and vegetables they brought in. Students then list what they liked and did not like, using the following frame:

I like $\qquad$ .
I like
I like
I do not like $\qquad$ .

Use the following poem found in "Themes Myself" by Marlene and Robert McCracken as a pattern for a writing activity.
"I Like" by Karen Richardson
I like peaches,
I like pears,
I like eating on the stairs.
I like cookies,
I like cake,
I like eating by the lake.
I like pizza,
I like peas,
I like eating under trees.
I like butter,
I like bread,
I like eating on the bed.
I like sandwiches,
I like stew,
I like eating next to you.
Students list many types of food from all the food groups.
Each group chooses two of the foods. Next, students
brainstorm rhyming words for one of the foods to create
the last line. Students fill in the frame:
I like $\qquad$ .
I like
I like eating $\qquad$ .

Picture cards may be used for L.E.P. students. They can illustrate the last line.

Milk group: brainstorm descriptive words for how foods taste:
sweet sour yucky salty yummy bitter tangy Students taste different types of milk and cheeses. Try to include cow's milk, chocolate milk, soybean milk, goat's milk, buttermilk, powered milk, evaporated milk, and milk with different fat content--whole, $2 \%, 1 \%$, nonfat, and cream. A variety of cheeses can be included. After students taste each product they write down what they tasted and their reaction to the food using the list of taste words.

Meat group: inform students that nuts are included in the meat groups. Students bring in a variety of nuts for investigation and tasting. A class poem based on Margaret Wise Brown's poem "I Like Bugs" can be written, for example:

[^0]Chestnuts,
Hazelnuts, Any like nuts, I like nuts. Nuts in a tree. Nuts on the ground. Nuts in the store, Nuts everywhere. Smooth nuts, Bumpy nuts, Satly nuts, Round nuts, Pointy nuts, Nutty nuts, I like nuts!!!!

Bread group: read Bread and Jam for Francis by Russell Hoban, Bread Bread Bread by Ann Morris, and The Giant Sandwich by John Vernon Lord. Teach the song "Sandwiches" by Bob King. Make a book in the shape of a piece of bread. Students can write:

My favorite sandwich is $\qquad$ .
On my sandwiches I like $\qquad$
I like $\qquad$
I like $\qquad$
But I do not like $\qquad$
To make a sandwich you $\qquad$ .

## Labeling

Food people: students lie down on a big piece of butcher paper and their partner outlines their body with a pencil. They cut out their "body." Students cut out pictures from magazines of their favorite foods and glue them on their "body." Students label each picture. The "bodies" are hung around the room.

Place mats: on a piece of tag board students glue a construction paper plate, knife, fork, and spoon. Provide students with pictures of different foods for them to color and cut out. They glue foods from each food group on the plate to show their favorite meal. Label each food with a black vis-a-vis pen. Laminate each placemat.

Following directions
Tape directions on an audio tape to be placed in the listening center. Duplicate a paper with eight numbered boxes. Students listen to directions and fill in the boxes.

1. Draw a peach in box 8. Color it pink.
2. Draw some carrots in box 3. Color them orange and green.
3. Draw some corn in box 5. Color it yellow.
4. Draw grapes in box 2. Color them green or purple.
5. Draw an orange in box 1. Color it orange.
6. Draw a pear in box 4. Color it green.
7. Make some green beans in box 6 .
8. Make some potatoes in box 7. Color them brown. Turn your paper over and draw a picture of what you had for dinner last night.

Students can turn tape recorder off after each direction to complete the picture. A separate set of directions
can be made for each food group.

## Sequencing

The following poems and books can be used to teach sequencing. Share the poem "Pancake" found in McCracken's Theme Myself.

Mix a pancake--stir a pancake.
Pour it in the pan.
Bake the pancake.
Toss the pancake.
Catch it if you can.
Butter the pancake.
put on syrup.
Cut it into bites.
Taste the pancake.
Swallow the pancake.
Grin if it tastes right. (p. 35)
Read the book Pancakes, Pancakes! by Eric Carle. Before Jack's mother could make the pancakes Jack had to cut the wheat, take it to the miller, thresh the wheat, grind the grain, collect the eggs from the hen, milk the cow, churn the milk into butter, collect the firewood, and get the jam from the cellar.

Students will also enjoy hearing the story The Little Red Hen by Paul Galdone. Students can sequence how the little red hen grew the wheat and turned it into flour.

Read the story If You Give a Mouse a Cookie by Laura Joffe Numeroff. The story is an excellent example of circular sequencing--the story starts and stops at the
same spot.
Make cookies in the classroom. Display the recipe and have students follow the steps to make the cookies. Teach the poems "Making Cookies" and "A Delicious Cake" found in McCracken's Myself theme unit.

I am making cookie dough.
Round and round the beaters go.
Add some flour from the cup.
Stir and stir the batter up.
Roll the batter.
Cut the batter.
Put the cookies on the sheet.
Bake the cookies.
Take out the cookies.
Eat them for a treat. (p. 36)
Students can make-up actions for each line.
"A Delicious Cake"
Put some flour in a bowl. (Scoop the flour and put it in.)
Put in eggs. (Break two eggs and put them in.)
And sugar, too. (Scoop and put the sugar in.)
Mix the batter. (Hold the bowl with one hand and stir with the other.)
Stir the batter. (Continue stirring.)
Mix it through and through. (Continue stirring.)
Mix the batter. (Continue stirring.)
Stir the batter. (Continue stirring.)
Put some shortening in. (Do so.)
Mix the batter. (Stir again.)
Stir the batter. (Stir again.)
Pour it in the tin. (Do so.)
Sprinkle chocolate chips on top. (Do so.)
Put the batter in the pan. (Do so.)
Sniff and sniff and wait a while. (Do so.)
Sniff and sniff and smile and smile. (Do so.)
Open wide the oven door. (Do so.)
Take out the cake! (Do so.) (p. 35.)

## Thanksgiving feast

Plan a Thanksgiving feast having the students helping with the cooking. Include foods from each food group: stone soup, cornbread, fruit salad, and milk. Before cooking read:

Stone Soup by Ann McGovern
Bread Bread Bread by Ann Morris
The Milk Makers by Gail Gibbons

Book reviews
A summary of several books is provided to give students ideas of the contents of the books.

The Hungry Thing, The Hungry Thing Returns, The Hungry Thing Goes to a Restaurant by Jan Slepian. The Hungry Thing wears a sign that says "FEED ME" and demands food. The problem is he cannot say what he wants correctly. He might ask for tickles, or bench flies. The people try to guess what he wants and come up with some humorous suggestions. Children will enjoy trying to figure out what the Hungry Thing wants.

Frank and Ernest by Alexander Day. Frank, the bear, and Ernest, the elephant, take over a restaurant so the owner can take a vacation. They discover that a diner
has a language of its own. Soon they are yelling orders like, "burn one, take it through the garden and pin a rose on it." Additional restaurant terms are listed at the end of the book.

Peanut Butter And Jelly by JoAnne Nelson. A different version of the "Peanut Butter and Jelly" chant. Example:

I often eat potatoes and gravy with my meat; But peanut butter and jelly is my favorite thing to eat.
I might have cake and ice cream and candy is sweet; But peanut butter and jelly is my favorite thing to eat.

The Pizza Book by Stephen Krensky. Gives a history of one of America's favorite foods, pizza. Includes factual information about when pizza was invented, where tomato sauce originated, and what toppings are people's favorite. A pizza recipe with step by step directions is included.

Food From Plants by Colin Walker. An easy-to-read book that tells which foods come from plants.

More Spaghetti I Say by Rita Golden Gelman. A scholastic hello reader, level two, appropriate for kindergarten to grade two. Minnie can't play because she is too busy eating spaghetti. She loves spaghetti so much that she runs, rides, jumps, slides, and hides in it. Bread Bread Bread by Ann Morris. Photographs are used to show people eating different types of bread from many parts of the world. An index in the back gives factual
information about the bread and the country it comes from. Bread and Jam for Francis by Russell Hoban. All Francis wants to eat is bread and jam until that is all her mother serves her for meals.

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Christmas Theme

Importance of unit and objectives
Christmas time! Children look forward to Christmas all year long. Teachers can capitalize on their excitement to teach language skills. Children will enthusiastically write about what Christmas means to them; the sights and sounds of Christmas, their family traditions, and what they hope Santa will bring them. Children from another country can share their unique experiences. Through this unit, students will learn that Christmas is a time for giving. Students will also discuss the difference between wants and needs.

## Classroom environment

Decorate the room in the spirit of Christmas. Put Santas, reindeers, trees, and Santa's workshop on the walls. Hang up Christmas poems and chants. Have the students make red and green chains to stream around the room. Display students' Christmas artwork and writings.

Make a Christmas match-up board using old Christmas cards or real objects, such as tinsel, a small bell, and store-bought mistletoe. Place a sentence strip under the board:

At Christmastime I see $\qquad$ - Students match pictures with word cards then place word card in blank in sentence strip and read sentence. Students copy the sentences they make in a personal journal and illustrate their sentences.

Introducing the unit
Read The Polar Express by Chris Van Allburg to the students. Allow students to relate their favorite Christmas experience. Build a word-bank of Christmas words to use in future writing activities.

Songs, poems and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills.

The following songs and poems were taken from Themes Celebration by Marlene J. and Robert A. McCracken.
"Santa's Visit" (tune of "She'll Be Coming Round The Mountain)

## Verse One

Santa's flying in his sleigh when he comes, Santa's flying in his sleigh when he comes, Santa's flying in his sleigh, Santa's flying in his sleigh,

Santa's flying in his sleigh when he comes.
Verse Two
Santa's flying through the sky when he comes.
Verse Three
Santa's landing on the rooftop when he comes.
Verse Four
Santa's coming down the chimney when he comes.
Verse Five
Santa's bringing
when he comes. (p. 22-23)
In the last verse students take turns using their own names.
They can also list the toy they want for Christmas.
Following are two simple rhymes students will enjoy.
Encourage students to guess the last word of the poem before the teacher reads it.
"Here is the chimney"
Here is the chimney
Here is the top
Open the lid
And out Santa will pop!
"Santa claus is big and fat"
Santa Claus is big and fat
He wears black boots
And a bright red hat
His nose is red
Just like a rose
And he "ho, ho, ho's"
From his head to his toes. (p. 28)
Students make up their own motions for the poems.
Make a big book from the poem "Five Bells". It follows the pattern of "Five Little Pumpkins" used in the Halloween theme unit.

