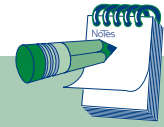


Lesson 2

Presentation

- Present the target vocabulary shown on THEME PICTURE #11 (“A Costume Party”), saying such things as: **This picture shows a costume party. At a costume party, people dress up as somebody else. This girl is dressed up like a clown. She is wearing a colorful costume. Have you ever dressed up like a clown? This girl is dressed as a dancer. Raise your hand if you like to dance.** Continue with the rest of the target vocabulary. Remember to limit the number of words or concepts introduced at one time.

Theme Picture #11
A COSTUME PARTY



You will need:

- ✓ THEME PICTURE #11 (“A Costume Party”)
- ✓ Chapter 1 PICTURE & WORD CARDS
- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ TEMPLATE I (“My Picture Dictionary”)
- ✓ ACTIVITY SHEET 118 (“How Does It End?”)

Practice

- Have students practice recognition of the target vocabulary. Hand out the PICTURE CARDS, one to each student. Ask questions such as: **Who has the astronaut?** Students are to respond with the name of the person holding the picture. Then collect all of the PICTURE CARDS from students and hold them up one at a time and ask questions such as: **Is this the dancer?** Students are to respond with “yes” or “no.”



U3 Ch1

- To reinforce the target vocabulary and vocabulary students learned in previous units, give selected students one PICTURE CARD each and have them stand at the front of the classroom. Put school-related objects on a table and give commands to other students:

Give the book to the firefighter. **Give the chalk to the hair stylist.**
Give the pencil to the astronaut. **Give the ruler to the dancer.**
Give the paper to the doctor. **Give the paste to the clown.**
Give the scissors to the farmer. **Give the eraser to the mail carrier.**

- Put a chart on the board (such as the one below) and write the singular form of each target vocabulary word in the left column. Call students to the board to write the plural form of each word in the right column. Point out the /s/ sound at the end of the plurals.

| Singular (One) | Plural (Two or More) |
|----------------|----------------------|
| barber | |
| hair stylist | |
| astronaut | |

- Write on the board some words that end with the /t/ sound, such as:

aunt *bat*
foot *cat*

Read the words aloud and ask students to tell you the sound they hear at the *end* of the word. Say: **Good listening! You can hear the /t/ sound at the end of each word.** Have students say the words with you, and underline the letter “t” in each word when the students say that sound. Then focus students’ attention on the PICTURE CARDS. Have students identify the pictures one at a time and say whether the word ends with the /t/ sound. Call on volunteers to move the pictures of words ending with /t/ into a separate group. Have students say all the words in this group. [*astronaut, dentist, stylist*] Follow the same procedure for the /r/ sound. Write on the board some words that end with the /r/ sound:

water *shoulder*
finger *number*

Read the words aloud and ask students to tell you the sound they hear at the *end* of the word. Say: **Good listening! You can hear the /r/ sound at the end of each word.** Have students say the words with you, and underline the letter “r” in each word when the students say that sound. Then focus students’ attention on the PICTURE CARDS. Have students identify the pictures one at a time and say whether the word ends with the /r/ sound. Call on volunteers to move the pictures of words ending with /r/

into a separate group. Have students say all the words in this group.
[barber, firefighter, farmer, doctor, mail carrier, dancer]




Apply & Extend

- Give each student a copy of the Chapter 1 ACTIVITY PICTURES and TEMPLATE I (“My Picture Dictionary”). Display the PICTURE & WORD CARDS in the pocket chart for students’ reference. Have students paste the ACTIVITY PICTURES on TEMPLATE I and write the word that goes with each picture, using the WORD CARDS for help in spelling. Students can use their dictionaries for reference throughout the chapter and then put them in the Chapter 1 Portfolio.
- Organize students into small groups and have each group make an “occupation book.” Student groups should draw a picture depicting each occupation they have learned about in this chapter. Each picture should be on a separate piece of paper, and each occupation should be labeled and include a sentence describing the occupation. Write model sentences on the board for them to follow (e.g., *Clowns make people laugh.*). Have groups create a cover and then put the pages together to make an occupation book. Display the books in the classroom and allow groups to view each other’s work. Have students put their books in the Chapter 1 Portfolio.
- Ask questions about the occupations to help students understand that both boys and girls can pursue any of these jobs: **Can a girl become a firefighter? Raise your hand if you are a girl and you want to be a firefighter. Why do you want to be a firefighter? Can a boy become a dancer? Raise your hand if you are a boy and want to be a dancer. Why do you want to become a dancer? Can boys do any job? Are there any jobs that boys can’t do? Can girls do any job? Are there any jobs that girls can’t do?** Guide students as needed.

Involving Family

Hand out copies of ACTIVITY SHEET 118 (“How Does It End?”). Students are to label each of the pictures using vocabulary from the word bank, and then circle the words that end with the /r/ sound and draw a square around words that end with the /t/ sound. Read through the directions to make sure students know what they are supposed to do. Students should complete their activity sheets at home with help from a family member and then put them in the Chapter 1 Portfolio.



Activity Sheet 118 

Name: _____


Date: _____


How Does It End?


Directions: Label each picture using a word from the word bank. Draw a circle around words that end with the /r/ sound. Draw a square around words that end with the /t/ sound.


Word Bank


| | | | | |
|-----------|--------|---------|-------------|----------------|
| astronaut | clown | dentist | farmer | police officer |
| barber | dancer | ✓doctor | firefighter | |





















doctor



Unit 3: Living and Working Together • Chapter 1: Going to Work

Copyright ©2005 Pearson Education, Inc. All rights reserved. Permission is granted to reproduce this material for classroom use only.



Observing Student Progress

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

- ✓ Listen attentively to presentation of target vocabulary: *Carousel* nouns, occupations
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, occupations
- ✓ Answer questions using phrases or simple sentences
- ✓ Execute oral directions
- ✓ Use singular and plural forms of nouns
- ✓ Recognize, identify, and correctly pronounce phonemes: ending sounds /t/ and /r/
- ✓ Relate sounds to letters: t, r
- ✓ Label target vocabulary: *Carousel* nouns, occupations
- ✓ Complete assignments neatly, accurately, and on time