

Cornerstones Lesson Guide

Joseph Had a Little Overcoat

This lesson guide is part of a two-week teaching unit, which is based on a program from the children's literacy series on PBS, *Between the Lions*. Electronic copies of this guide can be found at www.pbskids.org/lions/cornerstones. The materials you will need in order to use the unit in the classroom can be found on our Web site.

The teaching unit was developed by the CPB/WGBH National Center for Accessible Media, as an outcome of the Cornerstones Project, which explored innovative use of technology to support literacy development for children who are deaf and hard of hearing.

The Cornerstones Project was funded under a grant from the U.S. Department of Education, Office of Special Education Programs, #H327A010005.

Table of Contents

Overview of Lessons	1
The Daily Sequence	3
Lesson 1	4
Lesson 2	10
Lesson 3	13
Lesson 4	16
Lesson 5	21
Lesson 6	25

Lesson Follow-up

You can find online games, writing activities, videos, and downloads at the Cornerstones Web site: pbskids.org/lions/cornerstones

Overview of Lessons

Please read through this entire guide before starting the unit. Familiarize yourself with the *Teacher Resources* on the Cornerstones Web site. These include an *Activity Workbook* that you can print out and copy for each student in the classroom, several printable games, and interactive online games.

Key words and essential concepts for understanding “Joseph Had a Little Overcoat” are spread over six lessons. Each word has many dimensions; children should learn at least one beyond the word’s most basic meaning in the story.

Lesson 1

Words: old, worn, overcoat, jacket, vest, scarf, necktie, handkerchief

Discussion Topics

- The story is a folktale adapted from a Yiddish folk song.
- The setting: Folktales teach lessons that are timeless and not rooted in a specific place. As this story has been passed down through Yiddish culture, it takes place long ago in an old Russian (or Polish) village.
- What makes clothes old and what can be done with old clothes

Lesson 2

Words: fasten, suspenders, button

Discussion Topics

- Joseph has a clever way to solve a problem. His overcoat becomes old and worn and he doesn’t want to throw it out, so he keeps coming up with new ways to use the material.
- Resourcefulness and the concept of recycling

Lesson 3

Words: city, lost, fair

Discussion Topics

- The city, and differences between cities, towns and villages
- Places you can visit

Joseph visits two places during this story: a fair and the city, where his married sister lives

Lesson 4

Words: nephew, sister, married, wedding, danced, sang, chorus

Discussion Topics

- Family relationships and family trees

Lesson 5

Words: drank, glass, hot tea, lemon

Discussion Topics

- Transformations of clothing and sequencing of the story

Lesson 6

Words: nothing, something, shows

Discussion Topics

- The lesson of the story: “You can always make something out of nothing.”

Don't forget...

to expose your students to the following high-frequency words and do a brief activity with these words each day. Try putting them into a spelling activity, using them in print or cursive exercises or writing short sentences where students can fill in the blanks with appropriate high-frequency words.

a
and
at
can
day
had

he
his
in
it
little
make

now
of
one
so
the
to

was
went
with
you

The Daily Sequence

This guide has six lessons. The document *Teaching Strategies*, found on the Cornerstones Web site, explains the instructional practices presented in the lessons. Please familiarize yourself with Cornerstones' terms.

Today's words

a list of vocabulary words to teach

1 Discussion topics

Discuss some or all of these topics with your students to enhance their comprehension of the story.

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a particular section of your choice. Remember to model your comprehension processes for the children by making your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.

After all lessons

In addition to the activities in the *Activity Workbook*, it is recommended that the children complete a writing activity every day throughout the unit. Suggestions are provided at the end of each lesson.

Lesson 1

Today's words

old, worn, overcoat, jacket, vest, scarf, necktie, handkerchief

1 Discussion topics

- The story is a folktale adapted from a Yiddish folk song. A folktale is a fictional story, passed down orally among a culture, whose purpose is to impart folk wisdom, or a lesson.
- A note about the setting: Folktales teach lessons that are timeless and not rooted in any one place. This Yiddish story is set in the kind of village where Jewish people typically lived (in Russia and Poland) and took place long ago.
- Discuss what makes clothes old and what people can do with clothes that don't fit or that they aren't able to wear anymore. Talk about giving or getting hand-me-downs, making clothing donations, and buying or selling clothes at resale shops. Try to get the various types of clothing mentioned in the story for children to dress up in. Good Will and Salvation Army shops are good places to look for old clothing.

