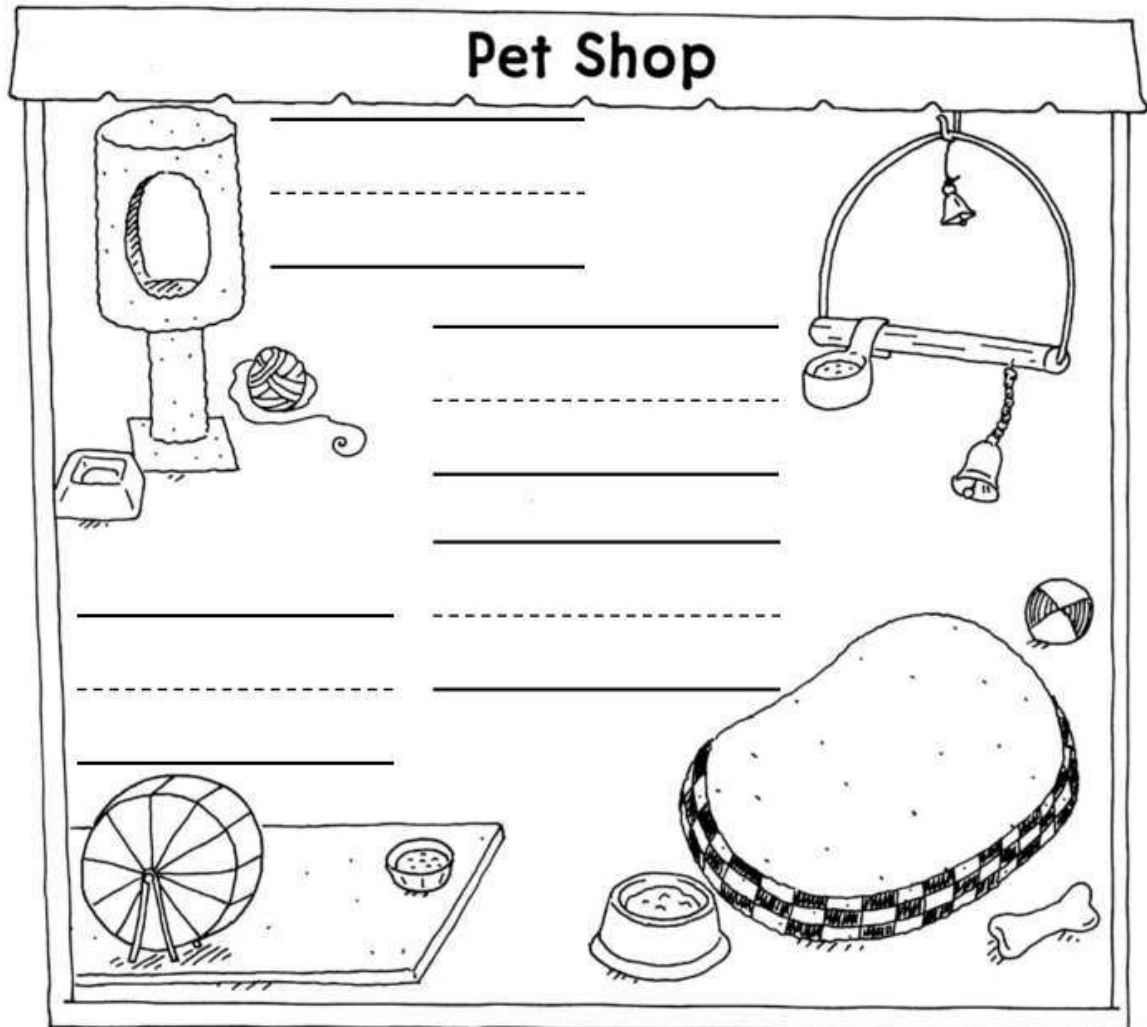


Name _____



Home Activity

My Favorite Pet Shop



© HMH Supplemental Publishers Inc.