Five little bells hanging in a row The first one said, "Ring me slow."

The second one said, "Ring me fast."
The third one said, "Ring me last."
The fourth one said, "I'm like a chime."
The fifth one said, "Ring me at Christmas time." (p.29)
Another rhyme suggested by McCracken is "Christmas Chimney."
Our chimney's small (arms up straight over head) Old Santa's fat. (make large circles in front) But he'll get down (slide one hand down other arm) In spite of that.
Our chimney's small (measure with two fingers)
Old Santa's fat. (spread open hands for apart) But he'll get down (slide one hand down other arm) In spite of that. (p. 29)
The poem "Five Red Stockings" can be made into a personalized big book for small groups.

```
Five red stockings
heard the fire roar.
        took one,
Then there were four.
Four red stockings
Saw the Christmas tree.
                took one.
Then there were three.
```

Two red stockings Having Christmas fun. took one. Then there was one.

One red stocking Waiting for the sun. took one, Then there were none.

```
Three red stockings Waiting for you. took one.
Then there were two. (p. 31)
```

Laminate each page of the book. Use a viv-a-vis pen to write students' names in the blanks. Names can be changed with each group.
Have students make a felt Santa hand puppet to use when singing the following song: (sing to the tune of "Bingo")

Verse One
There was a man who had a sack
And SANTA was his name-O
S-A-N-T-A.
S-A-N-T-A.
And SANTA was his name-0
Verse Two
There was a man who had a sack And SANTA was his name-0 (clap) S-A-N-T-A. And Santa was his name-0. (p. 34)

Continue adding a clap to each verse until all the letters of Santa have been used.

The following poem and song were taken from December
Activities to Celebrate Holidays and Special Days, Creative
Teaching Press.
"Christmas"
1,2,3, 1,2,3,
Three little stockings in a row, Santa is coming tonight you know!
4,5,6, 4,5,6,
Six little candles light the way, Guiding Santa and his sleigh!
7,8,9, 7,8,9,
Nine little snowflakes soft and white,
Fall on Santa's beard tonight! (p. 63)
McCracken suggest using numbers in a variety of writing
activities, such as the following:
2,4,6,8,
We think toys are great!
1,1, Toys are fun
2,2, Toys are blue
3,3, beneath the tree

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    1,2, Toys for Sue
    3,4, Toys in a store
    1,2,3, Toys beneath the tree
    4,5,6,}\mathrm{ Toys for dad to fix
    1,2,3,4,5, When will the toys arrive?
    6,7,8,9,10, When Christmas is here again.
    One is for the toy that is lot of fun.
    Two is for the toy that is painted blue.
    Three is for the toy that's underneath the tree.
    Four . . . waiting in the store.
    Five . . . seems to be alive. (p. 25)
"Santa Is Coming" (tune "She'll Be Coming 'Round the
Mountain")
```

He'll be coming down the chimney when he comes. He'll be bringing lots of goodies when he comes. He'll have all of his reindeer when he comes. He'll need some milk and cookies when he comes. (p. 63)

Students can add more verses.

Writing activities
The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Use the five senses to write a class poem or make individual books with children writing a page a day.

At Christmas time I see $\qquad$ .

At Christmas time I smell $\qquad$ .

At Christmas time I feel $\qquad$ .

At Christmas time I taste $\qquad$ -

At Christmas time I hear $\qquad$ -

Each sense may be used separately to write a contrast poem.
$\qquad$
At Christmas time I see (lights on the houses).
At Christmas time I see (presents under the tree).
But I don't see $\qquad$ (flowers growing in the yard). Christmas colors can also be used to write contrast poems. Before students write, group them in heterogeneous groups of four to five students. Give each group about twenty word or picture-word cards. Have them sort the cards using a rule. Example: Find all the things that can be red. Place the cards that follow the rule in a pocket chart to be used for the writing activity.

At Christmas time, are red.
$\qquad$ are red.
$\qquad$ are red.

But, $\qquad$ isn't red. (McCracken, p. 12)

Write a contrast poem about what Christmas is:
$\qquad$
Christmas is (making sugar cookies)...
Christmas is $\qquad$ .

But Christmas isn't ___ (going trick or treating).
The song "The Twelve Days of Christmas" can be used in a daily writing activity. Teach the song to the children. It is available in book form through Scholastic book club. Each day have students write a different page in their book.

On the first day of Christmas I gave my Mother __
$\qquad$
On the second day of Christmas I gave my Father _ .

On the third day of Christmas I gave my sister $\qquad$
$\qquad$ -
Continue for twelve days. Once the pattern is established the children can decide who they want to give something to, even their dog, cat, or bird.

Make individual books in the shape of a reindeer's head. Print a story starter inside of the book:

It was Christmas Eve. Rudolph knocked at my window and said, "I need help! Santa is lost."

Before students write have them brainstorm different ways they could help Rudolph save Santa. Direct students to think of where Santa could be, how they would help, and what they might need to help Rudolph. Encourage students to use inventive spelling in their story writing. L.E.P.
students may need more direction with this activity. The L.E.P. students may dictate their story to the teacher or another student may help translate for the teacher.

Alternative story starters:
It's Christmas Eve and Santa is sick. He asked me to help. I would . . . .

The package under the Christmas tree was making very
strange sounds. When I opened it, it . . . .
Duplicate copies of a Christmas stocking. Have students write:

In my christmas stocking I would like to find
$\qquad$ (an orange) ,
$\qquad$ (a toy car) ,
(candy canes) $\perp$
and (a chocolate Santa) .
But I would not like to find
(underwear) .

Students brainstorm a list of objects they would like that would fit into a stocking. Next they brainstorm some things they would not like to get in a stocking.

Use Christmas words to create poems (McCracken, p. 39): use the letters in the word at the beginning of each line of the poem.

| $C$ is for cranberries | $S$ is for stout |
| :--- | :--- |
| $H$ is for ham | $A$ is for always jolly |


| R | is for raisins | N |
| :--- | :--- | :--- |
| I | is for nice |  |
| S is for sugar cookies | T | is for terrific |
| T is for turkey | A | is for always lovable |
| M is for mincemeat |  |  |
| A is for apples |  |  |
| S is for sausages |  |  |

Students brainstorm words that begin with the different letters in the Christmas words. This type of activity reinforces letter-sound correspondence.

Santa build-up book
Each page of the book has the same picture of Santa. P. 1: Here is Santa. Santa has a red hat.
P. 2: Here is Santa. Santa has a red hat. Santa has a white beard and moustache.
P. 3: Here is Santa. Santa has a red hat. Santa has a white beard and moustache. He has a red suit. P. 4: Here is Santa. Santa has a red hat. Santa has a white beard and moustache. He has a red suit. He has black boots and a black belt.
P. 5: Here is Santa. Santa has a red hat. Santa has a white beard and moustache. He has a red suit. He has black boots and a black belt. Draw an elf to help Santa make toys.

## Wants and needs

Read the Puerto Rican folk tale "The Three Wishes." An old man grants a couple three wishes and they learn a lesson in being greedy. Review the meaning of wants and needs; a need is something that is necessary for life and a want is something that is not necessary. Students discuss which wishes were for a need or a want. Students then sort a collection of pictures as a need or a want: a mother hugging her child, a new bike, food, or a Nintendo game. List wants and needs on chart. Students can pretend that they are the woodcutter or his wife and write about what they would wish for and why it would be good for that wish to come true.

Book reviews
A summary of several books is presented to give students ideas of the contents of the books.

The Wild Christmas Reindeer by Jan Brett. Santa assigns to Teeka the job of getting his reindeer ready for the Christmas Eve flight. Teeka, who has never worked with reindeer before, runs into problem after problem until she realizes that a gentler hand is the secret. The borders on each page, depicting the elves getting ready for Christmas, are as intriguing as the story illustrations.

The Polar Express by Chris Van Allsburg. A story written in the true Christmas spirit. A little boy is chosen by Santa to receive the first gift of Christmas. He chooses a bell from one of Santa's reindeer but on the way home he loses it. On Christmas morning, after all the gifts are opened, one small box remains with his name on it. Inside is the bell he lost which has the most beautiful sound. Only those who truly believe in Christmas can hear the sound. Give each child a small bell and have them write a story about a trip to visit Santa at the North Pole on a train pattern.

Bialosky's Christmas by Leslie McGuire. Bialosky, the bear, plans a special Christmas party. He remembers every detail except to invite his friends.

It's Christmas. A collection a delightful and humorous Christmas poems written by Jack Prelutsky.

The Jolly Christmas Postman by Janet and Allan Ahlberg. The Jolly Postman delivers envelopes filled with cards, gifts, and surprises to fairy tale characters. After reading the story and sharing the surprises in each envelope students can write letters to Santa or Christmas cards to family and friends. Take students on a field trip to the post office to mail their letters or set up a post office in the classroom to send cards to classmates.
Many familiar Christmas songs have been made into
books:
The Twelve Days of Christmas, illustrations by Claire
Counihan.
The Friendly Beast, illustrations by Tomie dePaola.
The Little Drummer Boy, illustrations by Ezra Jack Keats.Students will eagerly read these books since they alreadyknow the words through singing the songs.

Books

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Fir Tree VS4150
Little Christmas Elf VS5609
Twelve Days of Christmas VS5583

Penguin Theme

Importance of unit and objectives
When students come back from vacation in January, perk up their interest with a penguin unit. Students can identify with penguins since an emperor penguin is about the same size as a first grade child. Children enjoy imitating penguin actions, like waddling and sliding, swimming, and huddling. Students will learn that:
--Penguins are one of the few flightless birds but act like a fish most of the time.
--Penguins live in colonies called rookeries.
--They can withstand very cold antarctic weather by huddling close together.
--Both the father and mother take care of their young.
--The male emperor penguin stands for eight weeks at a time with an egg nestled at his feet in extremely cold weather.
--Penguins range from the Little Blue penguin, standing only 16 inches tall and weighing about two pounds, to the emperor penguin that grows to 45 inches tall and weighs about 90 pounds.
--Penguins eat krill, fish, and squid.
--Leopard seals and killer whales eat penguins,

Classroom environment
Enlarge a picture of an emperor penguin to about four feet high and attach to the classroom wall. Place three sheets of paper next to the penguin, labeled, "shorter than," "the same size as," and "taller than." students measure themselves against the penguin and write their name on the appropriate paper.

Make a penguin bulletin board. Students make penguins to be placed on icebergs stapled to the wall. Students can name their penguin and write a sentence about their penguin, for example: "Tacky the penguin likes to slide." Place the sentence strip next to the student's penguin.

Place books about penguins in the class library. Include non-fiction scientific books and magazines with pictures of different varieties of penguins.

Introductory activity
Create a class web of facts that students know about penguins. Accept any fact even if it is not true. Refer to the web during the unit to add or delete any ideas. Students can also brainstorm any questions they would like answered about penguins.

Songs, poems, and chants
This section includes several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills.

The following poem was found in the theme series Snow written by Rozanne Williams.
"The Penguin"
I am a bird you know quite well,
All dressed in black and white.
And even though $I$ do have wings They're not designed for flight.

I waddle, waddle, waddle,
On my funny little feet.
Across the icy snow I go
To find a fishy treat! (p. 5)
The following poems, chants, and songs were taken
from Copycat magazine, Nov/Dec 1992:
"An Elegant Chant"

```
We penguins are so elegant.
With built-in shirt and built-in pant,
We stand so tall and confident.
We penguins are so elegant.
We penguins are so elegant.
With built-in shirt and built-in pant,
We look splendid and flamboyant.
We penguins are so elegant.
We penguins are so elegant.
With built-in shirt and built-in pant,
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We look simply magnificent.
We penguins are so elegant. (p. 3)
Have students stand tall and hold their heads up high as they preen around the room reciting the poem.

