Lesson 5A Numbers and Colors

Objectives:
• To build oral and written vocabulary about numbers and colors
• To introduce the language patterns:
  How many _____ are there? There are _____ _____.
  What color (is it/are they)? (It is/They are) _____.

You’ll Need:
• Theme Card 5A
• Newcomers Word Rods, Lesson 5A (See list on page 90.)
• Activity Page 5A (one copy for each child)
• Vocabulary-Building Dialogue Card 5A
• Chart paper

Introduce Numbers and Colors
Gather children in a circle. Say that you are going to count something—the number of children, desks, or something else in the room. Count the items one by one and invite children to count with you. Ask if anyone can count in another language and let him or her demonstrate.

Next, display an object that has a number of different colors: a box of markers, for example, or a set of wooden blocks. Point to each color and let children volunteer words for it in English or another language. Then say the correct color name in English.

Build Oral Language
Display Theme Card 5A. Point to the top row of colors and ask: “What colors do you see?” Help children name the colors as you point to each one. Then ask: “What numbers do you see?” Point to each numeral and number word, saying the number twice. Go down the left side of the card and across the bottom. Then ask: “What animals do you see?” Let children name the animals they know and supply any names they don’t know, such as gnu. Then say: “Let’s count all of these animals. One white goose, two brown moose. . . .” Invite children to join in. As you continue, see if children notice the rhyming animal names.

Animal Names Go through the animals on the card again but this time, write down what you say: One white goose, two brown moose, three red dogs, four green frogs, five yellow cats, six black bats, seven pink snails, eight blue whales, nine purple gnus, ten tan kangaroos. Put each animal on its own line. Invite children to recite this chant with you as they hold up fingers to match the number of each animal.

Introduce the Language Patterns
Display Theme Card 5A. Read the first sentence in the dialogue box as you write it on the board:

   How many cats are there?

Count the cats with children. Invite them to say each word aloud with you as you write:

   There are five cats.

Then write the third sentence as you say it aloud:

   What color are they?

Ask: “Who are they?” Draw an arrow from they to the word cats in the previous sentence and say: “This means, What color are the cats?” Ask a volunteer for the answer and then write:

   They are yellow.

Erase cats, five cats, and yellow from the above sentences. Have children pick a new animal and invite volunteers to fill in the words for each new sentence. Read the sentences together and repeat with a few more animals.

Teach There is and There are
Use a T-chart to talk about There is and There are.

<table>
<thead>
<tr>
<th>One of Something</th>
<th>More than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is one white goose.</td>
<td>There are three red dogs.</td>
</tr>
<tr>
<td>There are seven pink snails.</td>
<td></td>
</tr>
</tbody>
</table>

Show children how most of the animal names on Theme Card 5A become plural by adding -s at the end of the word. Explain that not all words follow this rule: for example, goose becomes geese when it is plural and moose is moose as a singular or plural.

Write Together
Lead a Shared Writing activity by having each child count something in the classroom and contribute a line to a class chant, such as There are three windows in the room. Have children dictate or write their lines on chart paper. When the chant is complete, recite it several times with children.

Practice and Apply
Activity Page 5A Distribute copies of Activity Page 5A. Read the directions aloud. Go through the first example with children and have them say each number out loud. After a few minutes, check to make sure they are drawing the correct number of fish for each item.

Vocabulary-Building Dialogue Card 5A Read and explain the directions. Have children use Theme Card 5A and the Newcomers Word Rods for Lesson 5A to complete the activities on the card.

Assess Learning
Work with children individually. Display Theme Card 5A and ask children questions about the items: “How many _____ are there? What color are they?” See whether they can answer in complete sentences that use the language patterns: There are _____ _____: They are _____.

Home Connection
Read aloud and explain the Family Note on Activity Page 5A. Send the page home with children after they have completed it. The next day, invite children to count to ten in their home language.
How Many Fish?

- Cut out the number word cards.
- Match each word card to a number.
- Glue each word card next to the right number.
- Draw fish to match each number.

1

2

3

4

5

6

two  five  three  six  four

Family Note: Have your child practice counting from 1 to 10 in English and in the language you speak at home.
Lesson 5B Shapes

Objectives:
• To build oral and written vocabulary about shapes
• To introduce the language patterns:
  Show me a ______.
  The ______ looks like a ______.