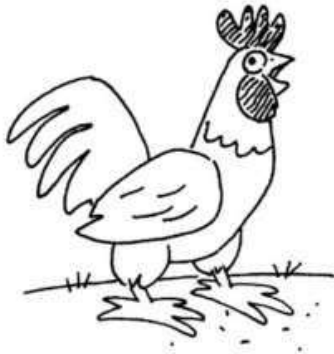
Directions:

1. Cut out magazine pictures of pets, such as a dog, a cat, a hamster, or a bird.
2. Invite your child to choose pictures of pets to put in the pet shop.
3. Say to your child Look at the store. Where will you glue the pictures? Then tell your child to give each pet a name and write it by the picture.
4. Ask your child how he or she would take care of each pet.



Home Activity

My Rooster Speaks Korean



rooster

Cock-a-doodle-doo! *English*

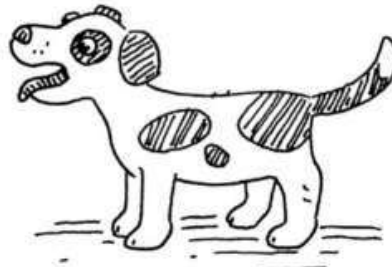
¡Ki-kiri-kí! *Spanish*

Ko-ki-yo! *Korean*

English Bow-wow!

Spanish ¡Guau, guau!

Korean Mong, mong!

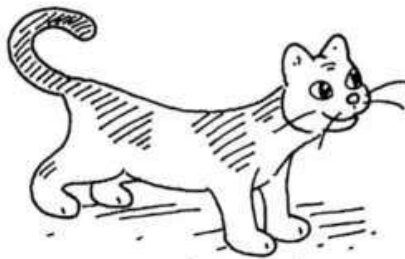


dog

Meow! *English*

¡Miau! *Spanish*

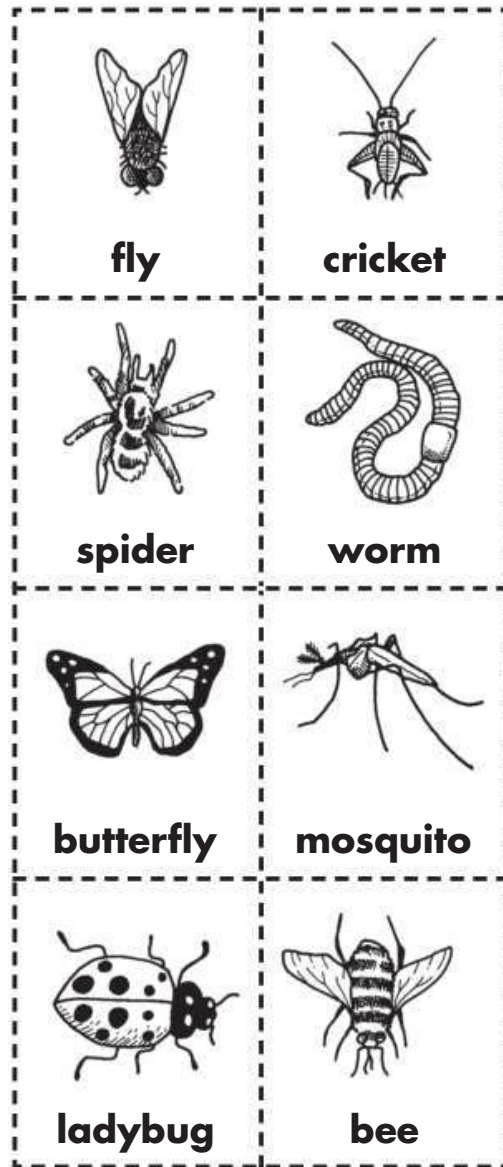
Yaong! *Korean*



cat

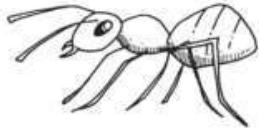
Mr. Frog on a log
Looks for lunch with Mrs. Frog.
He sticks his tongue out,
Yummy, yummy, yummy,
One little **cricket** in his tummy.





© HMH Supplemental Publishers Inc.