The poem "Penguin Polka" is appropriate to use for
a physical educational activity.
Chorus:
Do the penguin polka.
Move it to and fro.
Move like little penguins,
On the ice and snow.
Do the Rockhopper penguin.
Move it to and fro.
Move like Rockhopper penguins,
Hop, hop, hop.
Do the King penguin . . .
Strut, strut, strut.
Do the Emperor penguin . . .
Waddle, waddle, waddle.
Do the Chinstrap penguin . . .
Nod, nod, nod.
Do the Gentoo penguin . . .
Trot, trot, trot.
Do the Adelie penguin . . .
slide, slide, slide.
Do the Macaroni penguin . . .
Shake, shake, shake.
Do the Royal penguin . . .
Wiggle, wiggle, wiggle.
(repeat chorus) (p. 3)
Have students act out the actions as they chant the poem. List the action words on chart paper and discuss verbs. Research the types of penguins mentioned. Discuss their size, where they live, and what they look like.
"Penguins Come Marching Home" (tune of "When Johnny Comes Marching Home Again")

When penguins come marching home again, Hurrah, Hurrah.
They'll give out a noisy screech again, They waddle all day,
On their icy way,
All dressed in their best,
To return to their nest.
And they all go marching,
One by one by one by one.
(Continue until each child has said "by one.") (p.3)
"By the sea" (tune of "By the sea.")
Chorus:
By the sea. By the sea.
By the cold and icy sea.
You and me. You and me. Oh, how happy we will be.

When waves come a-rolling in.
We'll dive and swim.
We'll eat some fishes, And other sea dishes. (Repeat chorus) (p. 3)
"Ten Little Penguins" (tune of "Ten Little Indians.")
One little, two little, three little penguins, four little, five little, six little penguins, seven little, eight little, nine little penguins, Ten little penguins on ice.

Ten little, nine little, eight little penguins, Seven little, six little, five little penguins, Four little, three little, two little penguins, One little penguin, that's nice. (p. 3)

Make a big book out of the following poem:
Five little penguins floating ice.
The first dove in, "My, the water's nice!" The second one said, "Let's go for a swim." The third one said, "I'll be right in."
The fourth one said, "It looks like so much fun." The fifth one said, "No way, I'll stay in the sun!" (p. 3)

```
"I'm a Little Penguin"
    I'm a little penguin
    Just a few days old,
    Trying to keep warm
    In the Antarctic cold.
    Mom and Dad care for me
    By giving me heat.
    Watch me as I sit upon
    Their nice warm feet. (p. 3)
```


## Writing activities

The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. This section contains a variety of writing activities appropriate for this thematic unit. Refer to chapter four for specific teaching strategies.

Use the list of action words and varieties of penguins to write a class poem based on the following frame:

Penguins here, penguins there
Penguins, penguins everywhere.

| (Adelie) | penguins | (slide) |
| :---: | :---: | :---: |
| (Emperor) | penguins | (waddle) |
| (Racaroni) | penguins | (shake) |

$\qquad$
Penguins (in the water) $\qquad$ .

Penguins $\qquad$ (on the rocks) $\qquad$ -

Penguins (in a bunch) $\qquad$ .

Penguins! Penguins! Penguins!
The Important Book by Margaret Wise Brown provides a basis for a frame:

The important thing about penguins is
$\qquad$ .

It is true that $\qquad$ and $\qquad$ .

It is true that they can $\qquad$ and have
$\qquad$ -

But the important thing about penguins is
$\qquad$ -

Students can choose words from the penguin word list chart and fact web to write different paragraphs, for example:

The important thing about penguins is that they
are birds. It is true that they slide and hop. It
is true that they can swim and have wings. But the
important thing about penguins is that they are birds.
Students can write a contrast poem about penguins stating what penguins can and cannot do. The following frame is suggested:

Penguins can $\qquad$ .

Penguins can $\qquad$ .

Penguins can $\qquad$ .

But penguins can't $\qquad$ .

Make individual books in the shape of penguins. Students write penguin facts or fictional penguin stories in their books. Use the books every day as an independent writing activity. Suggested story starters are:

The little penguin had cold feet. He hated having cold feet. Describe how he can warm his feet up.

One brave penguin wanted to get out of the $z 00$ and return to his antarctic home. Tell about how he might escape.

You and your penguin friend go out to play in the snow. Tell about your adventures.

Read the book Can I Keep Him by Steven Kelloge. Students can write an argument for their parents about why a penguin would make a good pet. Discuss ideas with the students before they start writing.

Book reviews
A summary of several books is provided to give students ideas of the contents of the books.

Antarctica by Helen Cowcher. A beautifully illustrated introductory book to the lives of Antarctica's penguins and seals.

Tacky The Penguin by Helen Lester. Tacky, the mismatched penguin, saves the day when hunters are trying to kill the penguins.

Animal Close-Ups: The Penguin by Beatrix Fontanel. Colored photographs of a variety of penguins. Text includes factual information about the habits of penguins, the life cycle of penguins, and ways scientists study penguins.

A Tale of Antarctica by Ulco Glimmerveen. The story describes what happens to penguins when man invades his home. Papa returns to the beach to find it covered with oil drums, boxes, and litter man has left behind. One of the penguins gets a plastic pop can holder stuck on his neck. The fish in the area taste a little strange. Papa gets covered with oil while he is fishing for food for his family.

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Films
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## Winter Theme

Importance of unit and objectives
Wintertime is a prime learning time in the school calendar. Most of the major holidays have passed and there is a long stretch of uninterrupted school days for about two months. Students have adjusted to the class routine, and become more independent in their work habits. Teachers need to capture and keep students' interest during the long winter months.

This unit was designed to have students explore and write about their everyday activities. It will include two mini-units, "Weather" and "Seasons of the year." Students will discuss and write about activities they can participate in and the appropriate clothing to wear during each season. Weather words will be introduced. The effects of weather on our everyday lives will be explored. Students will dicover that different parts of the world have different weather patterns during the seasons.

$$
\begin{aligned}
& \text { Classroom environment } \\
& \text { Decorate the walls with winter poems and chants. } \\
& \text { Display students' winter art work. Make season mobiles } \\
& \text { with labeled weather symbols to hang in the room. Make }
\end{aligned}
$$

a bulletin board using temperature and weather maps. Graph the weather on a chart during morning calendar time. Supply the library corner with winter and weather books.

Introducing the unit
Read A Snowy Day by Ezra Keats. Have students brainstorm activities they like to do in the snow. Take a winter walk for students to discover what they hear, see, taste, feel, and smell. Back in the room students list winter words for use in further writing activities.

## List of winter words

Each season has its own unique vocabulary describing the sights, sounds and feelings of the season. A list of winter words is provided in this section. Some suggested winter words are:

| powdery | crusted | white mist |
| :--- | :--- | :--- |
| frosty | calm | misty |
| white | blowing | sparkle |
| silver | whirl | muffled |
| murmur | tinkling | icy |
| cold | sweeping softly | frozen |
| bleak | dreary | blanched |
| freeze | thaw | harsh |
| bitter | flits of snow | dark days |
| soft | bright | sleet |
| dainty | feathery | lacy |
| fall | glide | flutter |
| dance | float | cold eventing glow |
| snowflakes hurry | down |  |

Songs, poems, and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills. The following winter poems were taken from Theme Series Snow, Creative Teaching Press:
"My Snowman" by Margaret Allen (tune of "This Old Man")
My snowman, number ONE.
I built him for lots of fun. With a pit-pat, add some snow, Roll it nice and round. My snowman's the best in town!

My snowman, number Two. I built him for me and you. With a pit-pat . . .

My snowman, number THREE.
He is really big you see . . .
My snowman, number FOUR. He stands next to my front door . . .

My snowman, number FIVE.
Looks like he could be alive! . . . (p. 9)
"Wintertime is Here" (tune of "The Muffin Man")
Have you seen the snowflakes fall, snowflakes fall, snowflakes fall?
Have you seen the snowflakes fall? Wintertime is here.

Have you seen my sled and skates, sled and skates, sled and skates?
Have you seen my sled and skates? Wintertime is here.

