

LET'S READ PICTURES



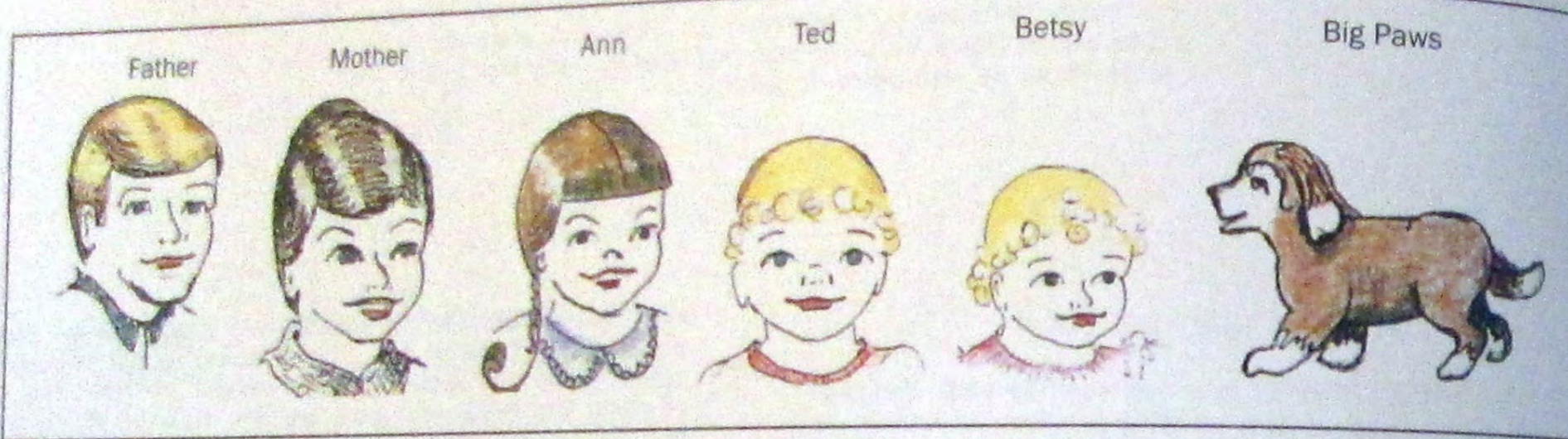
Introduction to the Family

The children will quickly notice that this is the same picture as the cover. Tell them that this book is full of stories about this family. Begin by pointing to the "snapshot" of each family member in turn and finding it in the picture. Example:
 -- This is Father. (Point to snapshot.) Can you find Father in the picture? What is Father doing in the picture? (Thumping out a basket of leaves.)

- This is Mother. What is Mother doing in the picture? (Raking leaves)
- This is Ann. She is in the third grade. Which do you think is Ann? What is she doing? (Jumping in the leaves)
- This is Ted. He's in the first grade just like you. What is he doing? What happened when he jumped into the pile of leaves? (His cap flew off.)
- This is Betsy. She is the baby of the family. She is only three. Do any of you

- have a little brother or sister who is three? Why is she holding her arm over her head?
- Is everyone having fun? How do you know?
- This is Big Paws, their puppy. Why do you think they called him Big Paws? Do you think he has big feet?
- Whose house do you think that is?
- What was Betsy playing with before she jumped in the leaves? (Dolly and the wagon.)

Have children go back and repeat the name of each family member. Discuss the color of their hair, their ages, etc.



Recognition of Characters

Getting ready

To begin the lesson, display page 2 again and ask children by turns to point to the character you name. For example: Which is Father? The child will point and say, "This is Father." Continue with the other characters until each child has had at least one turn.

Guiding the lesson

Turn to page 3. (You may let page 2 remain open.) Call attention to the many sketches of people and explain that you're going to see if they can find what you ask for. First you will look at the top row. (Cover the other rows with a piece of paper so their attention focuses on only the top row.) Point to the first three pictures on the left in the row; perhaps holding your hand over the other three. Ask: Can anyone find Father in this row?