Directions: Have children cut out the cards on this page to lay on top of page 125.



ant



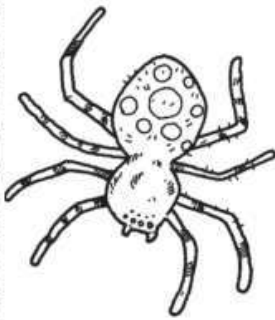
fly



grasshopper



caterpillar



spider



ladybug



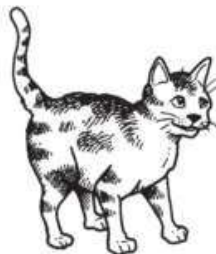
bee



butterfly



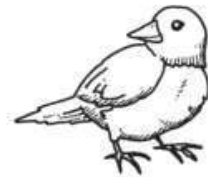
dog



cat



fish



bird

Language Practice Game 1

Preparing the Game

Mount pages **129–130 of the Teacher’s Resource Book** on a file folder to make one continuous playing board. Use Activity Cards that picture animals that a frog would eat, such as ant, fly, grasshopper, caterpillar, spider, ladybug, bee, and butterfly. Make small balls out of foil. For Versions 1 and 2, prepare one game board, one set of game cards, and one foil ball for each pair of children.

Playing Version 1

Divide the class into pairs of mixed language abilities. One child will feed Mr. Frog, the other will feed Mrs. Frog. Provide a game board and Activity Cards to each pair of children. Place the game boards on large tables or on clear floor space. Before beginning the game, introduce each Activity Card by holding it up and saying each word clearly. Then place the cards down. Model the following directions.

1. Children take turns tossing the foil ball onto one of the insects on the game board. They then place the corresponding Activity Card in their frog’s tummy.
2. The game continues until all the cards have been placed.

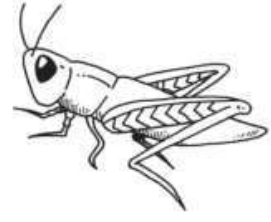
Differentiation for LANGUAGE STAGES

Entering	Emerging/Developing/ Expanding/Bridging
Encourage these children to say the name of the animal before placing it in their frog’s tummy.	Encourage these children to say sentences, such as Mr. Frog has a spider in his tummy.

© HMH Supplemental Publishers Inc.