Have you seen my hat and scarf, hat and scarf, hat and scarf?
Have you seen my hat and scarf? Wintertime is here. (p. 9)

Students can rewrite the song for the different seasons, for example:

Have you seen the wind blowing, wind blowing, wind blowing?
Have you seen the wind blowing?
Springtime is here.
Have you seen the sun shining, sun shining, sun shining?
Have you seen the sun shining?
Summertime is here.
Have you seen the leaves falling, leaves falling, leaves falling?
Have you seen the leaves falling?
Autumntime is here.
"I'm a Little Snowman"
I'm a little snowman,
Short and fat. (squat holding knees)
Here are my mittins,
Here is my hat. (show hands, touch head)
When the sun comes out
I melt away. (melt onto floor)
On a snowy day! (wave) (p. 10)
"The Snowman and the Bunny"
A chubby little snowman (hold hands in circle in front of stomach)
Had a carrot nose. (hold fist up to nose)
Along came a bunny, (hop in place)
And what do you suppose?
That hungry little bunny (hold up hand to shade eyes) Looking for his lunch, Ate that snowman's carrot nose (grab nose and pretend to chew)
Crunch, crunch, crunch! (p. 10)
"Here's a Hill"
Here's a hill (make hill with left arm)
All covered with snow. (fingers of right hand sprinkle snow on hill)
We'll jump on our sleds. z000000M! Down we go! (right hand sleds down hill) (p. 10)