Background, for your own information, or to share with the children as you like: Yiddish was the primary language spoken by Jews in Europe and Russia for hundreds of years and is still spoken today. If you look closely at the pictures in the book, you will see Yiddish written with both Hebrew and Roman (English) letters. Also, the story on the *Between the Lions* show has side comments spoken with a Yiddish accent.



2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 1 Word Knowledge

old

- Old is an adjective and is a relative term. What one person might consider old, another may not. A teenager might think a 25-year-old is old. A 70-year-old might think a 40-year-old is young.

Old has many meanings and nuances:

Having lived for a long time: an old dog.

Of a certain age: three years old.

From the past; not new: an old song.

Already known: old news.

Traditional: old ways.

Stale food: old bread.

Known for a long time: old friends.

Former: an old teacher.

Worn out; used: an old pair of shoes.

- Opposite – new, young, fresh. (These terms are also relative.)
- List things that are old, that have been around for a long time, such as the car, and more recent inventions, such as DVD technology. Each person may have a different opinion about what is old and what is considered new.
- Have the students make a list of people they know who are young and who are old.
- Ask the students questions about a person's age that start, "How old is/are _____?"
- Discuss and illustrate sentences that contrast old and new, and old and young. For example, contrast an old bike with a new bike, and an old person with a young person. Create sentences both in sign and print.
- Synonyms – ancient, antique, elderly
- Rhyming words (*-old* word family): old, bold, cold, fold, gold, hold, mold, sold, told

Create a word wall of words that rhyme with old.

Emphasize this word family with speech or finger play (fingerspelling).

Lesson 1 Word Knowledge

worn

- Worn can be an adjective or past participle of wear; for example, *His pants are worn at the knees* and *He has worn those pants every day this week.*
- List each of the following uses of worn and write examples:
Worn out (old, can no longer be used): *My favorite sweater is worn out and has holes.*
Worn out (tired): *The girl is worn out from playing basketball and needs a rest.*
Worn away (faded): *The corner of her desk is worn away.*
Worn down (tired): *He felt worn down from working so hard all week.*
Worn in (used): *His new shoes are worn in and are more comfortable now.*

Have one student role-play a sentence while the others guess which meaning was acted out.

- Talk about items in various states of wear, using the terms *worn out*, *worn away* and *worn in*.
- Point out how *wear* and *wore* are related to worn. List and discuss things you can wear and put them into categories, such as clothing and accessories (shirt, pants, dress, coat, vest, jacket, hat, shoes, costume, uniform), jewelry (necklace, bracelet, earrings), and miscellaneous (barrettes, a wig, fake tattoos, glasses).

overcoat

- plural – overcoats
- Overcoat is a compound word: over + coat.
- An overcoat is a *coat* that you wear *over* other clothing, usually a longer, fuller coat compared to a jacket. You can wear an overcoat over a jacket, such as a blazer.
- List and discuss kinds of coats and jackets, such as raincoat, snow parka, jean or denim jacket, sport coat, blazer, tuxedo jacket, leather jacket, cloak, fur coat.
- Matching activity. Use pictures of different types of jackets and coats or have real coats and jackets in the classroom during this activity. Describe a type of coat or jacket in a riddle and have the students match the appropriate item to its description. For example: I can be different colors. You wear me when it's wet outside. I keep you dry. What am I?
- Raincoat is a compound word: rain + coat. It is a *coat* that protects you from getting wet in the *rain*. It is usually made from special material.
- Discuss the meaning of an *animal's coat*, *coat of paint* and *coat hanger*.

Lesson 1 Word Knowledge

jacket

- plural – jackets
- Jacket has various meanings and usages. Discuss them with the students.
 - a short coat
 - the outer covering of a book (book jacket)
 - the skin of a baked potato
 - yellow jacket (bee) — Ask the students why they think this insect is called a yellow jacket.
 - life jacket (or life vest) — Discuss what a life jacket is used for. Ask the students why they think it is called a life jacket.
- Make a semantic web in the outline shape of a jacket. Put the type of jacket and its function in the middle. Describe its features: long sleeves, collar (or lapel), type of fastener (buttons, zipper, Velcro), color, material.

