A curriculum package for teachers of English as a Second Language

Package includes:
- One 30-minute Reading Rainbow Video
- Six paperback copies of the feature book
- Teacher's Guide with reproducible pages

A CHAIR FOR MY MOTHER
Acknowledgements
A Chair For My Mother
ESL Package

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Learning English with Reading Rainbow
A Guide for Teachers of ESL

INTRODUCTION

The Reading Rainbow video library is an excellent resource for teachers of English as a Second Language. Designed for an audience of children, the programs feature stories that are richly illustrated and written in language that is easy to read and understand. The narration and dialog are read aloud clearly and slowly with dramatic expression. The closed captions at the bottom of the screen show the written equivalent of the words being spoken. ESL students in particular benefit from the multiple paths to comprehension provided by this audio-visual-print format.

The multicultural themes, settings and characters of the Reading Rainbow programs appeal to the ESL students. Seeing themselves and aspects of their own native cultures in the programs enhances motivation and provides a meaningful context for learning.

BASIC ASSUMPTIONS AND GOALS

Learning to understand, speak, read and write English well requires frequent, intensive exposure to good language models. The experience of listening to and reading stories, combined with guided practice in using the vocabulary and structures of the text, can enhance second language acquisition.

The programs in this series have been carefully selected from the Reading Rainbow library according to their appropriateness for ESL instruction. The goal of the lessons is to:
1. help students understand the content of the story.
2. teach and reinforce the vocabulary and grammar structures of the language in the story.
3. engage students personally and actively in meaningful practice of the material.
4. provide opportunities for students to use the language of the program in real-life situations.

PURPOSE

The purpose of this guide is to assist ESL teachers in using selected Reading Rainbow programs for direct language and reading instruction. The lessons are intended for ESL learners in grades 2-6 from high-beginning to intermediate levels of ability.

The activities are designed to give students practice in reading and writing as well as listening, speaking, vocabulary building, and grammar. Students are challenged to watch, listen and read with a purpose. They are directed to respond to the text with a task to perform, such as: repeat, read aloud, predict, answer questions, paraphrase, build sentences, take notes, fill in blanks, complete a chart, categorize, list, circle, draw, color, match, dramatize, etc. The activities require active participation and concentration before, during and after the reading/viewing experience.

Throughout the process, the ESL student’s past experience in another language and culture is recognized and valued as an asset to academic success in an English speaking environment.

CONTENT

Each guide contains a summary of the feature story, a brief description of the episodes on the video and suggested language learning activities in the following areas:
1. Comprehension
2. Vocabulary
3. Grammar
4. Pronunciation/Phonics
5. Writing
6. Dramatization
7. Art

A wide variety of activities for students of different ages and language abilities are included. Teachers are encouraged to select and adapt them according to the needs of their student population.

A short bibliography at the end of each lesson includes the books reviewed in the program as well as other related materials that would be appropriate selections for beginning ESL readers.
SUGGESTIONS

Adhering to the following principles will help students with limited English ability achieve the objectives of the lesson without becoming overwhelmed.

1. Present small segments. Thirty seconds to two minutes of carefully chosen video text can provide a great deal of material for language study and practice.

2. Repeat the same segment several times. Provide variety with different types of tasks to perform with the same segment. Children rarely tire of watching something they enjoy. They learn from the repetition, they absorb more and can imitate better each time.

3. Keep tasks small and manageable. Focus on a limited number of new words and phrases at a time. Gradually build up student knowledge of the language presented. Require more command of the language as they become more familiar with the text.

4. Prepare students for what they are about to see and hear. Take time to do pre-listening, pre-viewing and pre-reading activities.

5. Connect the material to the students' own experience. Draw on knowledge of their native language and culture whenever possible.

BIBLIOGRAPHY


The chapter by Barry Tomalin, "Teaching Young Children with Video," is useful for teachers of ESL in the elementary grades.


CLOSED CAPTIONING

All of the Reading Rainbow programs are closed captioned. This feature offers teachers a rich resource of alternative print material and new options for instruction.

A printed text of the entire program appears line by line at the bottom of the TV screen. These 1/2 inch language subtitles (captions) are synchronized with the narration and dialog of the video. The pace of the captions is slow, about 100 words per minute, making it possible for young readers to follow along as they watch. Captions may be turned on or off depending on the type of activity teachers may wish to conduct.