The following winter and season poems and chants were
found in Themes Winter by McCracken:
"Sing A Song Of Seasons"
Sing a song of winter,
Snow on the flowers, Snow on the tree, Snow on me.
Sing a song of spring,
Rain on the flowers, Rain on the tree, Rain on me.

```
Sing a song of summer,
Sun on the flowers,
Sun on the tree,
Sun on me.
Sing a song of autumn,
Wind on the flowers,
Wind on the tree,
Wind on me. (p. 3)
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"Four Seasons"
Spring is showery, flowery, bowery.
Summer: hoppy, croppy, poppy.
Autumn: sleezy, sneezy, freezy.
Winter: slippery, drippy, nippy. (p. 3)
"Let's Build a Snowman"
First the body
And then the head,
A stovepipe hat,
And a scarf of red,
Pebbles for eyes,
And a carrot nose,
And a mouth made of raisins
In two smiling rows. (p. 19)

Students can write about how they would build a snowman in individual snowman shaped books.
"Five Snowmen"
Five little snowmen Standing in a row. 1,2,3,4,5. Each with a hat And a big red bow. 1,2,3,4,5.

Five little snowmen Dressed for show 1,2,3,4,5.
Now they are ready, Where will they go?
1,2,3,4,5.
Wait till the sun shines.
Soon they will go,
1,2,3,4,5.
Down through the fields
With the melting snow.
$1,2,3,4,5$.
Make into a big book and let students illustrate.
Another version of "Five Little Snowmen" is found
in Macmillan Seasonal Activity Packs Winter Wonderland.
It can be made into a big book or used as a finger play.
"Five Little Snowmen"
Five little snowmen (Hold up five fingers.)
On a winter's day--
The first one said, (Wiggle thumb.)
"Wake up, so we can play." (Clap hands.)
The second one said, (Wiggle pointer finger.)
"Let's stomp on the ground." (Stomp on ground.)
The third one said, (Wiggle middle finger.)
"Let's roll all around." (Roll hands over one another.)

The fourth one said, (Wiggle ring finger.)
"Let's run and run and run." (Run in place.)
The fifth one said, (Wiggle pinkie.)
"I'm afraid I feel the sun." (Shake head; circle hands above head for sun.)
"Oh dear," cried the snowmen,
As they looked toward the sky. (Look up toward the sky.)
And the five melting snowmen (Hold up hand showing five fingers.)
Waved a fond good-by. (Wave good-bye as you sink to the ground.) (p. 20)

Introduce the character of Jack Frost using the
following poems from Macmillan Seasonal Activity Pack Winter
Wonderland:
"A Riddle"
Somebody's been in the garden Nipping the blossoms fair;
All the green leaves are darkened;
Who do you think was there?
"Who's There?"
Jack Frost rapped on the windowpane
And knocked on the door with his icicle cane.
"Excuse me," I said. "The door is shut tight.
I'd rather you did not come in tonight."
So he wrote his name all over the glass
And I knew Jack Frost was the one to pass.
"When Jack Frost Comes"
When Jack Frost comes--oh, the fun!
He plays his pranks on everyone.
He'll pinch your nose, he'll bite your toes,
But where he lives--why, nobody knows.
He paints upon the windowpanes,
Tin soldiers, bears and choo-choo trains.
He nips the leaves from off the trees.
This little man whom no one sees.
"The Brook And Jack Frost"
A pretty brook was running at play With little Jack Frost on a cold winter's day. It stopped to rest at the foot of a hill,

Making a pond all quiet and still. "Aha!" said Jack. "Now isn't that nice?" And quickly turned the water to ice.

Writing activities
The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Write poems about the changes winter brings using the following frame:

I know it is winter when (a cold wind nips my nose).
I know it is winter when (my mother makes me wear a hat).

I know it is winter when (snow falls from the sky).
I know it is winter when (the geese fly south).
Make a winter book using the letters in the word WINTER. Print each letter on a different page of the book. Each day students brainstorm words that begin with that letter. Next they make up winter sentences using the words from the list. Students copy a sentence from the board and illustrate the page.

Contrast poems help students discriminate which objects and ideas fit into a certain category and which do not.

Write contrast poems using the following frame:
Winter is (drinking hot chocolate).
Winter is (making snowmen) .

Winter is (sliding in the snow)
Winter is (wearing coats and scarves)
But winter is not (running through the sprinkler).
Use weather sentences for daily writing activities. Students write about what they can do in different types of weather conditions, for example:

On a snowy day I can $\qquad$ -

On a rainy day $I$ can $\qquad$ .

On a hot, sunny day I can $\qquad$ .

On a windy day $I$ can $\qquad$ .

On a cloudy day I can $\qquad$ .

Use the same idea for writing about the type of clothes you would wear in different weather conditions.

Read the story The Wind Blew by Pat Hutchins. Children write a list of things that blow. Insert a repeated statement about every fourth line.

The wind blew (my hat) $\qquad$ .

The wind blew (my papers)
The wind blew (an umbrella)
The wind blew me.

The wind blew (a kite)
The wind blew (a balloon) .
The wind blew (the leaves) .
The wind blew me.
Have students write a negative list:
Winter isn't (riding my bicycle) .
Winter isn't (planting a garden) .
Winter isn't (playing baseball) .
Winter isn't (wearing shorts) .

An alternative form can be used:
Winter isn't: birds singing, kites flying, flowers blooming, sun shining. (McCracken: Theme Winter,
p. 41)

Sequencing
Make picture cards for the students to sequence. Some suggested ideas are: building a snowman, a snowman melting, changes of the seasons, a storm coming.

Regional weather patterns
Display a winter temperature map. Discuss how the weather is different in various parts of the country and world. Students who have lived in or visited different parts of the country during the winter months can share
what the weather was like and the activities they participated in. Locate the places on the map. Encourage students to write about their experiences in their personal journals.

## Book reviews

A summary of several books is presented to give students ideas of the contents of the books.

A Winter Day by Douglas Florian. An easy-to-read book. Short one to three word sentences describe what can happen during one winter day. With just a few readings students will be able to read this book by themselves.

Snow Day by Betsy Maestro. A big snowstorm closes down cities and towns. School is called off and offices, stores, airports, and train stations shut down. Guilio describes how snow is removed from the streets, airports, train tracks, and harbor so everything can return to normal.

Goodbye Geese by Nancy White Carlstrom. The story is written as a conversation between a father and his son. The boy asks if winter has arms, ears, eyes, and feet. The father answers "yes"; winter "touches every living thing," "dances on the rooftops," and "has an icy stare that freezes the rivers and ponds." The book is beautifully illustrated by Caldecott Medal-winning artist Ed Young.

The Black Snowman by Phil Mendez. A young angry black boy learns about his proud African heritage from a magical black snowman his brother builds. The magic comes from a piece of cloth, called a kente, brought over from Africa when the Ashanti people were sold into slavery.

The Umbrella by David Pearson. A wordless book. The story depicts the adventures of an umbrella when the wind blows it out of a man's hands. At the end the man finds his umbrella only to have it blown away again. Students can describe what is happening in the pictures and write about further adventures of the umbrella.

The Storm Book by Charlotte zolotow. Describes the sights and sounds of a storm from the calm, quiet beginning to the rainbow at the end. The story is rich in descriptive language, for example: "The little boy can almost see the heat quivering up like mist from the earth."

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Transportation Theme

Importance of unit and objectives
People use some form of transportation every day to get from one place to another. The invention of new forms of transportation in the past century has changed the way people live and even view our world. Man has been able to explore new and exciting regions on our planet and beyond through the invention of different types of transportation. In this unit students will:
-- become aware of various forms of transportation.
-- recognize changes in transportation in this century.
-- recognize similarities and differences between means of transportation in the United States and other countries.
-- learn about forms of transportation in "olden times".
-- realize that different forms of transportation are used to transport goods and people.

## Classroom environment

Enlarge pictures of different forms of transportation to decorate the room. Label each picture. Reproduce and enlarge pictures of road and transportation signs and attach
to doors, cupboards and walls. Include stop, yield, and railroad crossing signs as well as symbols for airports, train stations and ferry terminals. Display pictures of trains, hot air balloons, boats, etc. (Calendars and coloring books are good sources.) Provide miniature cars, trains, boats, and planes for the discovery table. Hang a wall mural for students to draw on. On a large sheet of butcher paper, sketch three sections for the background representing sky, land, and water. Supply the library corner with fiction and nonfiction books about transportation.

Introducing the unit
Have students graph how they come to school: bus, car, or walk. Students then brainstorm different forms of transportation and list on a chart for further reference. Students can list questions they would like answered in this unit.

Songs, poems, and chants This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four
for specific teaching strategies to develop language skills. The following songs, poems, and chants were taken
from Theme Series Transportation, Creative Teaching Press:
"Little Airplane" by Rozanne Williams
I'm a little airplane
Above the clouds I go.
Banking right, banking left Flying high and low.
Now it's time for me to land I see the airport runway.
Gently, gently I touch down.
I'll take you with me some day. (p. 6)
Students can make up actions for the poem. Take students outside and let them "fly" around the playground.

Make several small road signs and have students use them while performing the poem "In the Car" by Rozanne Williams.

Getting in the family car (open door with hand)
Away we go. (move steering wheel with both hands)
The sign ahead is yellow (hold up school crossing sign)
We'd better take it slow.
Red light, red light
"It's time to stop," I say. (hold up stop sign)
Now the light is turning green, (step on gas pedal)
And we go on our way. (move steering wheel with both hands)

Ahead is the bike path (hold up bike crossing sign) Let's cross over the train track, (hold up railroad crossing sign)
Around the bend and over the hill (move steering wheel) Now it's time to drive back! (p. 8)
"The Train"
Here is the train. (make a fist with right hand)

Here is the track. (hold left arm level)
The train goes forward.
Now it comes back. (put fist on arm; move forward and back)
Going clickety-clack. (rotate hands around each other) Poof goes the smoke,
From the big smokestack! (move hands quickly over head) (p. 8)
"Engine on the Track"
Here is the engine going down the track. (hold up thumb)
Here is the coal car, right in back. (pointer finger) Next is the box car to carry freight. (middle finger) Now comes the mail car. (ring finger)
Way back here at the end of the train, (little finger) Rides the caboose through the sun and rain. (p. 8)

Students can become the cars of the train. Have students state which car is first, second, third . . . last.
"Down By the Station"
Down by the station, early in the morning, See the little puffer bellies all in the row. See the engine driver pull the little throttle. Chug! Chug! Poof! Poof! Off we go.

Suggested variations are:
Going to the airport, later in the evening, See the big jet airplanes all in a row. Hear the airplane pilot signal to the tower, All clear for take-off, here we go!

Down by the harbor, early in the morning, See the little fishing boats all in a row. See the boat captain signal to the fisherman, All aboard everyone, here we go. (p. 9)

Students consult the transportation list for ideas and make up their own versions for the song.
"Row, Row, Row Your Boat" Row, row, row your boat,

Gently down the stream.
Merrily, merrily, merrily, merrily, Life is but a dream.

Suggested variations are:
Fly, fly, fly your plane, Way up in the sky, Merrily, merrily, merrily, merrily, It's so fun to fly.

Chug, chug, chug your train, Chugging on the track. Merrily, merrily, merrily, merrily, Going and coming back.

Drive, drive, drive your car.
Up and down the street.
Merrily, merrily, merrily, merrily, Isn't driving neat?

Sail, sail, sail your boat. On the ocean blue. Merrily, merrily, merrily, merrily, I'm the captain; you're the crew.

Make a big book using the original song and alternative verses or have students write their own verses. Group students in groups of four or five students. Students decide on a form of transportation.

First line: students brainstorm how the form of transportation moves.

Second line: students discuss where the form of transportation can move.

Third line: repeat merrily, merrily, merrily merrily.
Fourth line: students brainstorm words that rhyme with the last word of line two. The rhyming word will
be the last word of line four.
The poem "Bumpin' Up And Down" was found in the
Preschool/Kindergarten edition of The Mailbox.


Students can dictate their own substitutions to be placed in pocket chart and recited by the group.

Riddles
The following riddles, found in The Mailbox magazine, can be made into a big book. Cover the last word of each riddle and let the children guess.

It walks, and it runs,
And gallops, of course!
Take a ride on the back of This thing called a HORSE.

With four wheels and a motor You can really go far!
Buckle up and then ride in This thing called a CAR.

It is wooden, with two wheels.
But how does it start?
A donkey will pull you in
This thing called a CART.
It takes children to school;
Holds a lot without fuss.
Load up and ride off inThis thing called a BUS.
When you put up the sail,
Over water you'll float.
Climb aboard, and sail off in
This thing called a BOAT.
Your two legs will move you
But you won't need to hike.Hop up and ride off onThis thing called a BIKE.
It can fly in the sky
Through the wind and the rain.Climb aboard and take off inThis thing called a PLANE. (p. 42)
Writing activities
The writing process is an important component of awhole language program. Through participation in thewriting process students have the opportunity to expresstheir own ideas while developing necessary language skills.Refer to chapter four for specific teaching strategies.