vest

- plural – vests
- Discuss the main features of a vest. It has no sleeves and is usually worn over a man's shirt or a woman's blouse.
- Revisit the discussion on life vest and life jacket above. Ask the students if they prefer to call it a life vest or life jacket.
- Discuss other *-less* words. When discussing each topic, have the students state what the item is without. Examples:
 - shoeless: without shoes
 - motherless: without a mother
 - homeless: without a place to live
 - penniless: without any money (not just pennies)
 - speechless: unable to speak, temporarily
- Have students create other words using *-less*. These can be silly. For example: I am chairless. I am coatless. I am hairless. The students can make illustrations to go with their words.
- Rhyming words (*-est* word family): best, jest, nest, pest, rest, test, west, zest, chest, crest, guest, quest.

Create a word wall of words that rhyme with vest.

Emphasize this word family with speech or finger play (fingerspelling).

Using an oak tag or cardboard pattern of a vest, have the students write rhyming words on the vest with an illustration for each.

Lesson 1 Word Knowledge

scarf

- plural – scarfs or scarves
- A scarf is a piece of cloth usually worn around the neck or on the head for warmth or decoration. It can be either square or oblong and made of any soft material. Try to elicit these and other features from the children with the activity below.
- Bring in scarves of different fabrics, shapes, and purposes. As you show each to the students, ask the following questions:
What is this scarf used for?
Describe this scarf (size, shape, material, colors).
Where on your body can you wear this scarf?
When do you use this scarf?
- Have each student make a scarf out of oak tag with fringe of yarn. Use this scarf as the topper for a mobile and hang four 3x5 cards from it. Students write one question from the list above on the front of each card and their responses on the back.

necktie

- plural – neckties
- Necktie is a compound word: neck + tie.
- You wear a necktie around the neck with a knot in front. It is more often called a *tie*. Men often wear ties at work and during special occasions.
- Make a semantic web with an outline of a necktie as the center. Ask and write the following questions on the web: Who can wear a necktie? What designs can a necktie have? What can a necktie be made of? Where would you wear a necktie (to what kind of event)?
- Find pictures of people wearing different styles of ties.
- Bring in different styles of neckties. Describe and expand on the use of adjectives during this activity; for example, long, striped, polka dot, floral, solid. Have students draw or make their own necktie with cardboard and describe the material and design they used. The students can cut out their neckties and wear them in class, secured with yarn or a ribbon.
- Show a picture of a bow tie or bring one into class and explain how it is different from a necktie.
- Tie can be a noun or a verb.
Noun = an article of clothing worn around the neck
Verb = to secure shoe laces, rope, ribbon, tie, or any thin material with two ends
Noun = when the score in a game is the same for both teams or sides
Verb = to end the game with the same score for both teams or sides

Lesson 1 Word Knowledge

handkerchief

- A handkerchief is a small, square cloth that can be decorative or used as a tissue.
- plural – handkerchiefs or handkerchieves
- Bring in some handkerchiefs and show that they come in different sizes, shapes, colors, patterns, materials. Some examples include a lacy woman’s handkerchief, a plain white cotton men’s handkerchief, and a bandana.
- Point out that a kerchief is a square cloth for the head, or a small *scarf*.

Writing

- Have the students pick a favorite season and write about an activity they might do and clothing they would wear at that time of year. For example: If a student picks winter and the activity is sledding, they would include boots, hat, scarf, mittens and snowpants.

Clothing Templates

There are templates for an overcoat, jacket, vest, scarf, necktie, handkerchief, and suspenders in the *Activity Workbook*, found in the *Teacher Resources* section of the Cornerstones Web site. You may want to use these for a variety of activities throughout the unit.

Lesson 2

Today's words

fasten, suspenders, button

1 Discussion topics

- In the story, Joseph has a recurring problem. His clothes become old and worn over time. But Joseph is resourceful and creates a new article of clothing from each one that wears out. The piece of material is transformed over and over until it disappears.
- Discuss the idea of being resourceful. Teachers frequently make the most of limited resources; point out ways that you have been resourceful. Ask the students if they have ever been resourceful. Ask if they have ever been clever enough to change something old into a new item.
- Discuss recycling and what it means to recycle various materials in our everyday environment. Show some products made with recycled materials and how this is being resourceful.