All TV sets manufactured for sale in the U.S. since 1993 have the built-in capacity to display captions. The caption option is on the menu and can be turned on or off. Older sets will need a separate caption decoder (at a cost of about $100) to make the captions visible on the screen.

With captions displayed, the TV screen can be used much like a Big Book for individual or choral readings with the sound on or off. On a 19-inch monitor, pictures and text are large enough for the whole class to see and enjoy together.

The captions can be transcribed directly to a computer using TeleScriber software and a specialized caption decoder. The caption text can be altered (enlarged, key words deleted, etc.) with the word processor and printed out for students to use as classwork or homework.
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1•Summary

THE FEATURE STORY

In Vera Williams’s A CHAIR FOR MY MOTHER, a little girl’s home is destroyed by fire. Her family and friends work together as a team to help furnish a new apartment. She saves her pennies to help buy a comfortable armchair for her mother to sit in when she comes home from a hard day’s work at the Blue Tile Diner. The child narrates the story, telling about the day of the fire, the help of their neighbors, and the way she works and saves her money to purchase the new chair she has dreamed of for so long.

The settings of the story are familiar places: home, neighborhood, department store, bank, and restaurant. The story vocabulary consists of many common nouns (household items, food, currency, colors, numbers, etc.), action verbs and descriptive adjectives. The illustrations are colorful and detailed, providing many opportunities for clarifying meaning, observing, naming, describing and moving beyond the text into students’ personal experience.

THE VIDEO PRODUCTION

The theme of this Reading Rainbow program is teamwork. LeVar Burton introduces the feature story by saying that families are the most important teams in the world. He shows how other groups of people work and play as teams to get jobs done: cheerleaders, restaurant workers, firefighters and basketball players. Before and after the reading of the feature book, LeVar and his teammates demonstrate the meaning of teamwork as dancers, musicians and choreographers rehearse a lively song and dance production. The lyrics to the song (printed on reproducible pages 57-59 of this guide) are easy to follow and learn, especially the rhyming refrain.

A visit to the New York Firefighters Academy shows trainees going through various training drills for putting out fires and rescuing victims. The slow, direct narration and dialog clearly model the language of sequencing and giving directions.

The three book reviews focus on family members and how they help one another in difficult situations:

• My Mama Needs Me, The Birth of a New Baby;
• Everett Anderson’s Goodbye, The Death of a Father
• I Have A Sister, My Sister Is Deaf, The Care of a Handicapped Sibling

2•Introductory Activities

MAKING TEXT-LIFE CONNECTIONS

Bring an empty jar and a supply of different coins to class. Show the coins and ask questions about their size, value, color, etc.

Give students several coins to count and put in the jar. Ask students if they save money, where they put it, and what they plan to buy with the money they save. Preface the reading/watching experience with comments such as, “Here’s a story about a little girl who has a jar like this one. She is saving her money to buy something special. What do you think she is going to buy?”

Leave the jar on the table for as long as you are reading and working with this book. Decide together what the class can save for—something for the school, a charity, etc. Each day add a few more coins. Talk about working together as a team, contributing to a common cause or project.

TALKING ABOUT THE BOOK COVER

Look at the pictures on the front and back cover of the book, or pause the VCR to freeze the book cover image on the screen. Have students try to identify people, places and things. Ask what people are doing. This discussion will help familiarize ESL students with key words they may need to understand the story they are about to read.

PREDICTING VOCABULARY

Ask students to help you make a list of words they think they might hear in the story. Record their guesses on chart paper or a transparency. After reading the story and watching the narration on the tape, have students check the list to find how many of the words they predicted were actually used by the author.
3 • Comprehension

COMPREHENSION QUESTIONS

FEATURE BOOK

The questions on reproducible page 21 can be used to check for a basic understanding of the events in A CHAIR FOR MY MOTHER.

There are many ways of working with comprehension questions:

- Students ask and answer questions orally or in writing.
- The teacher writes the answers on the board or overhead transparency as students answer.
- Pairs of students take turns asking each other the questions.
- Students use their books to find the sentence which answers the question.
- The teacher replays the tape to help students find answers.
- Students check the on-screen captions for spelling or vocabulary help.

STORY SETTINGS

After reading/watching the feature story, talk with students about the various settings in which the action takes place. Read the sentences on reproducible page 23. Ask, “Where did this happen?” Have students identify the setting from four possible choices and write the number of the sentence in the blank.