Make individual books in the shape of different modes
of transportation for personal journal writing. Some
suggested story starters are:
I went up in a hot air-balloon and . . .
If I was a pilot I would go to . . .
If I was the bus driver I would let the
children
I went sailing and . . .

My favorite car trip was . . .
Journey through the alphabet. Assign each child a letter of the alphabet. Have them think of a name, a place, and a form of transportation that begins with that letter. Complete the frame:
is going to $\qquad$ on a
$\qquad$ -

Example: Emma is going to Egypt on an elephant. If students cannot think of a place or form of transportation for their letter help them think of an adjective or be inventive.

Example: Quinten is going to Quito on a quiet bus. Have students illustrate their sentences and make a class book to be placed in the room library.

Stoplight poetry: Read the poems "Red is," "Yellow is" and "Green is" from Halibut Bones and Hailstones. Reproduce a picture of a stoplight and have students color the lights. Next to the appropriate light students write their own short poems listing things that are red, yellow, and green.

Read the story Little Engine That Could, retold by Watty Piper. Have students tell about a time they were nervous about doing something but then tried it. Students can finish the frame: I think I can $\qquad$ .

Oral language
Display pictues of different forms of transportation. Students state whether they would ride in it or on it.

Time line: make a time line of different modes of transportation. Attach a long strip of paper across a wall of the room and mark the years at 25 year intervals. Attach pictures of different forms of transportation to the time line according to year of invention. Sequencing activities include having students tell which form of transportation was invented first, second, third. . . Students can also state if an invention came before or after a certain form of transpotrtation. The time line might include:
Horses Travois Walking

Bicycle -- 1791
Hot-air balloon -- 1783
Train -- 1804
Steamboats -- 1807
Stagecoach -- 1827
Buses -- 1829
Conastogas -- 1840
Motorcycle -- 1869
Train, coast to coast -- 1869

Car -- 1893
Subways -- 1898
Airplanes -- 1903
Helicopter -- 1907
Air flight -- $1920^{\prime} \mathrm{s}$
Rockets -- 1957 Sputnik launched by Russia
1969 U.S.A. landed on the moon

## Book reviews

A summary of several books is presented to give students ideas of the contents of the books.

On the Go by Ann Morris. A collection of photographs of different modes of transportation from a variety of countries ranging from a mother carrying a baby on her back in Africa to a rocket blasting off. The book includes an index of where the picture was taken and a statement about the picture.

Mr. Gumpy's Outing by John Burningham. On a raft trip down the river Mr. Gumpy picks up different animals. He allows them to come on the trip if they agree not to upset the raft with their antics. After reading a few times have students list the action words: hop, tease, chase, flap, muck about, etc. Students can brainstorm different types of animals and their actions. Write a
group story following the pattern of the story, for example: Mr. Gumpy was going on a Safari in a jeep. "I'd like to ride," said the monkey. "Very well," said Mr. Gumpy. "But you're not to swing on the steering wheel." . . .

Sailboat Lost by Leonard Everett Fisher. A poem about a sailboat is on the first page. The rest of the book depicts through pictures only the adventures of the sailboat. Students can pretend they are the sailboat and tell a story as they look through the book.

The Wheels on the Bus, a Play-a-Sound book based on the traditional children's song "The Wheels on the Bus." Students can hear the sounds of the song including the horns honking, the wipers swishing, and babies crying "Waa, waa, waa."

School Bus by Donald Crews. An easy-to-read book about one day's use of a yellow school bus. Available in a Spanish version through Scholastic Inc.

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## Farm Theme

Importance of unit and objectives
Farming is an important occupation. Farmers raise crops and livestock that feed many people. Our clothes are made from cotton and wool which also come from farms. In a rural school district most of the students are connected in some way with farming. In this unit students will:
--learn what products come from the animals raised on a farm.
--become aware of the jobs a farmer performs daily.
--recognize that the farmer's work changes with the seasons.
--learn the terminology used for male, female, and baby farm animals.

Classroom environment
Enlarge pictures of a barn and farm animals to display as a farm scene on a classroom wall. Label each picture. Outline the background of a farm scene on a large sheet of butcher paper for the students to create a mural. Color, cut out, and laminate pictures of farm items including animals, crops, barns, farmer, and tractors. Attach a
piece of felt to the back of each picture. Provide a felt board for students to make their own farm scenes. Supply the library corner with books about different aspects of farm life.

Introducing the unit
Teach the song "Old McDonald Had a Farm." Have students brainstorm farm facts and farm animals. List on chart paper. Divide the unit into weekly mini-units, one week for each animal or groups of animals. Introduce each mini-unit by demonstrating how to draw the animal of the week. Discuss facts about the animal: what it eats, where it lives, what products we get from the animal, and the names for the male, female, and baby. Have students draw the animal, fill in the background, and write a sentence about the animal. These weekly writings can be bound into individual books for the student at the end of the unit.

Songs, poems, and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four
for specific teaching strategies to develop language skills.
The following poem, "Five Friendly Farmers," was taken
from the theme series Farm Animals. Make into a class
big book.
Wake up with the sun, (stretch and yawn)
For it is early morning And the chores must be done.

The first friendly farmer Goes to milk the cow. (pretend to milk

The second friendly farmer Thought he'd better plow. (work in a garden)

The third friendly farmer (throw seed to the Feeds the hungry hens. chickens)

The fourth friendly farmer
Puts the piggies in their pens. (pretend to shoo pigs)
The fifth friendly farmer Picks the ripe corn.
(pick corn)
And waves to the neighbor when he blows his horn.

When the work is finished
And the evening sky is red, Five tired farmers (yawn and stretch) Tumble into bed!
(go to sleep) (p.9)
The following chants and rhymes were found in Barnyard

## Babies:

The ducks go waddling two by two Let's follow and see what they will do The kids go prancing four by four Racing past the big barn door The chicks go running six by six Looking for bugs among the sticks The piglets tiptoe eight by eight Squeezing under the pigpen gate The little lambs scamper ten by ten

Chasing each other again and again. (p. 36)
Have students act out the action words. These poems can
also be used to review number words.
"I Had a Little Pig".
I had a little pig, I fed him in a trough, He got so fat His tail dropped off. So I got me a hammer, And I got me a nail, And I made my little pig A brand new tail. (p. 36)

Another traditional children's rhyme follows the same rhythm:
"I Had a Little Chicken"
I had a little chicken Who wouldn't lay an egg.
So I poured hot water
up and down her leg.
My little chicken yelled
and my little chicken screamed
and my little chicken laid
a hard boiled egg.
There are many popular Mother Goose rhymes about farm
animals. Several suggestions are:

I had a little hen, The prettiest ever seen. She washed up the dishes, And kept the house clean. She went to the mill To fetch me some flour, And always got home In less than an hour. She bakes me my bread, She brewed me my ale, She sat by the fire And told me a tale.

To market, to market
To buy a fat pig
Home again, home again, Jiggity, jig.
To market, to market To buy a fat hog
Home again, home again Jiggity, jog.

Mary had a little lamb, Its fleece was white as snow; And everywhere that Mary went The lamb was sure to go.

Discuss the phrase "its fleece was white as snow."
Brainstorm other sentences, for example: The cat was as
black as night. Have students copy sentences and
illustrate. Make into a class book.
Little Bo-Peep has lost her sheep, And can't tell where to find them; Leave them alone, and they'll come home, Wagging their tails behind them.

Little boy blue, come blow your horn, The sheep's in the meadow, The cow's in the corn. Where's little boy blue? Fast asleep under the hay.

This little piggy went to market This little piggy stayed home This little piggy ate roast beef This little piggy had none This little piggy cried Wee-wee-wee All the way home

Have the students substitute other animals into a nursery
rhyme or create new verses, for example:
This little lamb skipped to the meadow
This little lamb stayed in the pen
This little lamb nibbled on green grass
This little lamb had a nap
This little lamb cried
Baa-baa-baa
All the way home (Barnyard Babies, p. 38)
Hickety, pickety, my black hen, She lays eggs for gentlemen;
Gentlemen come every day
To see what my black hen doth lay;

Sometimes nine and sometimes ten, Hickety, pickety, my black hen.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir, three bags full.
One for the mistress, one for the dame,
And one for the little boy who lives down the lane.
A different version titled "Cluck, Cluck, Red Hen"
is found in The Book of Kids Songs 2.
Baa, baa black sheep, have you any wool?
Yes sir, yes sir, three bags full,
One for your sweater and one for your rug,
One for your blanket to keep you warm and snug.
Cluck, cluck red hen, have you any eggs?
Yes sir, yes sir, as many as your legs.
One for you breakfast and one for your lunch,
Come back tomorrow, I'll have another bunch.
MOO, MOO, brown cow have you milk for me?
Yes sir, yes sir, as tasty as can be,
Churn it into butter, make it into cheese,
Freeze it into ice cream or drink it if you please.
Buzz, buzz, busy bee, is your honey sweet?
Yes sir, yes sir, sweet enough to eat,
Honey on your muffin, honey on your cake,
Honey by the spoonful, as much as I can make.
The following cow and pig songs were found in Theme-A-Saurus II:
"This Is The Way" (tune of "The Mulberry Bush")
This is the way we milk a cow,
Milk a cow, milk a cow.
This is the way we milk a cow,
Early in the morning. (p. 42)
"Milk the Cow" (tune of "Row, Row, Row Your Boat")
Milk, milk, milk the cow
While sitting on a stool.
Pulling, squirting, pulling, squirting,
Till the bucket's full. (p. 42)
"Out in the Barnyard" (tune of "Down By The Station")
Out in the barnyard, Early in the morning, You can hear the piglets Squealing up a storm. Here comes the mamma pig, She will feed her babies, Oink, oink, oink, oink, on the farm. (p. 188)

Have students substitute different baby animals and the sounds they make.
"The Pigs Are Pink and Plump" (tune of "the Farmer in the Dell")
The pigs are pink and plump, The pigs are pink and plump, They keep cool in mud all day, The pigs are pink and plump.

The pigs have curly tails, The pigs have curly tails, The mother pig is called a sow, The pigs have curly tails.

The piglets are so cute, The piglets are so cute, The piglets are the baby pigs, The piglets are so cute. (p. 189)

Writing activities
The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Make individual books in the shape of the animal of
the week for personal journal writing. The following frames may be used:

A (animal name) can $\qquad$ -

If I had a (animal name) for a pet $I$ would $\qquad$ .

To milk a cow you $\qquad$ .

If I lived on a farm I would $\qquad$ .

I like (animal) best because $\qquad$ .

If I was a (animal) I would $\qquad$ .

Students may list words associated with the animal to create an animal poem, for example:

Pigs
$\qquad$
(curly tails)
(pig pen)
(mush)
and (oink, oink, oink).
Have students follow the pattern of Margaret Wise Brown's book The Important Book or the poem "I Like Bugs" to write about the animal of their choice.

Have students write a contrast poem about life in the country.

In the country I can
$\qquad$
(feed the pigs)
(collect the eggs),
(ride the tractor) $L$
but I cannot (ride a subway)
Give each student a farm animal sticker. Have them stick it on paper and draw a background scene. Students write a story about their picture. Mount picture and story on construction paper and display on a classroom wall.

Students can rewrite the song "Here We Go Round the Mulberry Bush" to fit a farm theme. Students brainstorm and list farm activities to fill in the following frame:

This is the way we $\qquad$ , $\qquad$ , $\qquad$ -

This is the way we $\qquad$ so early in the morning. Suggestions: milk the cow, gather the eggs, feed the pigs, ride the horse. Students perform the appropriate actions as they sing each verse. (Barnyard Babies, p. 15)

Teach students the song "A Farmyard Song." Students enjoy this song and learn it quickly.

I had a cat
and the cat pleased me,
I fed my cat by yonder tree;
Cat goes fiddle-dee-dee.
I had a hen
and my hen pleased me,
I fed my hen by yonder tree;
Hen goes chimmy-chuck, chimmy chuck,
Cat goes fiddle-de-dee.

## Additional verses:

Duck goes quack, quack . . .
Goose goes swishy, swashy . . .
Sheep goes baa, baa
Pig goes griffy, gruffy
Cow goes moo, moo
Horse goes neigh, neigh . . .

Use the pattern of the song to have students add verses using different animals.

Oral language development
Read Rosie's Walk by Pat Hutchins. Set up a course in the room for students to walk through. Students state how they are moving as they go through the course. Students may walk across the room, around the desk, over the chair, past the book stand, through the door, and under the desk.

Sequencing
Read any version of The Little Red Hen. Have students retell the story in their own words. Review the story. List what the hen did, in order, on chart paper. Students can tell about how they make or do something. Record the sequence as they are telling it. Read it together. Make cards for sequencing:

Milk from cow to grocery shelf.
Wool from shearing to an item of clothing.
Stages of animal growth.

Book reviews
A summary of several books is provided to give students ideas of the contents of the books.

The Cake That Mack Ate by Rose Robert. Based on a cumulative pattern. The story builds on the egg that goes in the cake that Mack ate. The story has a surprise ending. Mack is the dog.

