

AT HOME

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 Set 2 – 64 words

Building Anticipation – Setting the Context

Discuss homes. Who lives in your home with you? Do you have any pets? What kinds of things do the people in your home like to do when they are at home? Record the children’s answers on chart paper (e.g., My cat likes to sit on the piano. Jamal).



Introduce the book and guide the children through a book-walk. Before they start reading, focus the children’s attention on strategies they can use when they come to an unknown word.

Discussion – Book Talk

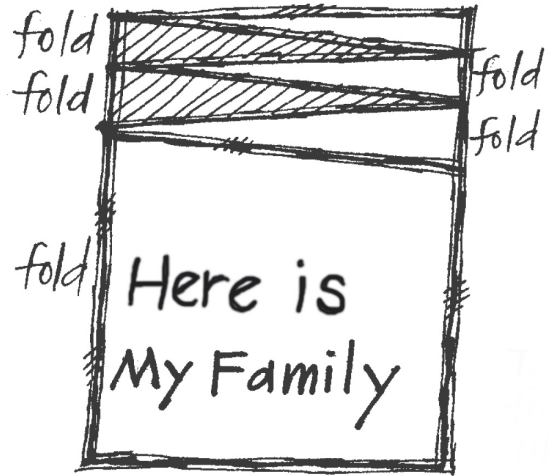
What reading strategy did you use when you came to an unknown word?

Why do you think Scully likes to go next door? Why does no one notice him? What is everyone doing? Do members of your family do these things?

Creative Response – Independent Practice

Children can:

- draw a picture of their family and complete the story on the reproducible master.
- make an accordion book about their own family using the sentence starter “Here is my _____.”



To make an accordion book, fold a long strip of paper like a fan.

- draw the people in the story and make speech bubbles. What is each person saying?
- draw their home and family. Write a story telling what each person is doing.

Read-Aloud Connection

Grandfather and I by Helen Buckley and Jan Ormerod. William Morrow, 1994.

- A child decides that Grandfather is the perfect person to spend time with because he is never in a hurry.

Learning About Language - Focused Teaching

High Frequency Words	and, look, see, here, are, like	Practice writing words that need reviewing on an erasable board.
Letters and Letter Clusters	<i>H</i> — Here <i>h</i> — home	Write the letter <i>h</i> in the air with a finger while saying the sound.
Rhymes and Word Families	my, by, fly, shy, sky dog, log, hog, fog	Use movable letters to put together and take apart these and other words containing the rime <i>og</i> (e.g., dog, fog).