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 2 Word Knowledge

fasten

- Fasten is an action to make something stay in place or to keep from opening. It is a generic term that is not commonly used.
- Note that *fasten* comes in different forms: fasten, fastens, fastened, fastening.
- The items that you use to fasten with are *fasteners*. As with *fasten*, *fastener* is not a commonly used term.
- List and discuss ways of fastening things, such as button, tie, snap, hook, knot, buckle, Velcro, glue, tape, staple, nail, paperclip. Make a chart and list which items you can use to fasten clothing. Talk about how the other items are used. See if the students can come up with categories of fasteners. Point out that all of them are types of fasteners.
- Bring in a variety of fasteners or items that can be used to fasten one thing to another, such as Velcro, button, tie, snap, hook, buckle, rope, glue, tape, paperclip, staple, nail, and demonstrate how you use each type.
- Take some objects or clothing and have the students demonstrate methods of fastening. Which methods are more appropriate for clothing? Which methods are more appropriate for other things like paper or wood products? Make sure everyone uses the word *fasten* during this activity.
- Expression: Fasten your seatbelt.
- Explain that even though the word *fast* appears in *fasten*, it has nothing to do with speed or being fast.

suspenders

- A pair of suspenders is an article of clothing used to hold up pants or a skirt, or for decorative purposes.
- Note that *suspenders* is always in the plural; we often say *a pair of suspenders*.
- You can fasten a pair of suspenders to your pants or skirt with clips or buttons.
- A fireman's uniform often includes suspenders.
- Bring in a real pair of suspenders and demonstrate how they function.
- *Suspend* (the verb) can have several meanings or nuances:
hang with free movement: suspend something from a high place
take away a privilege: suspend from school; suspend a drivers license
interrupt or delay: suspend production; suspend a game
- *To be in suspense* is to be waiting anxiously for something that has an uncertain outcome.
- A suspension bridge is a type of bridge that is held up by strong cables.

Lesson 2 Word Knowledge

button

- plural – buttons
- A button is a kind of fastener.
- Buttons can also be used purely for decoration.
- Button can be both a noun and a verb:
Noun = a small fastener (usually round) that holds clothing together
Verb = the action of fastening clothing with a button
- Ask the students if they have any buttons on the clothing they are wearing in school today. Have the students point out the buttons that are fasteners and those that are decorative.
- Discuss what types of clothing might have a button.
- Have the students bring in various buttons from home and make a classroom collection.

Sort the buttons by size, shape and color. Also sort by old and new and reinforce the concept that these terms are relative. Make a graph gluing the buttons onto the appropriate category; for example, if you sorted by color, glue all the blue buttons in a column, etc.

Use the buttons to create math stories and use them as math manipulatives.

Create a collage that uses buttons.

- Expressions: cute as a button, button up (zip it, be quiet), on the button
- Another meaning: part of a machine or device that you push to make something happen, such as on a phone, *up* and *down* buttons by the elevator, on a remote control device, and many others. Ask the children to identify these types of buttons in the classroom or around the school.

Writing

- Write about a time when you were resourceful or someone you know was resourceful.
- Have the students design their own original machine or robot with different buttons and have them label the function of each button. Write a few sentences to describe the machine or robot and what it is used for.

Lesson 3

Today's words

city, lost, fair

1 Discussion topics

- Joseph visited two places during this story: He went to the fair and to visit his married sister in the city. Discuss places the students have visited in the recent past.
- There are different types of municipalities — city, town and village — with a city having the greatest number of people.
- Cities, towns and villages have many of the same features. Children can brainstorm what is in their city, town or village. The list may include neighborhoods, parks, schools, libraries, shops, restaurants, houses, apartment buildings, churches, office buildings, hospitals, streets, public transportation systems, movie theaters, ballparks, etc. Discuss with the students how cities are different from towns and villages.
- Ask the students where they think Joseph lived. When Joseph went to visit his married sister in the city, this implies that he did not live in a city, but in a village or the countryside.

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 3 Word Knowledge

city

- plural – cities
- A city is a place where many people live and work. Some cities have very large populations, such as New York City, while others are relatively small.
- Describe what life is like living in a city vs. living in the country or a smaller town.
- Discuss the concept of many and few related to things found in a large city vs. those found in a small town and less densely populated areas.

Make two charts with the words *few* and *many* at the top of two separate columns.

Label one chart “Small Town” and the other chart “Big City.”

Have students brainstorm ideas for each column.