You’ll Need:
• Theme Cards 5A and 5B
• Newcomers Word Rods, Lesson 5B (See list on page 90.)
• Activity Page 5B (one copy for each child)
• Vocabulary-Building Dialogue Card 5B
• Note cards

Review Numbers and Colors
Display Theme Card 5A and have children name the number and color of each animal on the poster, using the language patterns There is ______ and There are ______. Then have children name the colors of the clothing they are wearing: This is ______.

Build Oral Language
Display Theme Card 5B. Ask children to point to and name any items they recognize. Then go through the shapes in the top row of the card. Name each shape and describe it. Then point to the circle and say: “This is a circle. Show me another circle.” Children may point to the clock, the pancake, or the ball. Name the item and say, for example: “The clock looks like a circle.” Have children echo the sentence. Repeat until children have identified all three items that are shaped like a circle. Then point to each of the other shapes and follow the same routine, but let the children begin to make the sentences on their own, using the same pattern: The ______ looks like a ______.

Guessing Game Have children make up riddles about the items on Theme Card 5B using this pattern: I see something. It looks like a ______ (shape). It is ______ (color). What is it?

Introduce the Language Patterns
Read the dialogue box on Theme Card 5B. Then build the two sentences using the Word Rods:
Show me a circle.
The clock looks like a circle.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then replace circle with square and ask children to suggest something on Theme Card 5B that looks like a square. Build a new sentence such as the following:
The window looks like a square.

Have children use the same language patterns to talk about items that look like the rectangle, triangle, and diamond.

Teach look at, look like
Use a T-chart like the following to teach children the different meanings of the verb look.

<table>
<thead>
<tr>
<th>To look at = to see</th>
<th>To look like = to be like</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cats look at the ball.</td>
<td>The cats look like tigers.</td>
</tr>
<tr>
<td>The cats see the ball.</td>
<td>The cats are like tigers.</td>
</tr>
<tr>
<td>She looks at her mother.</td>
<td>She looks like her mother.</td>
</tr>
<tr>
<td>She sees her mother.</td>
<td>She is like her mother.</td>
</tr>
</tbody>
</table>

Read aloud each pair of sentences and act them out, emphasizing the differences between looks at and looks like. Have children practice using looks at and looks like in sentences.

Write and Share
Invite children to write riddles about items shown on Theme Card 5B. Provide these sentences as a model for children to copy or fill in:
I am a ______. I look like a ______. Can you find me?

Children should read their riddles to a partner, and the partner should point to the correct object on Theme Card 5B.

Practice and Apply
Activity Page 5B Distribute copies of Activity Page 5B. Read the directions aloud. Give one example by showing children that for the first item, they would cut out the word triangle and glue it under the picture of the triangle. They would then write the name or draw the picture of something else they see that is shaped like a triangle, such as a bookend or a classroom sign.

Vocabulary-Building Dialogue Card 5B Read and explain the directions. Make sure children understand the concept word shapes. Give children some suggestions for filling in the blanks in the sample sentence. Have children use the Theme Card 5B and the Newcomers Word Rods for Lesson 5B to complete the activities on the card.

Assess Learning
Display Theme Card 5B. Say: “Show me a ______” and have children point to the object you name. Then have children name the shape of the object using this language pattern: The ______ looks like a ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 5B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Name That Shape

- Cut out the word cards.
- Match each word card to a shape.
- Glue each word card below the right shape.
- Look around the room. Draw a picture or write the name of something with the same shape.

Family Note: Talk about these shapes with your child. Find things at home that have these shapes.
Lesson 5C  Money

Objectives:
- To build oral and written vocabulary about money
- To introduce the language patterns:
  - This is a ______. It is worth ______.
  - How much is this? This is ______.
  - How many ______ are there? There are ______ ______.

You’ll Need:
- Theme Cards 5B and 5C
- Newcomers Word Rods, Lesson 5C (See list on page 90.)
- Activity Page 5C (one copy for each child)
- Vocabulary-Building Dialogue Card 5C
- Note cards
- U.S. Play Money

Review Shapes
Display Theme Card 5B. Have children name the objects and name their shape using the sentence pattern The _____ looks like a ______.

Build Oral Language
Gather children in a circle and pass around U.S. coins of different denominations. Ask children to name any coins they know and have each child hold onto a coin. Display Theme Card 5C and go through the top row of coins, pointing to each one and saying its name and its value:

This is a ______. It is worth ______ cent(s).

Tell children with the same coin to hold it up and repeat the information about the coin. Then go through the bills pictured on Theme Card 5C, naming each denomination.

