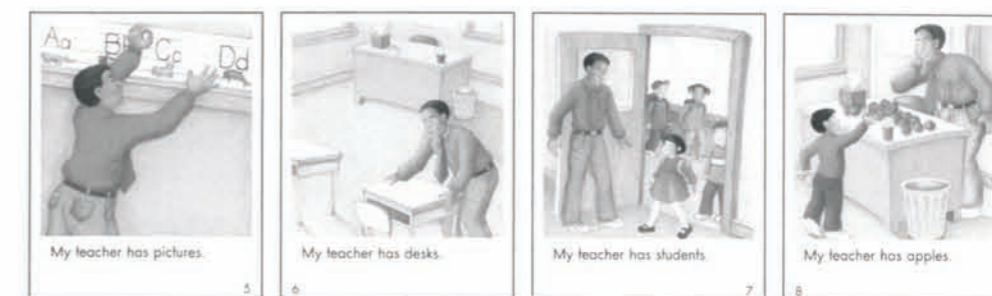


# The Teacher



## Key Words

## Introducing the Book

## Guiding the Reading

**Naming Words:** teacher, chalk, chalkboards, books, pictures, desks, students, apples

Show children the cover of the book and ask them who they think the man is. Once they identify him as the teacher, ask them to think of things that might be in his classroom. List the items on the board.

### Book Preview

**Pages 2–3:** Have children describe the things they see in the pictures. Discuss whether these things are found in your classroom. Have them look at the last word in each sentence and tell what they notice about these words. Discuss how knowing the word *chalk* can help them figure out the word *chalkboard*.

**Pages 4–5:** Have children describe the items on these pages. Discuss whether these items are found in your classroom.

**Pages 6–7:** Have children name the items in the pictures. Ask them to identify the time of day it is and tell which picture clues helped them figure it out.

**Page 8:** Discuss what's happening in the picture. Ask children how they think the teacher feels and why the students brought apples for him.

### Discussing the Book

After children have read the book softly to themselves, you can use the following questions to spark discussion.

- What time of the school year do you think it is? What details in the pictures make you think that?
- How is Mr. Coleman's classroom like our classroom? How is it different?
- Would you like to go to this school? Why or why not?
- Look at the picture on page 5. How do you think the alphabet letters and pictures might help children learn?
- Can you tell who was telling this story? (Point out that some stories are told by a narrator rather than by a character in the story.)

## Teaching Opportunities

### Consonant Digraph *ch*

Write the words *chalk* and *chalkboard* on the board. Tell children to listen carefully to the first sound in each word as you read them aloud. Explain that in these words the letters *c* and *h* make the sound they hear in *choo-choo*. You may want to have children vocalize the sound a train makes, *ch, ch, ch, ch*, as it goes down the tracks. Then tell children you will say some words. If they hear /*ch*/ at the beginning of the word, they should put their thumbs up. If they don't hear /*ch*/, they should put their thumbs down. You can use the following words or create your own list: *children, cat, chick, chain, kitten, cherry, checkers, chalk, come, chase, cheese, cold, cheek*. If you wish to include final *ch* you can use the following words: *bench, race, inch, beach, peace, reach, such, luck, peach, lunch, much*.

### Comparing and Contrasting

Make a list with students of all the items that were in Mr. Coleman's classroom. Encourage children to look carefully at the pictures for items that are not mentioned in the story. Then make a list of items in your classroom. Use a Venn Diagram to show the items found in both classrooms as well as the items found only in one or the other.

### Singular and Plural

Have children work with partners to find all the words in the story that mean one item and all the words in the story that mean more than one item (one—*teacher, chalk*; more than one—*chalkboards, books, pictures, desks, students, apples*).

## Curriculum Connections

### Mapping a Classroom

Explain that the pictures in the story show different parts of Mr. Coleman's classroom. Ask children to draw pictures that show the whole classroom. Tell them that the easiest way to do this is to pretend they are above the classroom looking down. When students finish their drawings, have volunteers share their work. Discuss some of the differences among the drawings, explaining that because the story never showed the entire classroom, they had to use their own experiences and imaginations to determine what some of the parts might look like.

### How Many?

Have children practice counting by asking them to count common items in the classroom. Begin by identifying the items you'd like them to count such as pieces of chalk, erasers, windows, lights, wastepaper baskets, pencil sharpeners, etc. List these items on the board with a blank in front of each item. When children have completed the activity, write the correct answers in the blanks and allow children to check their work.