Examples of *few* in the city could be: trees, farm animals, grassy hills, vegetable gardens.

Examples of *many* in the city could be: people, cars, tall buildings, stores, streets, traffic lights.

When this activity is complete, point out that whatever a big city has fewer of, a small town or rural area has more of, and vice versa.

fair

- A fair is a temporary enterprise offering amusements and things for sale.
- There are many kinds of fairs, such as spring fair, holiday fair, book fair at school, agricultural or horticultural fair, street fair, country fair, carnival.
- List and discuss things that you might find at a fair, such as carnival rides, animals, cotton candy, fried dough, crafts.
- Make a semantic map for the word *fair*. Decide on the type of fair and write that in the middle of the map, with the following headers: What might you see (at this type of fair)? What might you buy? What might you do? What might you eat? Make a new semantic map for a different kind of fair.
- *Fair* has several meanings and usages. The following are all adjectives:
just: fair treatment, as in the sentence, *That is not fair.*
balanced: fair decision
balanced according to the rules: fair play
not out of bounds; may continue to play: fair ball
mild, calm: fair weather (not stormy)
pale, light complexion: fair skin

Lesson 3 Word Knowledge

lost

- Lost is an adjective and a verb. In this lesson, we discuss the verb only.
Verb = past tense of lose
- Note the following meanings of lose:
to be unable to find (this can refer to losing an object or losing one's way)
to not win a game
to have no longer or be without
- Opposite of lose = find (first meaning), win (second meaning), regain (third meaning)
- Ask the students if they've ever been lost or know someone who got lost. How did they feel? Who did they go to for help? For how long were they lost? Who finally found them? Ask the students what they would do if they became lost. Make a list of places where it would be easy to become lost.
- Have students role-play walking down the street and having an object fall out of their pocket unknowingly. They arrive home, look in the pocket for the object and say, "I *lost* my _____. It is not in my pocket. Where *could* I *have lost* it? or Where *did* I *lose* it? Focus on the English constructions of *lose*.
- Lose has several usages related to the third meaning, above:
to lose time
to lose consciousness
to lose one's hearing
to lose one's temper
to lose one's balance
to lose weight
- Expression: the lost & found

Writing

- Ask the students if they've ever lost something. Make a list of their responses.

Have the students write a story about someone or something that becomes lost and how the person or the object was found.
- Write about what Joseph's village might have been like. What kinds of shops would be there and what would the homes be like?

Lesson 4

Today's words

nephew, sister, married, wedding, danced, sang, chorus

1 Discussion topics

- Begin this lesson by drawing a family tree with blank boxes for the students to fill in regarding their own personal families (or use the template in the *Activity Workbook*, found in the *Teacher Resources* section of the Cornerstones Web site). Send the family tree home and ask parents to help fill it in. Ask the students to bring in photographs, if available, to match with the family members' names. Once trees are completely filled in, ask students questions about relationships; for example, Who is your father's sister (your aunt)? How many nieces does your mother have? How many cousins do you have? What is your father's mother's name (your grandmother)?

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 4 Word Knowledge

sister

- Discuss family members and their female/male counterparts: mother/father, wife/husband, sister/brother, daughter/son, niece/nephew, aunt/uncle, grandmother/grandfather
- Look at the family trees and identify where the category for sister is. Note that some students will have sisters, but also, some of their parents will have sisters (their aunts).
- Have the students read or write the following sentences.

My sister is _____. I am the sister of _____.

My mother is _____. I am the son/daughter of _____.

My father is _____. I am the son/daughter of _____.

My grandmother is _____. I am the granddaughter/grandson of _____.

My aunt is _____. I am the niece/nephew of _____.

My uncle is _____. I am the niece/nephew of _____.

Use the family tree to gather information and fill in the corresponding names.

- Make up a fictional family tree on a large chart for the whole class to see. Provide clues about someone on the tree and ask the students who it is. For example: I am the mother of Erin. I am the sister of Sheila. I am the wife of Tim. Who am I?

nephew

- Look at the family trees and identify where the category for nephew is.
- Review relationships and the female/male counterparts for: aunt/uncle, niece/nephew, cousin. Explain that *cousin* has no gender; it can be male or female.