Counting Money
Have children name the coins in Box A of Theme Card 5C (quarter, dime, dime, nickel). Tell children you want to count the money. Point to the quarter and say: “25 cents.” Write the number on the board. Do the same for the other coins. Add up the total (50 cents).

If children know how to add, show them how to count up the money in their heads, starting with the coin that is worth the most: “Twenty-five cents plus ten cents is thirty-five cents, plus another ten cents is forty-five, plus five cents is fifty cents.” Help children count up the money in Boxes B and C.

Introduce the Language Patterns
Read the first sentence in the dialogue box on Theme Card 5C and point to Box A:

How much is this?
Count the dimes aloud with children and read the second sentence:

This is fifty cents.
Then read the third sentence:

How many dimes are there?

Count the dimes in Box A with children and then read the last sentence:

There are two dimes.

Write the four sentences on the board and read them aloud with children. Then erase fifty cents, dimes, and two dimes from the sentences and go through the same routine with Boxes B and C, asking about different coins. Then give pairs of children a small amount of play money and have them ask and answer questions using the same language patterns.

Teach more than, less than
Give children play money in varying amounts. Use sentences like the following to explain the meaning of more than:

50¢ is more than 25¢.
Elena has 50¢. Miko has 25¢.
Elena has more money than Miko.

Provide a similar example to teach less than.

Write and Share
Distribute play money to children. Have each child count out an amount of money and write how much it is on a note card. Verify that they have written the correct amount. Then have them turn over the card and write this sentence on the other side: How much is this? They should then arrange the money in a pile next to their question. Give each child another blank note card. Have children go around the room counting the money in each pile and writing down their answers on their note cards. When everyone has counted all the money, have children compare their answers.

Practice and Apply
Activity Page 5C
Distribute copies of Activity Page 5C. Read the directions aloud. Show children where to write the amount of money in each box. Read aloud the sentences at the bottom of the page and show children that they should circle either more money or less money in each sentence.

Vocabulary-Building Dialogue Card 5C
Read and explain the directions. Show them Box B and Box C on Theme Card 5C. Have children use Theme Card 5C and the Newcomers Word Rods for Lesson 5C to complete the activities on the card.

Assess Learning
Give children a small amount of real or play coins. Have them name each coin and tell its value. Then have them add up the total value of the coins.

Home Connection
Read aloud and explain the Family Note on Activity Page 5C. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class, and perhaps to bring in some coins from another country.
More or Less

Write down how much money is in each box.
Then read the sentences below. Circle the words that will make the sentence correct.

**Stefan’s money**
- Stefan has _______.

**Ana’s money**
- Ana has _______.

**Daria’s money**
- Daria has _______.

**Trini’s money**
- Trini has _______.

1. Stefan has _______ more money than Ana.
   less money

2. Daria has _______ more money than Trini.
   less money

**Family Note:** Show your child some coins from the United States. Have your child tell you the names of the coins. If possible, show your child coins from another country. Tell your child the names of those coins.
Lesson 5D Comparing Sizes

Objectives:
- To build oral and written vocabulary about sizes
- To introduce the language patterns:
  The _____ is ______.
  The _____ is ______ than the ______.

You’ll Need:
- Theme Cards 5C and 5D
- Newcomers Word Rods, Lesson 5D (See list on page 90.)
- Activity Page 5D (one copy for each child)
- Vocabulary-Building Dialogue Card 5D
- Poster board (or chart paper) and note cards

Review Money
Display Theme Card 5C. Point to each coin in the top row and have children name the coin. Then point to each coin again and ask: “How much is this?” Have children respond using the language pattern This is ______. Do the same for the row of bills.

Build Oral Language
Have children look at the top, left group of pictures on Theme Card 5D. Invite children to share experiences of ordering small, medium, or large drinks at a restaurant, and invite them to point out which is which. Write the word size on the board and ask children about other items they have seen that come in small, medium, and large sizes (tee shirts, baseball caps, pizzas, etc.).

Then point to the dogs in the next row and read the labels under each one, gesturing to show the size differences. Ask children if they have dogs or know a dog. Ask them to say whether the dogs they know are little, big, or huge.

Big and Small Words Create two word webs on the board for synonyms of big and small. Help children think of words for each web (big: large, huge, tall, giant, enormous; small: little, tiny, short, teensy-weensy). Invite children to talk about big and small things they have seen using these new words.