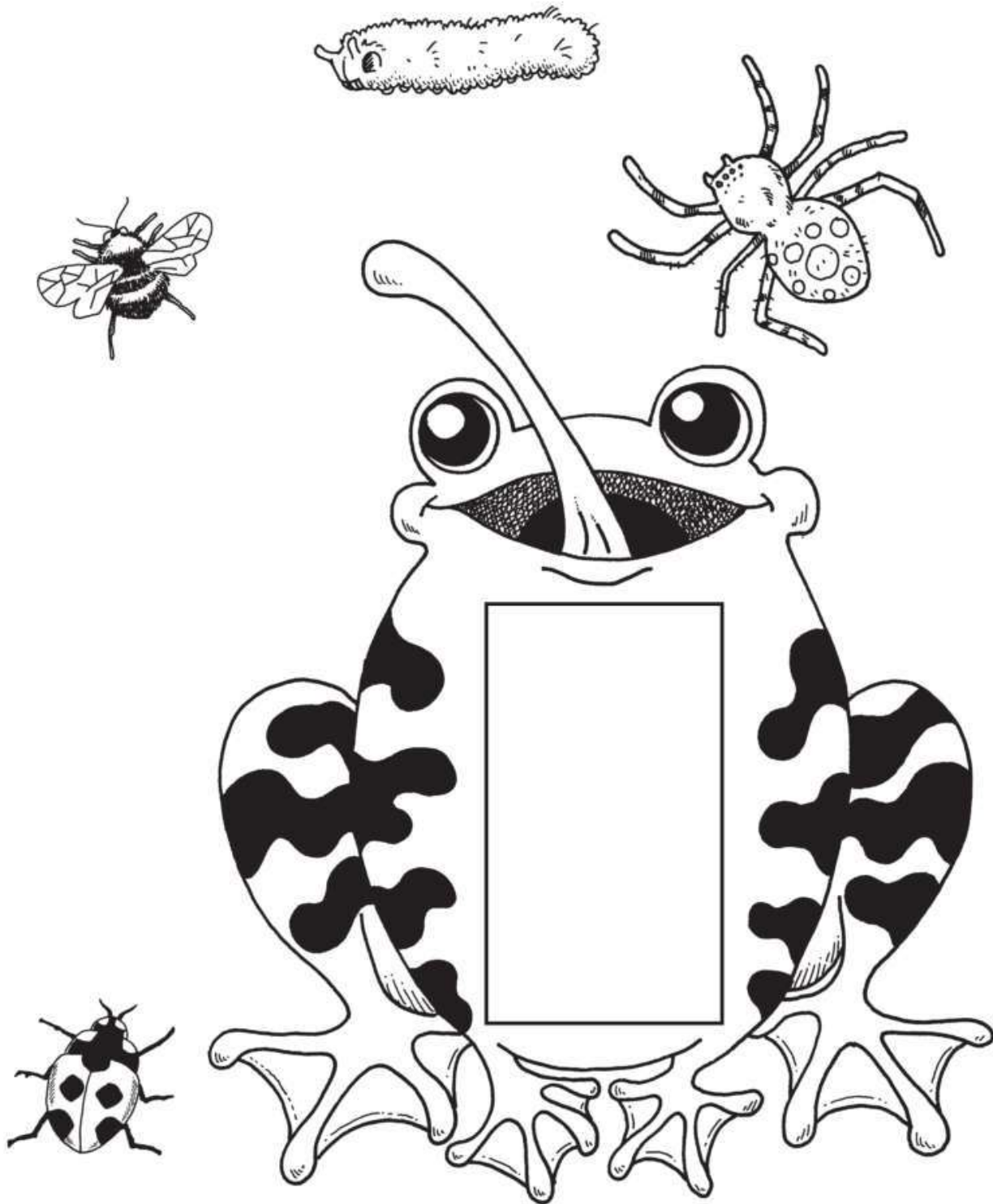
Playing Version 2

1. This is played the same way as Version 1. Divide the class into pairs of mixed language abilities. One child will feed Mr. Frog, the other will feed Mrs. Frog. Children take turns tossing the foil ball onto one of the creatures on the game board.
2. When the foil ball lands on an insect, children place that Activity Card in their frog’s tummy.
3. Children then compare the size of that creature to that of another on the board. For example, they might say An ant is smaller than a butterfly. The butterfly is bigger than the cricket.



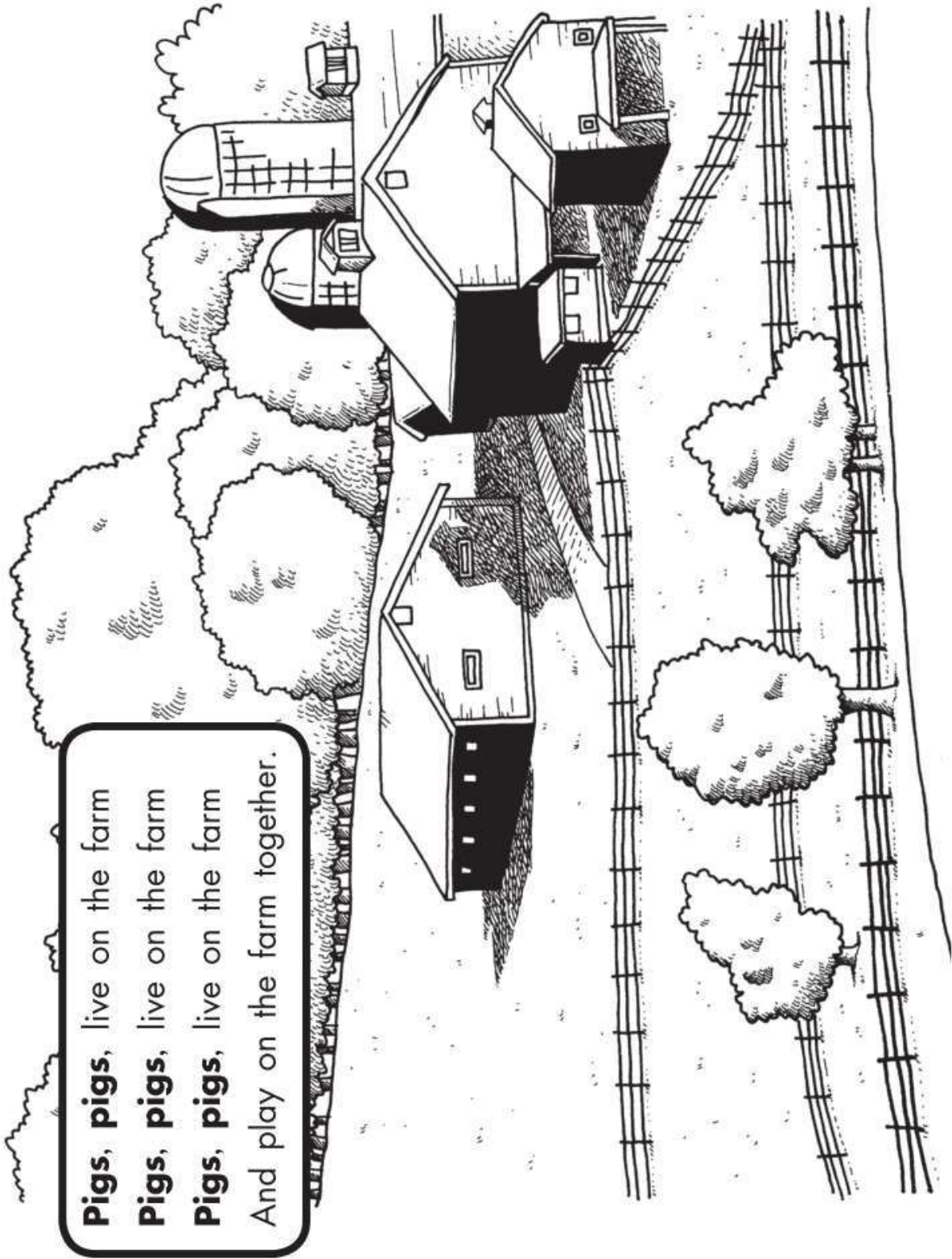
© HMH Supplemental Publishers Inc.