**WHERE DID IT HAPPEN? WHAT WAS THE SETTING?**

Read the sentences from the story A CHAIR FOR MY MOTHER. What is the setting? Think about where the characters are. Write the number of the sentence in the blank.

**AT THE DINER**

1. I wash the salt and peppers and fill the ketchups. (Where?)
2. We tried out big chairs and smaller ones, high chairs and low chairs, soft chairs and harder ones. (Where?)
3. We exchanged all the coins for twenty-dollar bills. (Where?)
4. We called Aunt Ida and Uncle Sandy and asked them to bring their pickup truck to drive the chair home for us. (Where?)
5. When I finish my jobs, the boss says, “Good work, honey,” and pays me. (Where?)
6. We gave the man our coins all wrapped up in paper wrappers. (Where?)
7. We set the chair right beside the window with the red and white curtains. (Where?)
8. Uncle Sandy gave me a quarter. He had to boost me up so I could put it in the jar. (Where?)

Answers: at the diner: 1, 5
at the bank: 3, 6
at home: 7, 8
at the store: 2, 4
4. Vocabulary Study

ALPHABETICAL LISTING

A list of vocabulary words from the feature story is provided on reproducible pages 25-27. The abbreviations D, O, A, and S after some words indicate that they could be used in activities that involve Drawing, finding Opposites, Acting out meaning or finding Synonyms. Words could also be selected from this list according to parts of speech, phonetic similarities, etc. that the teacher would like to target.

CATEGORIZING

On reproducible page 29, frames are provided for categorizing story vocabulary under headings such as: family members, parts of a house, etc. Select one or several categories and have students watch and read the story, looking for words that would fit under each heading. Pause the tape frequently for students to name the items and write the words in the blank.

Possible Answers:

Family: mother, aunt, uncle, grandma, grandpa, cousin

Parts of a House: floor, walls, window, roof, rooms, kitchen, door

Colors: orange, yellow, red, blue, black, white

Furniture: bed, chair, armchair, sofa, table, TV

Numbers: one, two, three, four, ten

Food: cake, pizza, bananas, potatoes, tomatoes, soup, onions, ketchup

Fire: flames, charcoal, smoke, engine, burn, ashes

Money: coins, change, dollar, bills, quarter, dime, nickel, penny, purse, savings, count, wallet, bank, exchange, bargain, buy, pay

Restaurant: diner, waitress, tips, dishes, supper

CHAIRS - TYPES

Have students cut out pictures of different kinds of chairs from old magazines and glue them on pieces of colored paper. Divide the class into pairs and have them show and tell each other about their pictures. To get them started, ask a few questions, such as:

- Where would you see such a chair?
- What is it made of?
- What special features does it have?
- Would you like to sit in this chair?
- Why or why not?

Some types of chairs: rocking chair, wheel chair, stool, desk chair, lawn chair, recliner, etc.
FAMILY MEMBERS

Review family member vocabulary with the class: mother, father, grandmother, grandfather, sister, brother, aunt, uncle, cousin, husband and wife.

Distribute copies of the book and have students answer the questions on reproducible page 31 about the family in the story. Use the picture frame on reproducible page 33 for drawing family pictures and sharing with the class.

After reading the story, can you answer these questions about the little girl’s family? Use the book to help you.

1. What does she call her mother? Mama
2. What does she call her grandfather? ________
3. What does she call Aunt Ida’s husband? ________
4. Does she have any brothers or sisters? _______
5. Is her cousin a boy or a girl? (Hint: Find the picture.) _______
6. What other family members are in the story? _______

LeVar says, “The family is the most important team in the world.” After the fire the family worked as a team to make a new home. What did each family member do to help? Finish the sentences.

1. Mama ___________________________
2. Grandma _________________________
3. Aunt Sally _________________________
4. Aunt Ida __________________________
5. Uncle Sandy _______________________
6. Her cousin ________________________
7. Grandpa __________________________
8. The little girl _______________________

Answers: Mama, Grandma, Aunt Ida, Uncle Sandy, No, Girl, Aunt Sally, Grandpa
5•Grammar

DESCRIPTIVE ADJECTIVES

The word bank on reproducible page 35 contains adjectives taken from the feature story. Have students match the adjectives with the nouns they describe and write them in the blanks. Copies of the book will be necessary for this activity.