Introduce the Language Patterns
Read the sentences in the dialogue box of Theme Card 5D while pointing to each fish in the bottom, right group of pictures on the card:

The red fish is big.
The brown fish is bigger than the red fish.
The blue fish is the biggest.

Write the sentences on the board. Read them aloud, pointing to each word, and have children repeat each sentence after you.

Teach Comparative Endings -er, -est
Underline the words big, bigger than, and the biggest in the previous sentences. Circle the -er and -est endings in bigger and biggest. Tell students: “These word endings tell us something about the fish. The -er ending tells us that the size of the brown fish is more than the size of the red fish. We say that the brown fish is bigger. When one thing is bigger than everything else, we say it is the biggest. So the blue fish is the biggest.” Ask children to talk about the dolls in the fourth row of Theme Card 5D using the words small, smaller, and smallest.

Write Together
Help children choose pairs of objects in the classroom that are different sizes: two books, two chairs, two pencils, etc. Have children dictate or write sentences on note cards that compare the sizes of the paired items, such as the following:

Mina’s chair is big.
Ms. Harvey’s chair is bigger.

Children can glue the note cards to a class poster and draw pictures to illustrate their sentences.

Practice and Apply
Activity Page 5D Distribute copies of Activity Page 5D. Read the directions aloud. Show them that they should write the word big to complete the first sentence. Have children work with a partner to decide on what animals they will draw in the second row of boxes. Remind them that the animals will need to be smaller and smaller going left to right.

Vocabulary-Building Dialogue Card 5D Read and explain the directions. Give examples of other sentences that children could say about Theme Card 5D. Have children use Theme Card 5D and the Newcomers Word Rods for Lesson 5D to complete the activities on the card.

Assess Learning
Have children use Theme Card 5D to say or write three sentences using big, bigger, biggest or small, smaller, smallest.

Home Connection
Read aloud and explain the Family Note on Activity Page 5D. Send the page home with children after they have completed it. Invite children to share their families’ responses about the biggest and smallest animals they have seen.
Big, Bigger, Biggest

- Complete the sentence for each animal in the top row.
- Tell which animals are big, bigger, and biggest.
- Draw three more animals.
- Tell which animals are small, smaller, and smallest.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Comparison</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kangaroo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moose</td>
<td>Smaller than</td>
<td>The moose is smaller</td>
</tr>
<tr>
<td>Whale</td>
<td></td>
<td>The whale is the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>biggest</td>
</tr>
</tbody>
</table>

The __________ is small.
The __________ is smaller than the __________.
The __________ is the smallest.

Family Note: Tell your child about the biggest animal and the smallest animal you have ever seen.
Lesson 6A The Food Pyramid

Objectives:
• To build oral and written vocabulary about the food pyramid
• To introduce the language patterns:
  My favorite food is ______.
  I like to eat ______. I don’t like to eat ______.
  (He/She) likes to eat ______. (He/She) doesn’t like to eat ______.
  We like to eat ______. We don’t like to eat ______.

You’ll Need:
• Theme Card 6A
• Newcomers Word Rods, Lesson 6A (See list on page 90.)
• Activity Page 6A (one copy for each child)
• Vocabulary-Building Dialogue Card 6A
• Chart paper

Introduce the Theme: Let’s Eat!
Gather children in a circle. Display Theme Card 6A and invite children to name foods they recognize. Then say: “My favorite food is (name of food). What is your favorite food?” Invite each child to respond using the language pattern My favorite food is ______. Encourage them to name foods that are not shown on the food pyramid, including names of dishes in other languages. Have children talk about the foods they like.

Build Oral Language
Talk about each food group on Theme Card 6A. Go through the items in each row first, naming each one as you point to it, and then discuss the category name. Point out that the food pyramid shows us which foods to eat less of (at the top) and which foods to eat more of (going down toward the bottom). Then invite children to point to and name items on the chart that they like to eat.

Food Group Chart Make a chart that shows the six food groups. Have children name foods they like to eat. Help them decide where to list each food on the chart.

Introduce the Language Patterns
Build these two sentences using the Word Rods:
  I like to eat bananas.
  I do not like to eat fish.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then replace the words do not with don’t and read the second sentence again. Explain that don’t is another way to say do not.

Then display Theme Card 6A and read the dialogue box. Ask children to dictate new sentences about foods they do and don’t like. Write the sentences on the board.

Teach don’t and doesn’t
Use a T-chart like the following to teach the contractions don’t and doesn’t.