Ask the boys if they are someone's nephew and the girls if they are someone's niece. Do they have an aunt or uncle?

married

- If you are married, you have a husband if you are a woman and a wife if you are a man.
- When you get married, you are called a bride if you are a woman and a groom if you are a man.
- Marriage is the state of being married.
- Note that the verb *marry* comes in different forms: marry, marries, married, marrying.

Lesson 4 Word Knowledge

wedding

- A wedding is a ceremony that takes place when two people get married.
- Discuss and list things you might see or hear at a wedding, such as bride, groom, gown, veil, bow tie, tuxedo, wedding rings, aisle, flowers, music, candles, food, dancing, singing, church, temple, priest, rabbi, judge, and others.
- Discuss and list other kinds of celebrations, such as birthday parties, Thanksgiving, Christmas, Hanukkah, a baby naming, graduation. Discuss what takes place at these celebrations.
- Hold a mock wedding in the classroom and assign roles to each student, such as minister, priest, or rabbi, bride, groom, best man, maid of honor, bridesmaid.
- The verb form is *to wed*, although it is not commonly used.

chorus

- A chorus is a group of people singing together.
- Discuss where you might find a chorus of singers (church, at school, in your town/ community). Discuss what it means to sing in a chorus.
- Discuss what a men's chorus is. Explain that only men sing in it.
- List and discuss other names for groups of people, such as tribe, class, team, troop, choir, family, squad, jury, trio, band, orchestra.
- List and discuss names for groups of animals, such as flock, pride, pack, herd, gaggle, school, pod.
- Play a game in which the students must identify each group to fill in the blank. For example:

A group of Girl Scouts or Boy Scouts is called a _____.

We have six girls and two boys in our _____.

I saw a _____ of geese flying in the sky.

We learned about a Native American _____ from Massachusetts.

The _____ of fish swam under our boat.

Lesson 4 Word Knowledge

danced

- Danced is the past tense of dance.
- Dance can be a verb or a noun.
Verb = to perform a set of rhythmic movements, usually to music
Noun = rhythmic movements, usually accompanied by music
Noun = a gathering where people dance
- Discuss and list (and the brave ones can demonstrate) different kinds of dances, such as ballet, tap, jazz, hip hop, the twist, fox trot, disco, swing, waltz, polka, square dancing, line dancing, folk dancing.
- Incorporate movement into a lesson about adverbs that might describe dancing, such as slowly, quickly, happily, joyfully, wildly, sadly. Ask the students to dance slowly, etc., as they take turns going through the list.
- Incorporate movement into a lesson using the simile “dance like a ____” and have students act out the phrase. Some examples are: Dance like a robot. Dance like a bird. Dance like a rag doll. Dance like a ballerina. Dance like a cat. Dance like the wind.
- Discuss regular past tense forms of verbs.

Most verbs add *-ed* in print to show past tense. Make a list of regular past tense verbs that simply add *-ed*, such as show, walk, jump, listen, knock, play, rest, kick, kiss, help.

Make a list of other verbs (like dance) that only add *-d* because the word already has an *e* at the end, such as use, bake, rake, blame, smile, tie, lie, sneeze, squeeze.
- Note that most of the verbs in “Joseph” are irregular past tense and the above-mentioned rules do not apply. Make a list of irregular verbs from the story and show their present and past forms: lose/lost, get/got, sing/sang, drink/drank, wear/wore, have/had, is/was, give/gave, grow/grew, make/made, and go/went.

Other common irregular past tense verbs include: do/did, sit/sat, write/wrote, read/read, come/came, buy/bought, ride/rode, say/said, tell/told.

Note that *to be* is more irregular than the others, with many different forms: *be, am, is, are, was, were, been, being*.
- Create different word walls for verbs that end in *-ed*, verbs that end in *-d*, and verbs that have an irregular past tense form.

Lesson 4 Word Knowledge

sang

- *Sang* is the past tense of *sing*.
- Note that *sing* comes in different forms: sing, sings, singing, sang, sung.
- Use the words *sing* and *sang* in sentences.
- Discuss the difference between the way people sing and birds sing.

Writing

- Have students write a sentence about their favorite way of dancing and illustrate it.
- Have the students write about how they think Joseph danced at the wedding in the story. Ask them to include the kind of dance as well as who he danced with.
- Write about a family gathering that you have attended recently. Write about the people who were there, including their names as well as their relationship to you.