Answers: 1. old; 2. yellow, shiny; 3. yellow; 4. hard; 5. red & white; 6. stuffed; 7. kind, empty; 8. tall, orange; 9. spoiled; 10. comfortable; 11. big; 12. shiny, big

PAST TENSE - VERB ‘TO BRING’

Look at the pictures in the book that show the neighbors bringing things to the new apartment. Re-read the text below the pictures that tells what each person brought. Distribute reproducible page 37 and have students draw lines to match the people with the things they brought. Emphasize the past tense form of the verb as students read their answers aloud. Study the pictures to find other things that people brought that are not mentioned in the text: flowers, a lamp, bread, a clock, hangers, a bucket, a balloon. Ask who brought these items. Answers could be oral or written. Discuss how the neighbors and family members are working as a team.

Answers: Aunt Sally – curtains; Grandpa – rug; cousin – stuffed bear; Josephine – pots, pans, dishes; old man – bed; family across the street – table and 3 chairs.

To extend this activity, let students cut out the pieces of furniture drawn on reproducible page 39 and glue them in the rooms of the empty house. Discuss where each item belongs: living room, bedroom, dining room, kitchen, or bathroom.
**VERBS - 3RD PERSON SINGULAR PRESENT TENSE**

Ask students what they know about the little girl’s family after reading the story. What does her mother do everyday? What does her grandmother do? What does the little girl do?

The sentences on reproducible page 41 state some of the family’s regular activities. Students identify the verb in each sentence by answering the question, “What does she do?” and drawing a box around it. Focus attention on the ‘s’ ending of the verb by having students circle it and pronounce it carefully as they read the sentences. Have them rewrite or restate the sentences using the subject pronoun, ‘she’, in the place of the noun subject.

Personalize this activity by asking students where their family members work, or what they do at different times of the day. Chart their responses and have them make sentences that tell about the family members of their classmates. For example:

<table>
<thead>
<tr>
<th>Name</th>
<th>Place of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria’s father</td>
<td>supermarket</td>
</tr>
<tr>
<td>Habib’s mom</td>
<td>restaurant</td>
</tr>
</tbody>
</table>

**MORE VERBS - PRESENT**

On reproducible page 43 students choose the correct form of the verb and write it in the blank provided. Review the use of the third person singular ‘s’ ending of the present tense.

6. Pronunciation and Phonics

**‘CH’ - INITIAL AND FINAL**

Ask students to write the missing letters in the story title as it is written on reproducible page 45. Then have them practice saying/reading the words that begin and end with ‘ch’. Space is provided for writing sentences with ‘ch’ words from the story. Let students choose the words that they would like to draw and label.
7 • Writing

WRITING ABOUT TEAMWORK

The listening/writing dictation on reproducible page 47 is based on the segment of the video in which children respond to LeVar’s question: “What can you do as a team that you can’t do alone?”

Play this part of the video several times, pauses the tape and asking students to repeat what each boy or girl likes to do as a team. Then distribute the dictation and have them write the words that are missing from the children’s responses.

LISTENING DICTATION

Listen to the answers the children give. Then the teacher stops the tape. Fill in the missing word.

1. I like to run track. I’m the third leg on the relay _____________.
2. I like to play __________________.
3. I like to play soccer with all my ____________________.
4. I can’t play ________________ and seek by myself, because I need a lot of people.
5. I like to go to the ______________ and play frisbee with my friends.
6. I like to play ________________ with my friend Sheena and we play badminton.
7. I love going camping, fishing and hiking with my ____________________ and dad and two brothers.
8. I can’t play ________________ in the cheeze at school.

Watch this part of the video again. As the teacher pauses the tape, tell the children what each boy or girl likes to do as a team.

Example: 1. He likes to run track. He

Answers: 1. team; 2. baseball; 3. friends; 4. sing; 5. park; 6. cards; 7. mom; 8. hide

Note: This activity complements the Family Members exercise described on page 10.

WRITING FROM PERSONAL EXPERIENCE

The following topics and guided questions are provided as suggestions for writing assignments that are related to the theme of the feature story and video segments.

Your Money

- Do you earn money?
- Do you have jobs you do at home or in your neighborhood?
- What do you do with the money you get?
- Do you save your money?
- Do you keep your money in a special place?
- Are you saving your money to buy something special?
- How much have you saved?
- How much more do you want to save?
- Write a paragraph telling someone about you and your money.
- Illustrate your writing.