Buzzzzzzz Said the Bee by Wendy Cheyette Lewison. A Hello Reader Level 1 appropriate for preschool to grade 1. A bee sits on a duck and the duck tells it to scat. It doesn't. The duck sits on a hen who tells the duck to scat. The pattern continues with each animal sitting on another animal until the cow said "moo" and they all fell off. The repeated phrases make it easy for children to read.

Have You Seen My Duckling? by Nancy Tafuri. One small duckling wanders off from his mother. The mother duckling goes to look for her baby asking the animals she meets, "Have you seen my duckling?" Students will have fun trying to find the lost duckling in each picture. The simple language and wordless pages encourage discussion which develops language.

Big Red Barn by Margaret Wise Brown. The simple, rhythmic text describes a day on the farm where all the animals who live in the big red barn play and sleep.

Charlie Needs A Cloak by Tomi dePaola. Charlie, the shepherd, needed a new cloak so he decided to make it
himself. Charlie shears, cards, and spins the wool into yarn. He dyes the yarn and weaves it into cloth. Finally, he cuts, pins, and sews the cloth to make a new cloak. A little lamb and mouse playfully help every step of the way. This book is great for helping students develop an understanding of how wool is made and can be used for sequencing activities.

Good Morning Chick by Mirra Ginsburg. Little chick's first day after hatching is full of adventures. She learns to eat worms, meets a cat, tries to act like a rooster, and falls into a pond with a friendly frog. The words "like this" are repeated throughout the book for children to chime in with the reading.

Farm Bibliography
Books

## Fiction

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Chick, Chick, Chick VS5347
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Farm, The VS0419
Farms in the Fall VS1189
Farms in the Spring VS1194
Farms in the winter VS1188
Red Hen
VS1806

## Circus Theme

Importance of unit and objectives
A circus is the greatest show on earth. Children and adults feel the excitement when the circus comes to town. The word circus derives from the Latin word for circle. The first circus was performed in ancient Rome. Acts included various types of races, jugglers, wild animal acts, wire walkers, and men performing feats of strength. Modern day circuses were started by philip Astley in London. In 1792, the first circus was established in America. Since then circuses have flourished with each troupe trying to outdo the others with new and exciting acts and exotic animals. The most famous circus today is the "Ringling Bros. and Barnum \& Bailey Circus." Smaller circuses travel around the country performing in small towns each summer. Children and adults can still feel the excitement of watching the big top go up and seeing the wild animals parade around the ring. In this unit students will:
--Learn the language of the circus.
--explore how a circus operates.
--pretend they are the circus performers and write about their experience.
--discover the importance of animal acts to a circus.

Classroom environment
Decorate the room with streamers, balloons, a big top, and circus characters attached to the walls. Hang circus poems on chart paper around the room. Display pictures of circus acts. Make different shaped eyes, noses, and mouths out of felt to be used on a clown face felt board. Record circus music to be played during independent writing time. Supply the classroom library with fiction and non-fiction books about the circus.

Introducing the unit
Demonstrate to the class how to draw a clown. Have students draw as you demonstrate. Explain to the students that for the next few weeks the classroom theme will be a circus one. Ask if any of the students have ever been to a circus. Allow them to talk about their experiences. Students then brainstorm circus words to be listed on chart paper and displayed in the room.

Songs, poems, and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions are given for some of the poems to teach specific skills
and extend the learning experience. Refer to chapter four
for specific teaching strategies to develop language skills.
The following poems were found in Celebrate
(Aug./Sept.), "Marching to the Big Top," by Marion Walker.
Here comes the circus into town.
Parading down the street.
The majorette leads all the band,
High stepping to the best. (March with high steps.)
The trumpet players "toot, toot, toot."
They hold their horns up high.
They keep in step with all the rest
As they go marching by. (Hold hands to mouth; toot loudly.)

Next comes the tiger in a cage. It's pacing up and down. The trainer walks along beside As they come into town. (Walk back and forth.)

The clowns come riding in a car.
They don't know how to steer!
They want to go this way, not that,
But they end up over here! (hold a pretend wheel; steer crazily.)

Here comes the circus into town
The animals, the band.
They're marching to the Big Top.
The show will be just grand! (March proudly.) (p.11)
"Be a Clown" by Joanne Kato
Smile and giggle,
Jump and wriggle,
Be a happy clown.
Make a silly face,
Run in place,
Be a happy clown.
Wave hello,
Stub your toe,
Be a happy clown.

March around, Without a sound, What fun to be a clown! (p. 11)

Students perform actions mentioned in the poem.
The following poem was shared by another teacher in
the school:
"Clowns"
Big clowns
Little clowns
Tall clowns
Small clowns
All clowns
Come to town!
Happy clowns
Snappy clowns
Glad clowns
Sad clowns
Mad clowns
Bad clowns
All clowns
Come to town.
Using this poem gives the students the opportunity to review
the short "a" sound.
The following poems were found in My Weekly Reader,
"Circus story":
"Bare-Back Rider" by Dorothy Aldis
There isn't a prettier sight, I think
Than a pony that's white and a lady that's pink:
The pony so frisky and stepping high,
The lady so smiling as they go by,
The lady so tiptoe on her toes,
The pony, his bridle dressed up with a rose,
The lady and pony both liking to be
Riding around for the world to see. (p. 7)
"Clown for a Day" by Constance Unsworth

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    If I were a clown
    For just one day.
    I'd make up my face
    In the funniest way--
    A nose like a hose,
    Eyebrows of green,
    And the biggest smile
    You've ever seen.
"The Seals" Dorothy Aldis
    The sea lions flap
    Their shining flips
    And bounce balls on
    Their nosy tips,
    And beat a drum,
    And catch a bar,
    And wriggle with
    How pleased they are. (p. 7)
"I Do Not Laugh" by Pearl H. Watts
    I do not laugh
    At a giraffe
    Because he's so big and tall.
    I just wish I
    Could be so high
    And not so short and small. (p. 7)
"The Elephants"
    With their trunks the elephants
    Hold hands in a long row--
    Their little eyes so quick and wise,
    Their feet so big and slow.
    They climb on top of things and then,
    When they are told, climb down again. (p. 7)
"Joe McGoo"
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    A funny clown named Joe McGoo
    Brushes his teeth with pink shampoo.
    If you say, "Hi, Joe!"
    He won't say hello.
    He'll blow pretty bubbles at you. (p. 7)
    The following poems were taken from Weekly Reader

## News Hunt:

"Circus Time"
It's time for fun and music, The best time of the year. Lots of things for me to see, Lots of things to hear.
The sound of music playing
As the band goes marching by, The smells that seem to fill the air, The flags that wave on high. The cages filled with roaring shapes. The clowns that tumble past. This is the time I look forward to, It's circus time at last.
"Clown"
Oh, see the fat and funny clown!
His big wide smile is painted on. And even when he's feeling sad, He laughs because his face is glad.
"The Circus Clown"
The circus clown looked very sad His mouth was turned way down. This did not make the children glad. They liked a happy clown. The circus clown went in his tent And put a new face on. The boys and girls were glad he went. His sad old mouth was gone.

Circus words
A list of circus words is provided in this section that can be used as suggestions in a brainstorming session or for writing activities.

| circus tent | popcorn | crowds | peanuts |
| :--- | :--- | :--- | :--- |
| clowns | hot dogs | roars | ice cream |
| acrobats | straw | ringmaster | horses |
| cotton candy | smoke | cannon | elephants |
| show | magic | music | dogs |
| parade | boom | lions | tigers |
| trainers | aerialist | pop | big top |

Writing activities
The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Make individual books in the shape of a big top. Students write a different frame each day of the week.

At the circus I see $\qquad$ -

At the circus I hear $\qquad$ -

At the circus I smell $\qquad$ -

At the circus I feel $\qquad$ .

At the circus I taste $\qquad$ .

Each day students brainstorm an ending for the frame of the day. They copy the ending and draw a picture about their sentence.

Students can design a circus poster to announce the circus is coming to town. Students add words to their poster using words to describe "the greatest show on earth".

Change the poem "I Like Bugs" by Margaret Wise Brown to "I Like Clowns." Students write a class poem.

| $\frac{\text { (Sad) }}{\text { (Happy) }}$ clowns, |
| :--- |
| $\frac{\text { (Grumpy) }}{\text { (Funny) }}$ clowns, |
| clowns, |

Any kind of clowns
I like clowns.
A clown (in a circus)
A clown (in a firetruck).
A clown (on a bike).
A clown (on a balloon).
(Chubby) clowns,
(Skinny) clowns,
(Gigantic) clowns,
(Little) clowns,
(Weirdo) clowns,
(Clowny) clowns,
I like clowns!
Popcorn is a traditional food to eat at the circus. Make individual books in the shape of a popcorn box for story writing. Suggested popcorn story starters are:

After my first kernel, I began to disappear . . .
Every time I ate one piece, my bag got larger
and . . .
A little man gave me a magic popcorn popper and . . .

I chose my favorite caramel corn, but when I tasted it, it was . . .

Have students write individual circus poems:
Line 1 -- Circus
Line 2 -- two descriptive words
Line 3 -- three things you see at the circus
Line 4 -- two descriptive words
Line 5 -- Circus
An example is:

Circus<br>Exciting, loud<br>Ringmaster, acrobats, lions Smelly, dusty

## Circus

Mount the poem on a piece of construction paper. Glue a cutout of a clown's face and hands at the top and the clown's legs and feet at the bottom. Display on a bulletin board for all to enjoy.

Use simple frames for students' writing activities in their personal journals or in individual books shaped like a circus animal or performer. Some suggested frames
are:
Lions can be trained to . . .
A clown wears . . .
Jumbo the elephant was . . .
Walking on a high wire is . . .
I would like to be a (name act) because . . .
Students can make individual counting books:
At the circus I saw
One (clown juggling),
Two (bears dancing) ,
Three (ladies flying) ,
Four (lions roaring) ,
Five (dogs jumping) ,
Have students draw a big face of a clown on a piece of construction paper. Give each child a balloon to blow up. Cut a small hole in the paper and insert the balloon for a nose. Students write a short story about their clown.

Sentence switch: place the words clown and on $\mathfrak{a}$
in a pocket chart. Have students brainstorm four introductory words, four words describing a clown, four action words, and four things a clown might get on. Place the words in columns.

The old rode boat.
A skinny clown sat on a balloon.

One chubby clown jumped on a car.
That sad slid bike.
In a group, have students select a word from each column to build a sentence. Place selected words at the bottom of the chart and have students read the sentence. Repeat the process with each child. Students will build sentences such as:

The old clown rode on a boat.
One sad clown slid on a balloon.
That skinny clown sat on a bike.
Reproduce the columns on a hand-out for each child. Students can build their own sentences, illustrate them, and read them to the class.

Build-up book
Reproduce the same picture of a clown on each page of the book. Each page of the book repeats the same thing on the previous pages and adds one more thing for the students to do.
P. 1: I am a clown. I have a red nose.
P. 2: I am a clown. I have a red nose. My hair is orange.
P. 3: Add: My suit is green with purple polka-dots.
P. 4: Add: I have blue shoes.
P. 5: Add: Color the rest of me.
P. 6: Add: Draw a seal with a ball on his nose.

Circus lingo
Circus people have a language all their own. Following
is some of the terminology used in a circus:
advance man (24-hour man)--man who makes arrangements in advance of the circus's arrival in town. backyard--area behind the big top or the arena big cats--lions, tigers, panthers, leopards bulls--elephants, male or female catcher--aerialist who hangs from trapeze, catches flyer clown alley--dressing area for clowns "Doors"--a shout meaning let the first customers in flyer--trapeze artist who flies through air from one trap to another gaffer--manager of circus, boss joey--a clown, derived from famous English clown and pantomimist Joseph Grimaldi rig--wires, ropes, ladders, and other equipment ring--area where acts perform roustabout--workman who helps set up the circus talker--man who talks (barks) about wonders of circus
top--tent; big top--largest tent, site of main acts traps--rig used by fliers and catchers (Weekly Reader "Circus Story": p. 3)

Concluding activity
Put on a circus for parents. Students choose the acts they would like to perform. The book Circus Time! How to put on your own show by Connie Klayer and Joanne Kuhn gives many suggestions for putting on a circus. Serve hot dogs and lemonade after the performance. Parent volunteers can help put clown makeup on each child. (Helpful hint--although the students enjoy looking like a real clown, many students have sensitive skin and want to take the makeup off after a short time. Ordinary blush and eye shadow may cause less irritation.)

If time is limited plan a clown day instead. Students come to school dressed as clowns. Suggest they wear baggy pants, an oversized shirt, and big shoes. During the day, read clown books, write clown stories, and make clown art work. At the end of the day serve a clown snack. Place a scoop of ice cream on a plate. Squirt canned whip cream around the base of the ice cream to form a collar. Use

M\&M's for the eyes and mouth. Top with a pointed ice cream cone for a hat.

## Book reviews

A summary of several books is presented to give students ideas of the contents of the books.

Circus Clowns on Parade by Gladys Emerson Cook. Each clown has a distinctive look and many clowns have their own specific acts. This book gives a short biography of famous clowns and clown acts through the history of the circus.