<table>
<thead>
<tr>
<th>do not = don’t</th>
<th>does not = doesn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not like fish. He does not like fish.</td>
<td></td>
</tr>
<tr>
<td>I don’t like fish. He doesn’t like fish.</td>
<td></td>
</tr>
<tr>
<td>We do not like onions. She does not like onions.</td>
<td></td>
</tr>
<tr>
<td>We don’t like onions. She doesn’t like onions.</td>
<td></td>
</tr>
</tbody>
</table>

Then invite children to make sentences about foods that they don’t like, using I don’t, We don’t, He doesn’t, and She doesn’t.

Write Together
Invite children to dictate or write lines about themselves for a class chant that tell what each child likes and does not like to eat. The last line of the chant could name something that everyone likes, such as We all like to eat cake! When the chant is complete, recite it several times together.

Practice and Apply
Activity Page 6A Distribute copies of Activity Page 6A. Read the directions aloud. Help children cut out and fold their books. Make sure they fold the books so that the printed words are on the outside of the pages. After children have correctly folded their books, they can complete the sentences by naming foods they like and do not like.

Vocabulary-Building Dialogue Card 6A Read and explain the directions. Make sure children understand the concept word foods. Have children use Theme Card 6A and the Newcomers Word Rods for Lesson 6A to complete the activities on the card.

Assess Learning
Have children look at Theme Card 6A and name several foods in each food group. Then have them talk about foods they like and do not like using the language patterns I like to eat ______. I don’t like to eat ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 6A. Send the take-home book home with children after they have completed it and tell children to share it with their families.
My Food Book

- Cut on the dotted lines (-----).
- Fold on the solid lines (——).
- Finish the sentences.
- Draw pictures for your book.

My Food Book

1. I like to eat ___________.
2. I don’t like to eat ___________.
3. I like to eat ___________.
4. I don’t like to eat ___________.

Family Note: Your child has made a book! Ask your child to read the book to you. Talk about the pictures.
Lesson 6B  Meals

Objectives:
• To build oral and written vocabulary about meals
• To introduce the language patterns:
  What do you eat for ______?  
  I eat ______ for ______.

You’ll Need:
• Theme Cards 6A and 6B
• Newcomers Word Rods, Lesson 6B (See list on page 90.)
• Activity Page 6B (one copy for each child)
• Vocabulary-Building Dialogue Card 6B
• Drawing paper

Review the Food Pyramid
Gather children in a circle. Display Theme Card 6A and have children name each food group and name foods they like in that food group.

Build Oral Language
Display Theme Card 6B. Point to the three plates at the top of the page. Introduce and explain the meal names: breakfast, lunch, and dinner. Then ask: “What foods can you name?” Let children name foods they recognize. For each food they name, ask: “Do you eat this for breakfast, lunch, or dinner?” For any foods children do not recognize, name the food and have them discuss at which meal it would be served. Invite children to name other foods they eat at meals. Children could find or draw pictures of these foods and tape them to the card.

Things to Drink  Have children talk about beverages they drink at different meals. Make a list on the board titled Things We Drink.

Introduce the Language Patterns
Read the dialogue box on Theme Card 6B aloud and point to the breakfast plate and the cereal. Then write the two sentences on the board.

What do you eat for breakfast?  
I eat cereal for breakfast.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then erase the word cereal and have children suggest other foods that they eat for breakfast. Substitute each new food into the sentence and read the new sentence aloud with children. Then erase breakfast in both sentences and write the word lunch. Have children make suggestions of lunch foods and read each new sentence aloud together. Repeat the routine for dinner foods.

Names of Meals
Tell children that in English there other names for meals or parts of meals. Discuss each of the following words and list them on the board: supper, brunch, dessert, snack. Ask children if they have other words to contribute to the list.

Write and Share
Have children work with partners or in small groups to write and illustrate the breakfast, lunch, and dinner pages of a menu. Each group should choose a meal and decide on the foods and prices they want to list on the menu. Each group can then pass around their menu page and write down “orders” from other children.

Practice and Apply

Activity Page 6B  Distribute copies of Activity Page 6B and read the directions aloud. Have children talk about the foods they like to eat for lunch and record the names on a list. Have children refer to the list when they write labels for their drawings.

Vocabulary-Building Dialogue Card 6B  Read and explain the directions. Make sure children understand the name of each meal. Have children use the Newcomers Word Rods for Lesson 6B to complete the activities on the card.