Mr. Frog

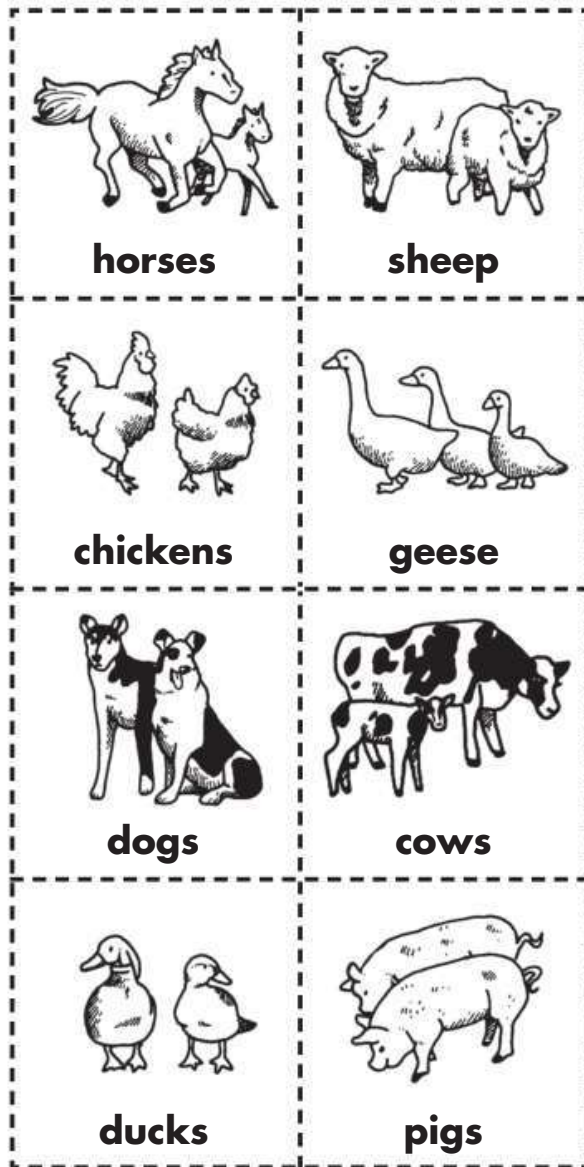


© HMH Supplemental Publishers Inc.

Mrs. Frog



Pigs, pigs, live on the farm
Pigs, pigs, live on the farm
Pigs, pigs, live on the farm
And play on the farm together.



© HMH Supplemental Publishers Inc.

Directions: Cut out the cards on this page to lay on top of page 131.