Bearymore by Don Freeman. Bearymore, the bear, must think of a new act before the circus returns from its winter quarters in Florida. The problem is he cannot think of anything and he has to go into hibernation. He sets his clock for April and falls asleep. When he wakes it is raining. He notices that his unicycle is hanging on a telephone pole. The only way to retrieve it without getting muddy is to cross a laundry line. Students have fun predicting what his new act will be.

Clifford At The Circus by Norman Bridwell. Emily Elizabeth and her dog Clifford notice a help wanted sign on a circus poster. Clifford comes to the rescue. He tames the lion, dresses up as an elephant, and saves the
day when the hot-air balloon flies away.
Circus Days by Roger Pare. A delightful story in rhyme about the acts in a circus. Students will enjoy trying to predict the last word of the rhyme.

Babar's Little Circus star by Laurent De Brunhoff. A step into reading, step 1 book. Isabelle, the elephant, is upset because she does not like being so little. She gets her chance to be a star for a day when the circus comes to town. She is just the right size to be a circus clown. She decides it is not so bad being little.

## Circus Bibliography <br> Books

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Films
A Day at the Circus. Kidsongs, Music Video Stories. A.T.A.P. Video Productions.

Sea Theme

Importance of unit and objectives
Down by the sea! Children are fascinated by sea animals from sea anemones that look like plants to the largest animal in the world, the blue whale. The oceans of the world hold mysteries that man still cannot explain. Oceans provide a world that is beautiful and exciting to explore. In this unit students will:
--investigate how sea animals and plants adapt to their environment.
--become aware that some animals live near the water, both on land and in the water, or in the water.
--learn specific facts about sea animals.
--realize that man gets many products from the ocean. --explore the mysteries of the oceans.

## Classroom environment

Create an ocean scene on a classroom wall with enlarged cutouts of sea animals and plants, fishnet, and plastic crabs borrowed from the local pet store. Place a seashell collection, sand dollars, and a starfish on the discovery table. Obtain mussels, clams, and a squid from the local grocery store and place in a container with water for
students to explore for a few days. Display sea animal pictures and poems on the walls. Sketch an outline of an ocean scene including a beach, shoreline, and water on butcher paper for a mural. Make transparencies of sea animals. Allow students to use the overhead projector to trace animals on the mural. Discuss with the children whether the animal lives on the beach, near the shore, or far out in the ocean. Supply the classroom library with fiction and non-fiction books about ocean life.

Introducing the unit
Introduce the book Walk By The Seashore by Caroline
Arnold. Read the first page:
Feel the sand squish between your toes.
Listen to the waves splash.
Smell the salty sea air.
Where are we?
We're at the seashore. Let's take a walk by the seashore.

Have students share their experiences of a visit to the ocean. Read the rest of the book. Discuss each page as you read. List on chart paper things the children have seen at the beach.

Songs, poems, and chants
This section includes samples of several songs, poems, and chants that are appropriate for this theme. Suggestions
are given for some of the poems to teach specific skills and extend the learning experience. Refer to chapter four for specific teaching strategies to develop language skills. The following songs, poems, and chants were found
in Theme-A-Saurus II:
"Five Little Crabs" by Marie Wheeler
One little crab, lonely and blue, It met another crab, now there are two. Two little crabs living near the sea, Out crawled another, now there are three. Three little crabs went off to explore, They soon found another, now there are four. Four little crabs, glad to be alive,
They found a new friend, now there are five. Five little crabs went for a walk, And all at once they spied a rock. Now five little crabs are as happy as can be, Under a rock by the deep blue sea. (p. 46)

Make into a big book. Students will eagerly shout out
the last number of each verse.
"We're Little Orange Crabs" by Jean Warren (tune of "The Farmer in the Dell")

We're little orange crabs Who live down by the sea,
And wherever we do go
We're quick as quick can be.
We're little orange crabs
Who love to run and hide,
And when you see us walking by It's always side by side.

Students can pretend they are crabs and crawl on the floor.
"Octopus" by Judy Hall (tune of "Little White Duck")
There are eight tentacles swimming in the ocean, Eight tentacles making a commotion.

Who could belong to so many feet?
The octopus does, and they help it eat. There are eight tentacles swimming in the ocean, Swish, swish, swish.

Four children sit on the floor with their backs facing and arms linked to form an "octopus". They open and shut
their legs as everyone sings the songs. (p. 158)
"Shells, Shells, Shells" by Jean Warren (tune of "Jingle Bells")
Giant shells, tiny shells, Shells wherever I look. There are so very many shells, I could write a book. Rainbow shells, purple shells, Shells that curve around. I can see the beauty here Just lying on the ground. (p. 228)
"Silly Sally" by Karen Brown (tune of "Mary Had a Little Lamb")
Silly Sally sells seashells, Sells seashells, sells seashells. Silly Sally sells seashells Down at the seashore. (p. 228)
"A Salty Sea Giant" by Susan A. Miller (tune of "The Muffin
Do you know a giant mammal, A giant mammal, a giant mammal? Do you know a giant mammal That lives in the salty sea?

Yes, it is a huge grey whale, A huge grey whale, a hugh grey whale. Yes, it is a huge grey whale, That lives in the salty sea.

It sprays water out a blowhole, Out a blowhole, out a blowhole. It sprays water out a blowhole And lives in the salty sea.

It swims with a big flat tail, A big flat tail, a big flat tail.

It swims with a big flat tail
And lives in the salty sea. (p. 265)
"I'm a Great Big Whale" by Elizabeth McKinnon (tune of
"I'm a Little Teapot)
I'm a great big whale,
Watch me swim.
Here is my blowhole. (Point to back of head.)
Here are my fins. (Wave hands against body.)
See me flip my. tail as down I go. (Pretend to dive.)
Then up I come and "Whoosh!"
I blow. (Raise arms above head to form spout.) (p.265)
McCracken, in his theme book The Sea and Other Water,
suggests using the following poems:
"Five Little Fishes"
Five little fishes were swimming near the shore.
One took a dive, then there were four.
Four little fishes were swimming out to the sea.
One went for food, then there were three.
Three little fishes said, "Now, what shall we do?"
One swam away, and then there were two.
Two little fishes were having lots of fun.
One took a dive and then there was one.
One little fishie said, "I'm going to run!"
Away he went and then there was one. (p. 48)
"Summer Song" by John Ciardi
By the sand between my toes,
By the waves behind my ears,
By the sunburn on my nose,
By the little salty tears
That make rainbows in the sun
When I squeeze my eyes and fun,
By the way the seagulls screech,
Guess where I am? At the . . .!
By the way the children shout
Guess what happened? School is . . .!
By the way I sing this song
Guess if summer lasts too long?
You must answer Right or . . .! (p. 27)
The traditional camp song "Long-Legged Sailor" can
be used in the sea unit:
Did you ever, ever, ever, In your long-legged life, See a long-legged sailor With a long-legged wife?

No, I never, never, never,
In my long-legged life, Saw a long-legged sailor With a long-legged wife.

Repeat the verse substituting short-legged, knock-kneed, and cross-eyed. Students can make up motions and add additional verses.

Ocean Riddles
Print each riddle on crabs and place the answer on
a folded sheet of paper under each crab.
I am shy. I hide in rocks. I can change color. My eight tentacles help me move and catch my
food. (octopus)
I am small. I have no shell of my own. I make my home in the empty shells of other sea animals. (hermit crab)

I have many arms. I move along the bottom of the sea. I use my arms to hold onto rocks and my food. (starfish)

I have gills to help me breathe under the water. I have fins to help me swim along. (fish)

I am the largest animal in the sea. I look somewhat like a fish, but I am a mammal. (whale)

I have a flat shell. Sometimes when I open up, a pearl is found inside me. (oyster) (Room Themes, p. 32)

## Writing activities

The writing process is an important component of a whole language program. Through participation in the writing process students have the opportunity to express their own ideas while developing necessary language skills. Refer to chapter four for specific teaching strategies.

Teach the traditional poem "Over in the Meadow." Have students write group poems entitled "Over in the Ocean." Each group picks a different sea animal to write about and which number, one through five, they want their group to be. Each group brainstorms words that rhyme with their number to write the first line. Next, each group decides on an action their sea animal makes. Students then fill in the frame of the poem, for example:

Down in the ocean (where I go no more.)
Lived an old mother (crab) and her
Little (crabs four)
("Pinch") said the mother. (We pinch) said the four.

And they (pinched) all day (where I go no more). Students will realize that you need to add an "s" for plurals. Students will also be introduced to present and past tense.

Read A Magic Fish by Freya Littledale. Have students
write stories starting with the frame:
If I had a magic fish $\qquad$ .

Make individual sea animal books. Reproduce a picture of a different sea animal on each page. Each day students will write about the sea animal of the day. Students may write factual information or use a story format.

Revisit Brown Bear, Brown Bear by Bill Martin Jr. Students can use the format of the story to write an ocean big book, for example:

Grey whale, grey whale, what do you see? I see an orange crab looking at me. Orange crab, orange crab, what do you see? I see a seahorse looking at me . . . and so on.

This writing activity can be used to review counting and number order and reinforce rhyming skills. Teach the poem:

1,2,3,4,5, I caught a fish alive, 6,7,8,9,10, I let him go again.

Have students brainstorm words that rhyme with all the numerals as a resource for writing sea poems using various number sequences.

1,2,3,4, I caught three fish or more, $5,6,7,8$, We ate them. They are great!

1,2,3,4, we caught an albacore, $5,6,7,8$, we ate it from a plate.

1,2, the ocean blue,
3,4, seals come ashore, 5,6, driftwood sticks.

1,2,3, floating free
4,5,6, otter's tricks
7,8,9, a fishing line. (MCCracken, p. 21)
Write class a poem about sea animals and what they
do, for example:
Little sharks swim in the water. Little crabs scurry on the rocks. Little barnacles hold on to boats. Little octopi squirt black ink. Little eels slither into holes.

Make individual books in the shape of sea animals. Students can use them for personal journal writing, story writing, or to keep a $\log$ about the animals they are researching.

Classification
Provide students with pictures of a variety of sea animal pictures. Instruct students to look for something the same about some of the pictures and put them in one pile and then put the rest of the pictures in another pile. Have students explain what they were looking for. They can write a contrast poem based on their category, for example:

Sharks can swim, Whales can swim, Seals can swim, But sea urchins cannot swim.

McCracken offers some categories that can be considered: Animals that can swim, and those that cannot. Animals with shells and those without.

Animals with fins . . . those without.
Animals with gills . . . or those with lungs.
Animals with legs or arms . . . those without.
Animals with tails . . . those without.
Animals that fly . . . those that cannot.
Animals we eat . . . those we don't.
Animals that eat each other . . . those that do not.
Animals that live on the ocean floor.
Animals that are warm blooded.
Animals that are dangerous.
Animals that are endangered.
Animals that can be trained by man.
Animals without a spine. (p. 19)

## Book reviews

A summary of several books is presented to give students ideas of the contents of the books.

Swimmy by Leo Lionni. All of Swimmy's little fish friends are eaten by a big fish. Feeling lonely and scared Swimmy goes to find some new friends. Along the way he encounters the marvels of the ocean's forest of seaweeds grown from sugarcandy rocks . . ." and "an eel whose tail was almost too far away to remember . . . ." When he finally finds some new friends they are too scared to move
far from their home. Swimmy thinks of a plan to protect them so all can see the marvels of the ocean. Discuss ways sea animals protect themselves--for example, the globefish will puff itself up to look bigger to scare away its enemies.

A House for Hermit Crab by Eric Carle. When a hermit crab outgrows its shell it must find a new one. Hermit the Crab has gotten too big for his shell but the new one he finds is too plain for him. He decides to decorate it. Each month of the year he asks a new sea animal to join him and live on his shell. He asks coral to make his house more beautiful, a sea urchin to protect his home, and a lanternfish to light his house. After a year his shell becomes too small again and he has to find a new one. The new one he finds is too plain. Think of the possibilities. Eric Carle has a unique style of writing that brings his stories alive for children and stirs their imagination.

A Beach Day by Douglas Florian. An easy-to-read book about a day at the beach. Each page contains only up to three words but the pictures offer opportunities for discussion.

Sharks, edited by Jill wolf. This little book contains pictures of sharks and facts about each shark pictured.

The facts include the name of the shark, length, home, favorite food, and unusual features. Students can obtain interesting information from this simple format.

Down By The Bay, a Raffi Songs to Read book. This song is a favorite of children. Raffi has put the song in book form with humorous illustrations by Nadine Bernard Westcott. This book is a much-requested book by students for free reading and to take home to read to their families. The Ocean Alphabet Book by Jerry Pallotta. Pallotta not only names a sea animal for each letter of the alphabet but gives factual information about each animal.

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[^0]:    "I Like Nuts"
    Peanuts, walnuts,