Assess Learning
Have children interview each other about what they like to eat for breakfast, lunch, and dinner. Let each child have a turn asking and then answering questions. Note whether they are able to use the language patterns What do you eat for ______?  I eat ______ for ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 6B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Activity Page 6B

Lunch Time!

- Draw food on the plate. Show what you like to eat for lunch.
- Write the name of each food.
- Tell a friend about the foods you like to eat.

Family Note: Ask your child to name things in the picture. Talk about the foods you like to eat for lunch and other meals.
Lesson 6C  At the Table

Objectives:
• To build oral and written vocabulary about dishes and utensils
• To introduce the language patterns:
  How do you (eat/drink) ______?
  I eat ______ with a ______. I drink ______ from a ______.

You’ll Need:
• Theme Card 6C
• Newcomers Word Rods, Lesson 6C (See list on page 90.)
• Activity Page 6C (one copy for each child)
• Vocabulary-Building Dialogue Card 6C
• Drawing paper
• Plastic set of dishes and utensils (optional)

Review Meals
Gather children in a circle. Ask each child to tell what he or she would like to eat for breakfast, lunch, and dinner. Have them use the language pattern I like to eat ______ for ______.

Build Oral Language
Display Theme Card 6C. Go through each item, inviting children to name and discuss the ones they know. Ask children if they have other items they use when they eat. (Some children may use chopsticks, finger bowls, or other items.) Have children name foods they would eat with each item.

Matching Game  Distribute a set of plastic dishes and utensils, one item to each child. Then name a food or drink and have children hold up their items if they would be used with that food or drink. Say a sentence about the items, such as: I eat soup with a bowl and a spoon. After several examples, let children name foods or drinks and say sentences about the items they would use to eat or drink them.

Introduce the Language Patterns
Display Theme Card 6C and read the dialogue box. Then write the two sentences on the board:

I eat chicken with a fork.
I drink tea from a cup.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then, in the first sentence, change chicken to cereal, and change fork to spoon. Read the new sentence with children. In the second sentence, change tea to milk and change cup to glass. Read the new sentence aloud with children.

Teach Customs About Food
Discuss different ways that people around the world serve and eat food. You could share a book with children such as Let’s Eat: What Children Eat Around the World by Beatrice Hohlery (Henry Holt, 2004) or This Is the Way We Eat Our Lunch: A Book About Children Around the World by Edith Baer and Steve Bjorkman (Scholastic, 1995). Invite children to discuss other kinds of utensils or dishes that they use at home, and ask children if they could bring in some of those items for a demonstration.

Write and Share
Have each child contribute a page to a class book titled How We Eat. Children should draw pictures of themselves eating their favorite food or drinking their favorite beverage. Under the picture they should write a sentence using the language pattern I eat ______ with a ______ or I drink ______ from a ______. Have a volunteer design the cover and assemble the pages into a book. Read the book aloud with children and display it in the classroom.

Practice and Apply
Activity Page 6C  Distribute copies of Activity Page 6C. Read the directions aloud. After children cut out the cards, model the game for them. For an additional challenge, children can combine their cards.

Vocabulary-Building Dialogue Card 6C  Read and explain the directions. Have children use the Newcomers Word Rods for Lesson 6C to complete the activities on the card.

Assess Learning
Work with one child at a time. Ask each child questions about how he or she eats or drinks various foods: How do you (eat/drink) ______? Have children respond using the language patterns I eat ______ (with/on) a ______ or I drink ______ from a ______. If you have a set of plastic dishes and utensils on hand, have children hold up the items they would use.

Home Connection
Read aloud and explain the Family Note on Activity Page 6C. Send the cards home with children so they can play the matching game at home. Invite children to talk about the experience afterward.
• Cut out the word cards and picture cards.
• Put them face down.
• Take turns with friends. Pick two cards.
  Try to match a word card and a picture card.
• If you make a match, keep the cards.
  If you don’t, put the cards face down again.
• See how many matches you can make.

<table>
<thead>
<tr>
<th>bowl</th>
<th>glass</th>
<th>plate</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>spoon</td>
<td>fork</td>
</tr>
</tbody>
</table>

**Family Note:** Play this matching game with your child. If you use other things at meals, make more cards for the game.
Lesson 6D Cooking Fun

Objectives:
• To build oral and written vocabulary about cooking
• To introduce the command forms found in recipes:
  _____ (Action) the _____ (item).