The Chairs in Your House

- How many chairs do you have in your house?
- What kinds of chairs do you have at home?
- In which rooms of your house are the chairs?
- Which chair is your favorite?
- What do you do when you sit in this chair?
- Why is it your favorite?
- Which one is your mother’s favorite?
- What does she do in this chair?
- Why is it her favorite?
- Illustrate your writing.

A Team Player

- Are you a team player?
- What do you do with a team?
- Who are the other people on your team?
- What is your job on the team?
- How do you feel about working with this team?
- Illustrate your story.

Helping Others By Giving

- The neighbors in the story helped the little girl and her mother by giving them things for the house to replace what they lost in the fire.
- Has anyone ever helped you by giving you something you needed?
- What did you need?
- Who helped you?
- Have you or your family ever helped someone by giving them something they needed?
- What did you give?
- How did you feel about it?
- How do you think the other person felt?
- Illustrate your story.
Your Favorite Part of the Story

- What was your favorite part of A CHAIR FOR MY MOTHER?
- Why did you like this part?
- Draw a picture to show what was happening.

A Fire

- Have you ever seen something burning?
- Write about some experience you have had with fire.
- What caused the fire?
- What was burning?
- Did anyone get hurt?
- Who put out the fire?
- How did you feel about what happened?

Fire Prevention

- Make a list of things you can do to prevent fires from starting.
- Write a report to present to your class.
- Make a poster that illustrates some important things to remember about fire prevention.
- Show the poster to the class and explain it.

What Would You Do?

- What would you do if there were a fire in your house?
- Ask five of your friends to tell you what they would do.
- Write your answer and your friends’ answers to the question.
- Read the answers to the class.
- Choose the best answers.
- Think of other good answers.
- Make a poster that illustrates what you should do in case of a fire.
8• Speaking Practice

NARRATING THE VIDEO ACTION

Play LeVar’s introduction and the first part of the video segment describing the training of firefighters at the New York Academy. Begin where they are putting on their coats and coats. Stop the tape when there is a close-up of a firefighter with the number 1203 on his helmet.

Replay the segment, pausing several times to ask students questions about what is happening. Then distribute reproducible page 53 and have students try to sequence the video action by putting the sentences in the order in which they occurred. To check their work, have them read the sentences in the correct order while the tape is playing.

Non-readers could number the pictures on reproducible page 55 to show the sequence they have watched. They could cut out the pictures, arrange them in order, glue them on another paper and try to tell the story to a partner.

8 Speaking Practice

SONG LYRICS

Watch the musical finale of the program in which LeVar and his teammates perform a song and dance. Tell students to listen carefully to the lyrics of the song. Ask them to think of a name for each different part of the dance.

The text of the song is provided on reproducible pages 57-59 for further reading and language study. There are four blanks for writing titles for the four parts.

Discuss how each different group works as a team.

Possible answers: Cheerleaders; The Diner; Firefighters; Basketball.
MONEY MATH - COINS

The activities on reproducible pages 61 & 63 provide practice in identifying American coins, reading prices and number words, and adding numbers with decimals.

Ask students about the currency in their native countries. Encourage them to bring a few coins and bills to show to the class.
9 • Art Activities

BULLETIN BOARD DISPLAY

Have the class practice working as a team to make a bulletin board or wall display about A CHAIR FOR MY MOTHER. Divide students into teams to do various parts of the project, which can be put together in stages over a period of days. After one project is completed, students can write about how the project was done, how jobs were divided, how they worked together to get the job done, how they handled any problems that arose, how they contributed to the team process, etc.

**Materials:** Construction paper, bulletin board paper, letter stencils, pencils, scissors, glue, tape.

**Jobs:** Cut out large paper letters for the title and author of the book

Design and make a border for the display. (Look at the colorful borders around the pictures in the book for ideas.)

Draw and cut out a very large armchair, like the one in the story, on bulletin board paper.

Cut out paper flowers.
Cut out paper leaves.
Draw a large jar.

Draw and cut out paper coins: quarters, dimes, nickels, pennies (or use plastic or paper coins from a math kit)

Glue the flowers on the chair.
Glue the leaves on the chair.
Glue the coins on the jar, or tape the plastic coins to it.