Lesson 5

Today's words

drank, glass, hot tea, lemon

1 Discussion topics

- Review the transformations of Joseph's clothing in the story: overcoat – jacket – vest – scarf – necktie – handkerchief – button (used to fasten suspenders) – story. Sequence these with your students.

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 5 Word Knowledge

drank

- *Drank* is the past tense of *drink*.
- Note that *drink* comes in different forms: drink, drinks, drinking, drank, drunk.
- Drink can be a noun and a verb.
Noun = a glass or cup of liquid that you swallow
Noun = a sip or swallow of liquid
Verb = to swallow liquid
- Discuss and list things you can drink from, such as cup, tumbler, glass, teacup, mug, water bottle, baby bottle, jug.
- Rhyming words with drink (*-ink* word family): blink, link, rink, pink, sink, wink, think.
Rhyming words with drank (*-ank* word family): bank, rank, sank, tank, yank, blank, crank, prank.

Create word walls for these two word families.

Emphasize these word families with speech or finger play (fingerspelling).

glass

- plural – glasses
- Glass can have more than one meaning:
A transparent material that can break easily
A container used for drinking

A pair of lenses to help a person see. Note that *glasses* is plural, or *pair of glasses* (also, eye-glasses and sunglasses). Children’s glasses are usually made of a special plastic material so they won’t break easily (so they’re not actually *glass*). Ask the students if they wear glasses or know anyone who wears glasses?
- Discuss and list things made of glass, such as eyeglasses, drinking glass (cup), window, bottle, some tabletops, car windshield, Cinderella’s glass slipper.
- Bring in items made of different materials, such as glass, plastic, wood, cloth, metal. Have the students think of other things made of similar materials and make a chart. Look around the classroom for items to add to each category. Discuss why some things are better when made with a particular material. Discuss why it is best that some things are not made of a particular material. For example, toys are not made of glass because glass is fragile and breakable. It would be dangerous if kids’ toys were made of glass.

Lesson 5 Word Knowledge

hot tea

- Explain that tea is a fragrant beverage made from the dried leaves of the tea plant or other aromatic plants. Bring in tea leaves and show tea bags.
- *Tea* can have more than one meaning:
a drink made with tea leaves and boiling water, served hot or over ice
a party that is held in the late afternoon serving tea and light refreshments
- Discuss the difference between hot tea and iced tea.
- Discuss the different ways that people like to drink tea. Make some hot tea with lemon, with honey, with milk or cream and sugar, and plain with nothing added. Have the children choose which they would prefer. Graph the results. Have them drink the tea in fancy teacups, if possible.
- Bring in different types of teas (jasmine, herbal, Earl Grey, cinnamon) and let the students sample them and choose which they prefer. Graph the results.
- Have a classroom tea party and invite others to attend.
- Words with tea: tea leaves, teabag, teacup, teapot, teakettle, tea party

lemon

- A lemon is a yellow, sour citrus fruit.
- Have the children use as many words as they can to describe a lemon; such as sour, yellow, fruit, oval, has skin or peel, juicy, has seeds.
- Bring in some lemons and have the students try tasting them.
- Use real lemons to make fresh lemonade, by adding water and sugar.
- Lemon can be an adjective, to describe a flavor or color; for example, lemon pie or lemon yellow color.
- Lemons are from the same family as oranges, limes and grapefruits. Ask the students what these fruits have in common (thick skin, sections, seeds, round or oval shape).
- Discuss and list other things that taste sour, such as lime, some types of candy (sweet tarts and lemon drops), some grapes, sour milk.
- Discuss and list other fruits that have a skin or can be peeled, such as apples, bananas, oranges, limes, kiwis.

Lesson 5 Word Knowledge

Writing

- Have the students create sentences using similes and make illustrations to go with each. Encourage children to use the words *yellow*, *sour* and *juicy*; however, any simile is acceptable. Make a classroom book with all the students' responses.

A _____ is yellow like _____.

A _____ is sour like a _____.

A _____ is juicy like a _____.

A _____ has skin like _____.

A _____ is as yellow as _____.

A _____ is as sour as a _____.

A _____ is as juicy as a _____.

- Have the students create and design an invitation to a tea party. Make sure the students include where and when the tea party will take place.
- Have the students create and design a poster to sell lemonade at a school event.