Teach children to raise their hands if they think they can answer your question and wait until you call on someone. For this first answer choose a child who is most likely to answer correctly. He should answer by pointing to a picture and saying, "This is Father." Do not immediately agree or disagree with his answer. Say, "Is it Father? Let's check it out."

Then point out distinguishing parts (by comparing with pictures on page 2) which would prove whether the child was correct or not and let the class help decide. (Do not write in the book.)

Use the same routine for the last pictures in that row.

Now move your paper down to uncover the second row and use the same pattern to find Big Paws, and then Mother. Continue with each row, making sure that all children get an equal number of turns.

After all the pictures have been done, you can utilize them again by asking questions like those below. For this activity, let the whole page be uncovered so they need to find the correct pictures from the whole page.

Have children point to the character and answer in a sentence. You will probably have to say the sentence first for some children.

- Who was raking the leaves? (Mother was raking the leaves.)
- Who gathered the leaves in a basket? (Father gathered the leaves in a basket.)
- Who was sitting on a little wagon? (Dolly was sitting on a little wagon.)
- Whose cap flew off? (Ted's cap flew off.)
- Who held her hands over her head? (Betsy held her hands over her head.)
- Who has big feet? (Big Paws has big feet.)
- Who was wearing a white hood sweater? (Ann was wearing a white hood sweater.)

Which is Father?



Which is Betsy?



Which is Big Paws?



Which is Mother?



Which is Ted?



Which is Ann?



Which is Mother?



Which is Father?



IT'S SNOWING!

Establishing background

Ask children what season of the year they like best — spring, summer, fall, or winter. Then discuss some highlights of each season and its weather.

Guiding Interpretation

Part one:

- What season of the year might this be? Why?
- What do you think Betsy is saying? What does she see?
- What is Mother doing?
- What might Mother have been doing just before Betsy ran to the window? (Looking at a book with Betsy)
- Where do you think Ann and Ted are? (Probably in school.)
- Do you think Betsy is begging to go outside?
- Can she run out as she is? What will she need?

Part two:

- What is Betsy doing now? Why does she need boots?
- Where did they keep the boots? What else will Betsy need?
- What room is this? How do you know?
- Do you think Betsy is excited? How do you know? (The way she throws the boots)

Part three:

- Why did Mother come into the laundry room? (To help Betsy)
- Was she surprised to see Betsy with her boots on already?
- What might Betsy be saying? (Look, I got my boots on. Now I'm ready!)
- Do you think Betsy is ready now?
- What will Mother tell Betsy she needs yet?

Part four:

- What more did Betsy do now?
- Where did she get the cap and mittens? How do you know? (Closet door is open.)

- What is Betsy saying?
- How does Mother feel? Why? (Happy, because Betsy could do it by herself)
- What do you think Betsy will do outside?

Extra activity

Which season am I thinking of?

- Can make a snowman
- Birds build nests
- Can go swimming
- Pick apples off trees
- Go barefooted
- Play inside most of the time
- Rake leaves
- See little lambs
- Do not go to school
- Tulips bloom
- Go on a picnic
- Eat corn on the cob
- Play in the snow
- Wear mittens and boots

BUILDING COMPREHENSION

Getting ready

To get children ready for this page, give them some oral practice by playing a little game. Have pupils stand in a row facing you. Give each one a chalkboard eraser in his right hand. Tell them to listen carefully and see how quickly they can do exactly as you instruct. (This will be an exercise with the words into, on top of, under, over, toward, up).

- Put the eraser into your left hand.
- Put the eraser on top of your shoe.
- Place the eraser under your arm.
- Pass the eraser over your head to the other hand.
- Place the eraser under your chin.
- Place the eraser in the chalk tray.

Turn to page 35. Give each child a turn to study a picture and give a sentence telling what is happening there. Encourage them to make original sentences telling exactly what is going on. Examples:

- Ted is coming down the steps.
- Ted is going up the hill.
- Ted is standing on the hill.
- Ted is going down the hill.
- (or) Ted went over the hill.
- Ann is running toward the flowers.
- Ann is jumping over the flowers.
- Betsy is in the toy box.
- Betsy sits on the toy box.
- Betsy hides under the toy box.