You’ll Need:
• Theme Cards 6A, 6B, 6C and 6D
• Newcomers Word Rods, Lesson 6D (See list on page 90.)
• Activity Page 6D (one copy for each child)
• Vocabulary-Building Dialogue Card 6D
• Measuring spoons and cups, and small plastic bowls
• Water, rice, or another item children can measure
• Ingredients for the recipe on Theme Card 6D (optional)
• Chart paper

Review Dishes and Utensils
Display Theme Card 6C. Name different foods and drinks and have children tell which dishes and utensils they use to eat and drink the items you name. They can use the language patterns I eat _____ with a _____ and I drink _____ from a _____.

Build Oral Language
Display Theme Card 6D. Explain that the card shows a recipe for making something to eat. Explain the meaning of the word ingredients and match each ingredient in the recipe with its picture at the bottom of the card.

Then display the measuring spoons and cups. Point out the different units of measurement marked on these items and let children pass them around.

Explain the meaning of the word directions. Read the recipe directions aloud. As you read the verb that begins each sentence, act it out. Have children repeat the action. Explain other terms in the directions such as melt and baking sheet.

Cooking Class If you have the resources to do this, let children make the recipe in class. Talk through each step of the recipe and help children measure the ingredients. An adult should handle the actual melting of the chocolate.

Introduce the Command Forms
Display Theme Card 6D and go through the recipe directions again. Write the first two sentences of the directions on the board:

Pour the peanuts onto a plate.
Put waxed paper on a baking sheet.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Point out that the first word in each sentence tells an action. Write a list of these words from the recipe on the board (pour, put, combine, heat, remove, etc.). Then add other command verbs that are often used in recipes, such as add, preheat, mix spread, stir, and wash. Demonstrate what each word means.

Play a game by writing commands on cards for each of these actions (Add the eggs; Pour the milk; Stir the mixture; etc.). Each child picks a card and acts out the command for others to guess.

Teach About Measurement
Use the measuring cups and spoons to let children practice measuring different quantities of water, rice, or another easily measured item. List the various units of measurement on the board (¼ teaspoon, ½ teaspoon, ¼ cup, etc.). Give each child a plastic bowl and something to measure with. Tell each child to measure a certain quantity of the item and pour it into the bowl. You can also do simple math with an activity like the following: tell one child to put in ¼ cup of the item in his or her bowl four times; tell another to put in a ½ cup two times; and tell a third child to put in one full cup. Children can compare the quantities and talk about why they are the same.

Write Together
Lead a Shared Writing activity by inviting children to create a silly recipe together. First, help them decide on something silly to “make,” such as Shoe Pie or Mud Soup. Help them brainstorm a list of ingredients for their silly recipe, and the quantities of each item. Then help children plan the directions. Write a first draft of the ingredients and the directions on the board. Then let children assist in writing a clean copy of the recipe on chart paper. Invite a guest to your room and let children share the recipe with that person.

Practice and Apply
Activity Page 6D Distribute copies of Activity Page 6D. Read the directions aloud. Tell children they can work with partners and give suggestions of things they could make: a sandwich, a bowl of cereal with milk, a salad. Let them refer to Theme Cards 6A and 6B for food names, and remind them they might find the Word Box helpful.

Vocabulary-Building Dialogue Card 6D Read and explain the directions. Have children use the Newcomers Word Rods for Lesson 6D to complete the activities on the card.

Assess Learning
Provide ingredients for a simple snack recipe, keeping in mind specific allergies children may have. Write a recipe for the snack on a card. (Sample recipe: Ingredients: ¼ cup of raisins, ¼ cup of small pretzels, ¼ cup of honey-nut oat cereal. Directions: Mix the cereal and the pretzels together. Add the raisins. Then eat your snack!) Have children read the recipe or read it to them. See if they can measure the ingredients and follow the directions to make the snack for themselves.

Home Connection
Read aloud and explain the Family Note on Activity Page 6D. Send the page home with children after they have completed it. Invite children to share their “cooking” experiences with the class.
My Recipe

- Draw a picture of a food you can make.
- Tell the ingredients for your recipe.
- Tell how to make the food. Use the Word Box to help you.

(Draw your food picture here.)

Ingredients

Directions

Word Box

Add    Bake     Cut    Mix    Pour    Put    Spread    Wash

Family Note: Ask your child to talk about this recipe with you. Then help your child make some food at home. Talk about each step.