Make tape circles while letters are being cut.
Staple or tape the letters to the board or wall.
Staple or tape the chair and the jar to the board.

**Note:** Cut-out characters from the story could be added, sitting in or standing beside the chair.

Small individual chairs could be cut and decorated and displayed as a border.

DOT TO DOT - NUMBERS 1-50

Have students practice counting from one to 50 while connecting the dots to make the armchair on reproducible page 65.

Let them creatively decorate their chairs with crayons, paint or markers.
Appendix

A Chair For My Mother
PART I

1. What is the name of the story?
2. Who is the author?
3. Who is the illustrator?
4. Where does the little girl’s mother work?
5. What does the mother do at the diner?
6. How does the little girl help her mother at the diner?
7. What does the little girl do with the money she earns?
8. Who else puts money in the jar?

PART II

1. Why did they have to move?
2. Where were the little girl and her mother when the fire started?
3. Was anyone hurt in the fire?
4. What was spoiled?
5. Who did they stay with after the fire?
6. Where was their new apartment?
7. Did they buy all new furniture?
8. Who gave them some furniture?
9. Where did they take the money when the jar was full?
10. Then where did they go?
11. How many stores did they go to before they found the chair they wanted?
12. How did they take the chair home?
13. Where did they put the chair when they got home?
14. When does the mother sit in the chair? What does she do?
15. How did the family members help each other?
WHERE DID IT HAPPEN?  WHAT WAS THE SETTING?

Read the sentences from the story A CHAIR FOR MY MOTHER. What is the setting?  Think about where the characters are. Write the number of the sentence in the blank.

<table>
<thead>
<tr>
<th>AT THE DINER</th>
<th>AT THE BANK</th>
<th>AT HOME</th>
<th>AT THE STORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
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<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

1. I wash the salt and peppers and fill the ketchups.  (Where?)

2. We tried out big chairs and smaller ones, high chairs and low chairs, soft chairs and harder ones.  (Where?)

3. We exchanged all the coins for ten-dollar bills.  (Where?)

4. We called Aunt Ida and Uncle Sandy and asked them to bring their pickup truck to drive the chair home for us.  (Where?)

5. When I finish my job, the boss says, “Good work, honey,” and pays me.  (Where?)

6. We gave the man our coins all wrapped up in paper wrappers.  (Where?)

7. We set the chair right beside the window with the red and white curtains.  (Where?)

8. Uncle Sandy gave me a quarter.  He had to boost me up so I could put it in the jar.  (Where?)
A CHAIR FOR MY MOTHER

Vocabulary

able
called
can
carried
cat
all
and
apartment
armchair
ashes
asleep
aunt
back
bananas
bank
bargain
be
bear
beautiful
because
bed
believed
beside
best
big
bills
biggest
block
blue
boost
boss
brought
bunch
burned
but
buy
by

fall
family
fat
felt
fill
chair
finally
change
coins
comes
comfortable

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count
can
carry
cat
chair
charcoal
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clothed
clad
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completeness
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downtown

door
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downstairs

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day

daytime
give
go
goldilocks
good
grabbed

good
good

good
good

little
load

long

looking

left

left

left

left

left

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### A CHAIR FOR MY MOTHER

#### Vocabulary page 2

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#### ABBREVIATIONS

<table>
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<tr>
<td>D</td>
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<td>Opposites</td>
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<tr>
<td>A</td>
<td>Act Out</td>
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<tr>
<td>S</td>
<td>Synonyms</td>
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</table>
Find words in the story that
Write them in the

Parts of a House

Color:

Furniture

Fire
FAMILY

After reading the story, can you answer these questions about the little girl’s family? Use the book to help you.

1. What does she call her mother? Mama
2. What does she call her grandmother? _____________
3. What does she call her mother’s sister? _____________
4. What does she call Aunt Ida’s husband? _____________
5. Does she have any brothers or sisters? _________
6. Is her cousin a boy or a girl? (Hint: Find the picture.) _____________
7. What other family members are in the story? _____________

LeVar says “The family is the most important team in the world.” After the fire the family worked as a team to make a new home. What did each family member do to help? Finish the sentences.

1. Mama ________________________________.
2. Grandma ________________________________.
3. Aunt Sally ________________________________.
4. Aunt Ida ________________________________.
5. Uncle Sandy ________________________________.
6. Her cousin ________________________________.
7. Grandpa ________________________________.
8. The little girl ________________________________.