Lesson 6

Today's words

nothing, something, shows

1 Discussion topics

- Discuss the lesson in the story: "You can always make something out of nothing."
- Discuss the fact that this storybook was created from Joseph's experience of creating new articles of clothing and accessories out of items that were old and worn. If Joseph hadn't been so resourceful and clever, he would not have had the "material" to create this storybook.

2 Build word knowledge

Teach vocabulary conceptually and in depth, through experiences, illustrations, and discussions and elaboration. Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to the words conceptually and in print throughout each day of the unit.

3 Whole-class and independent reading

Present the story each day by showing the storyteller video, reading the book, or showing the story from the *Between the Lions* video.

Teach the printed text of a small section. Remember to model your comprehension processes for the children and make your thinking visible.

Ask comprehension questions relevant to the discussion topic of the day.

Make sure your students have the opportunity to:

- Retell the story in their own words.
- Read the printed text independently.



Lesson 6 Word Knowledge

nothing

- Nothing is a compound word: no + thing
- Other words with *no*: no one, nobody, nowhere
- Expression: *nothing at all* is more emphatic than *nothing*, as in, *Nothing at all bothers him.*

something

- Something is a compound word: some + thing
- Other words with *some*: someone, somebody, somewhere

show

- Note that *show* comes in different forms: show, shows, showing, showed, shown
- *Show* has several meanings and nuances:

Verb:

To prove or provide evidence for (the meaning in our story)

To bring into view: *Please show me your ticket to the movie.*

To make known: *Susie showed her anger by stomping her feet.*

To point out: *John showed me where the library was.*

To demonstrate or teach: *Mom showed us how to make a pie.*

Noun:

A display or something seen in public: *We went to see the art show.*

A TV program or theatrical performance: *Arthur is my favorite TV show.*

- Expressions: show-off, no-show, show and tell

More compound words with any – every – some – no

- anything — everything — something — nothing
- anyone — everyone — someone — no one
- anybody — everybody — somebody — nobody
- anywhere — everywhere — somewhere — nowhere

Lesson 6 Word Knowledge

Writing

- Ask the students to create short sentences using the various compound words with any – every — some — no.
- Ask the students to write about their favorite television show.
- Have the students pick something found in the classroom and write three or four short sentences to describe it. Have them begin their writing with, “I’m thinking of something that is _____.” For example: I’m thinking of something that is white. It has lines on it. We can write on it. (Answer: paper)

Words that can be both nouns & verbs

- Create a word wall of words from the story that can be *both* nouns and verbs. Note that some verbs and nouns made from the same word have the exact same form while some have slightly different forms.

drink

button

dance

show

tie

sing/song

fasten/fastener

suspend/suspenders

wed/wedding (point out that even though *wedding* has *ing*, it is not a verb)

- Point out to the students that when they see such a word in print, there may be a clue as to whether the word is a noun or verb. They can look for the word *to* or verb inflections (such as *ed* or *ing*) to know that it is a verb, or for articles or adjectives to indicate that it is a noun. You may also explain that they can put *to* before a noun to make it a verb and *a* or *the* before a verb to make it a noun. For example: to dance/a dance, to button/the button, to drink/a drink.
- Discuss the manner in which you sign the same concept as a noun or a verb in American Sign Language. You use the same handshape, but the noun typically has a single motion, while the verb has a double motion.
- It is very common for words to be both nouns and verbs, such as bat, cook, drive, phone, plant, play, ride, smile.

Final project for end of unit

- Use flashcards, real clothing, or images and sequence the changes that occurred to the overcoat throughout the story. Another way to start the sequencing activity is to have the students paste the templates from the Cornerstones Web site (in the *Activity Workbook*, in *Teacher Resources*) onto construction paper.

Students may use the sequenced cards for a writing activity. Below is an example of what students can write on each article of clothing.

overcoat	the title and author
jacket	the main character in the story
vest	places in the story
scarf	what happened at the beginning of the story
necktie	what happened in the middle of the story
handkerchief	what happened at the end of the story
button & suspenders	the lesson of the story: <i>You can always make something out of nothing.</i>

After finishing this activity, display the students' work on a makeshift clothesline in the classroom.

- Use a large paper bag and transform it into something smaller in just a few steps. For example; turn the paper bag into a book cover, then turn that into wrapping paper for a small package, then turn that into notepaper, and then turn that into a bookmark.
- Or try using a large cardboard box and transform it into increasingly smaller items. The students will have to show their own creativity.