LeVar says “The family is the most important team in the world.” After the fire the family worked as a team to make a new home. What did each family member do to help? Finish the sentences.

1. Mama ________________________________.
2. Grandma ________________________________.
3. Aunt Sally ________________________________.
4. Aunt Ida ________________________________.
5. Uncle Sandy ________________________________.
6. Her cousin ________________________________.
7. Grandpa ________________________________.
8. The little girl ________________________________.
“... a wonderful, beautiful, fat, soft armchair...”

An adjective is a word that describes a noun (person, place or thing). Read the adjectives in the box and think how they were used in A CHAIR FOR MY MOTHER. What was shiny? What was empty? What was red and white? Write adjectives in the blanks below.

big        tall       old         hard         orange  
kind      shiny    empty    yellow     stuffed  
red and white    spoiled     comfortable

1. Grandma kept her money in an ___________________ leather wallet.
2. The new apartment had _______________walls and _____________ floors.
3. The little girl liked the ________________ tulips best.
4. The chairs in the kitchen were ________________.
5. Her aunt brought ________________ curtains for the windows.
6. Her cousin gave her a _________________ bear.
7. Their _______ neighbors helped them fill their _______ apartment.
8. They saw ______________, _____________ flames coming out of the roof.
9. After the fire all their furniture was _________________.
10. Her mother wanted to buy a ________________ chair.
11. Two ____________ fire engines came to put out the fire.
12. They put their ________________ coins in a ____________ jar.
What did the neighbors bring?

Draw a line to tell what everyone brought.

Aunt Sally brought a rug

Grandpa brought pots, pans and dishes

Her cousin brought a bed

Josephine brought red and white curtains

The old man next door brought a stuffed bear

The family across the street brought a table and 3 chairs
What does she do?

Read the sentence. Draw a box around the verb (action word). Draw a circle around the “s” at the end of the verb.

Her mother goes to work every day.

Her mother works as a waitress.

Her mother gets very tired.

Her mother comes home after work.

Her mother sits in a hard kitchen chair.

Her mother wants to buy a big soft chair.

Her mother puts her money in a jar.

The little girl helps her mother at her job.

Her mother’s boss pays the little girl for helping.

The little girl puts her money in the jar, too.

Her grandmother puts some coins in the jar.

The little girl wants a comfortable chair for her mother.
Read the sentences below. Choose one of the verbs in parentheses to complete the sentence. Circle your choice. Write it in the blank.

1. When her grandmother gets a bargain, she _______the savings in the jar.  
   (put, puts)

2. Everyday when her mother ________home, she empties all her change from tips out of her purse.  
   (come, comes)

3. Her mother ________at a small restaurant called The Blue Tile Diner.  
   (work, works)

4. Josephine, her mother’s boss, ________the little girl for filling the salt and peppers.  
   (pay, pays)

5. Her grandmother ________ at the kitchen table with them while they count the coins.  
   (sit, sits)

6. Her mother sits in the new chair and ________the news on TV.  
   (watch, watches)

7. In the daytime, her grandmother sits in the chair and ________to people going by.  
   (talk, talks)

8. When she finishes her work, Josephine ________, “Good work, honey.”  
   (say, says)

9. Sometimes her uncle ________ her a quarter to put in the jar.  
   (give, gives)

10. It ________ a long time to fill a big jar with small coins.  
    (take, takes)
ch ch ch ch ch ch ch ch

A __ __ air for my Mother

Practice saying these words with "ch" at the beginning. Circle the "ch".

chip chin chop check cherry chalk cheek

China chocolate chew chain church cheese

Practice saying these words with "ch" at the end. Circle the "ch".

catch rich match lunch beach teacher

Find these "ch" words in the story. Write the sentence.

1. chair ________________________________________________________________.

2. change______________________________________________________________.

3. children______________________________________________________________.

4. charcoal______________________________________________________________.

5. speech_______________________________________________________________.

6. bunch_______________________________________________________________.

7. watch______________________________________________________________.

8. reach ______________________________________________________________.
LISTENING DICTATION

LeVar says, "When people work together, they can do things that nobody can do alone." He asks, "What can you do as a team that you can’t do alone?"

Listen to the answers the children give. When the teacher stops the video, fill in the missing word.

1. I like to run track. I’m the third leg on the relay ____________________________.

2. I like to play ____________________________.

3. I like to play soccer with all my ____________________________.

4. I like to ____________________________ in the chorus at school.

5. I like to go to the__________________________ and play frisbee with my friends.

6. I like to play__________________________ with my friend Sheena and we play Fish.

7. I love going camping, fishing and hiking with my ___________________ and dad and two brothers.

8. I can’t play ______________________ and seek by myself, because I need a lot of people.

Watch this part of the video again. As the teacher pauses the video, tell the class what each boy or girl likes to do. Speak in complete sentences. Don’t forget the ‘s’ at the end of the verb.

Example: 1. He likes to run track. He’s the third leg on the relay team.
A School for Firefighters

LeVar Burton says, “Firefighters go to fire school to learn how to work as a team. Their classes are a lot like rehearsals. First they learn what to do. Then they practice it over and over until they can do it with their eyes closed when the heat is really on.”

Watch the part of the video about the New York Firefighters’ Academy. Number the sentences. What happens first, second, etc.?

________ The fire engine stops at the fire.

_______ The door opens and the truck comes out of the station.

_______ The driver turns on the sirens and red lights.

_______ The firefighters jump out of the truck.

_______ The firefighters put on their coats, boots and hats.

_______ They break the lock on the door with an ax.

_______ They pull the hose off the truck.

_______ The engine goes down the street and turns the corner.

_______ They open the nozzle and the water comes out.

_______ They go inside to put out the flames.

Read the sentences in the correct order while the video is playing to check your work.
TEAMWORK

Watch the dance at the end of the video. It is divided into four parts. The dancers are wearing different costumes in each part. Listen carefully to the words of the song. Think of a name for each part of the dance. Write it in the blank.

PART 1: ______________________________

Teamwork. Teamwork.
T-E-A-M Teamwork!
Teamwork. Teamwork.

You have a dream. You want to make it real.
You need a team, working up steam
To make your dream work. Teamwork.
Working it through, working together,
Whatever we do, doing it better,
As a team.
Teamwork! Teamwork!

PART 2:_______________________________

Haven’t got a moment.
There’s just too much to do.
My feet are really tired,
And my back is aching too.
But when I look around me I see
Friends working along with me,
I get energy, because I know
We’ve got
Teamwork! Teamwork!

You have a dream. You want to make it real.
You need a team, working up steam
To make your dream work. Teamwork.
Working it through, working together,
Whatever we do, doing it better,
As a team.
Teamwork! Teamwork!
PART 3: _______________________________

Alarms are sounding.
We’ve got to move out fast.
Hard work to do now,
Before the danger’s past.
No stopping once the work has begun.
This job’s too big for one,
But we’ll get it done ‘cause I know,
We’ve got Teamwork! Teamwork!

You have a dream. You want to make it real.
You need a team, working up steam
To make your dream work. Teamwork.
Working it through, working together,
Whatever we do, doing it better,
As a team.
Teamwork! Teamwork!

PART 4: _______________________________

Practicing patterns
Until each move is right
Let’s see some teamwork
The big game’s tonight.

(guitar)
When we put it all together and see
We score so easily
And it’s got to be
Because we,
We’ve got Teamwork! Teamwork!

You have a dream. You want to make it real.
You need a team, working up steam
To make your dream work. Teamwork.
Working it through, working together,
Whatever we do, doing it better,
As a team.
Teamwork! Teamwork!
MONEY

penny  nickel  dime  quarter  half-dollar
1¢      5¢      10¢     25¢      50¢

one cent  five cents  ten cents  twenty five cents  fifty cents
$.01  $.05  $.10  $.25  $.50

Draw these coins in the jar. Write the value on each coin.
three quarters, five dimes, seven nickels, ten pennies

How much money is in the jar?

Three quarters= $___________
Five dimes= $___________
Seven nickels= $___________
Ten pennies= $___________
Total: $___________
Write these amounts with decimals and dollar signs. Draw bills and coins for the amounts.

1. One dollar and forty two cents __________

2. Seventy eight cents ____________

3. One hundred thirty two dollars and fifty five cents ____________

4. Sixty two cents __________

5. Four cents __________
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by Robert Munsch, Firefly.
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EVERETT ANDERSON’S GOODBYE
by Lucille Clifton