

# Family Literacy Guided Lesson

## For The Old Man and His Door

### NY State Learning Standards

#### Learning Standards for English Language Arts

**Standard 1:**  
As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret apply, and transmit information.

### About the Book

#### The Old Man and His Door

Gary Soto, Author and Joe Cepeda, Illustrator

This story is the portrayal of a Mexican song that goes like this: *"La puerta. El puerco. There's no difference to el viejo."* In the story el viejo, the old man, does not listen very well, so when his wife tells him to bring el puerco, the pig, to a neighborhood barbecue, he hears la puerta, the door. Although he does not understand why his wife wants him to bring a door to a barbecue, he does as he is asked. As he walks down the road with a door hoisted onto his shoulders he encounters a variety of situations in which he is able to use the door to help his neighbors. Brilliantly colored pictures illustrate this gentle and playful tale that points out the importance of careful listening. Written in English with Spanish words sprinkled throughout the text, the book includes a glossary of Spanish words.

### The Language/Literacy Connection

#### Phonemic Awareness

Phonemic awareness is the ability to hear differences among the various sounds of one's language and to analyze spoken language based on those sound differences. All words are made up of a sequence of small units of sound called phonemes. The word cat, for example, consists of three separate sounds or phonemes (/c/- /a/- /t/). Children begin to develop listening skills that enable them to hear and produce sound differences at an early age. Babies roll sounds around their mouths, experimenting with the position of their tongue and lips to make the sounds they hear. Toddlers gesture to their caregivers to repeat again and again the sound combinations (words) that stand for the objects and actions in their world. They experiment with the production of phonemes, saying over and over a single sound such as /c/ at the beginning of cat. Preschoolers substitute one sound for another to make up silly words (bumblebee, fumblefee, mumbleme). They clap to the syllables in words or phrases, recognize alliterations (crazy cats can't cook), and make up rhyming words. Careful listening and language play help children hear and reproduce phonemes, which is crucial in learning to read. Phonemes are the foundation for understanding that letters represent sounds that make words.

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A Product of the  
Geneseo  
Migrant Center  
3 Mt. Morris-Leicester Rd.  
Leicester, NY 14481

Funded by New York State  
Department of Education,  
Migrant Education Program  
and  
New York State Family  
Literacy Partnerships  
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# Early Childhood Education-Infant/Toddler Level

## Sound Pockets

### PLS-4 Skills

#### Auditory Comprehension

- 3. Reacts to sounds other than voices in the environment
- 7. Discriminates one sound from another

#### Expressive Language

- 6. Vocalizes when talked to, moving arms and legs during vocalizations
- 8. Vocalizes two different vowel sounds
- 9. Vocalizes two different consonant sounds

### Before the Visit

#### Gather Needed Materials

- ♦ Six 6" squares of cloth
- ♦ Needle and thread
- ♦ Cellophane
- ♦ Scotch tape
- ♦ Small box, about the size of a tooth pick box, with a teaspoon of rice inside
- ♦ Large jingle bell

#### Prepare Lesson Props

- ♦ Follow the directions to the right to make a set of three Sound Pockets to use as models.

### During the Visit

- ♦ With the child and parent sitting together, look at the illustrations in *The Old Man and His Door*. Although the story is rather mature, infants and toddlers will enjoy the brightly colored pictures. Point to and name objects in the pictures. Say: *Look at the old man's shoes*. Ask older infants and toddlers to point to objects in their receptive vocabulary - words they understand but cannot yet say. Say: *Do you see the chicken?* Point to the chicken. Ask toddlers to name objects within their expressive language vocabulary. Point to the old man's hat, for example, and ask, *What is this?*
- ♦ Briefly explain the story line to the parent. Say: *The old man in this story is not a very careful listener. When his wife tells him to bring the pig - el puerco - to a neighborhood barbecue, he hears la puerta, a word that sounds similar but means door. Because he confused these two words he went to the barbecue carrying a door on his back.*
- ♦ Say to the parent: *Careful listening is an important skill for children to learn. Can you think of ways that carefully listening helps children? (e.g., They know what they're suppose to do. You don't have to tell them twice. They get good grades in school because they listen to the teacher.)*

- ♦ Say: *Those are good answers. There's another good reason. When children listen carefully they hear the different sounds of language and that is very important for becoming a good reader. What can parents do to help children learn to listen well? (e.g., Talk to their kids.)*
- ♦ Say: *Talking, singing and reading to children all help. And sometimes we can give children special toys that encourage them to focus on sounds. Today we will make Sound Pockets for (child's name) to play with and listen to.*
- ♦ Give your model Sound Pockets to the parent and child. Show them how to shake and/or squeeze them to hear the different sounds they make.
- ♦ Use the directions to help the parent make a set of Sound Pockets for his/her child.

### Directions to Make Sound Pockets

- ♦ Lay two cloth squares together, inside out, and sew around three edges to make a cloth pocket.
- ♦ Turn the cloth pocket right side out. Repeat procedure to make a total of 3 pockets.
- ♦ Put rice inside the small box and tape the edges closed. Put the box inside the first pocket.
- ♦ Sew the jingle bell to the inside of the second pocket.
- ♦ Crumple the cellophane and place it inside the third pocket.
- ♦ Sew the fourth side of each of the pockets closed.

# Early Childhood Education-Preschool/ School Age Levels

## Sound! Sound! Where Are You?

### PLS-4 Skills

#### Auditory Comprehension

57. Identifies initial sounds

#### Expressive Communication

36. Produces basic four- to five-word sentences

### Before the Visit

#### Gather Needed Materials

- ♦ A wind-up alarm clock or an egg timer

#### Prepare Lesson Props

- ♦ None

### During the Visit

- ♦ With the parent and child sitting together read or, for younger children, “tell” the story of *The Old Man and His Door*. Say, *The old man in this story had a lot of trouble because he didn’t listen very well. Ask, Does that ever happen to you?* (Accept whatever answer the child gives and elaborate on it. For example, if the child answers, “One time Mom told me to . . ., but I didn’t hear her,” ask, “What happened?”)

### Listen for the Clock

- ♦ Say, *One time our family had a problem because my little girl didn’t listen carefully. I told her to put the socks in her dresser drawer. But, she thought I said put the clock in the drawer. When we wanted to know the time, our whole family had to hunt for the clock. How do you think we finally found it?* (Encourage the child to think of ways to find the lost clock.)
- ♦ Say, *Those are good guesses. This is what we did. We shut off all the things in our house that make noise like the TV and the CD player. Then our whole family was as quiet as could be. We listened very, very carefully. Pretty soon we heard tick-tock-tick-tock coming from the dresser. We opened the drawer and found the clock. Now we play a game of tick-tock-clock just for fun.*
- ♦ Say, *I brought an alarm clock so we can play the game. Listen to the sound it makes. Wind up the clock and listen to its tick-tock sound.*
- ♦ Say, *While you and Mom (or Dad) close your eyes, I’ll hide the clock. When I say ready, listen carefully and find the clock.*
- ♦ For the first few times hide the clock in an easy-to-find place, perhaps in a paper bag right on the workspace or under a sweater in a nearby location. As the child gains confidence in his/her ability to find the clock, hide it in more obscure places.
- ♦ Change roles with the parent and child. Let them hide the clock for you to find.

### Another Find-That-Sound Game

***This is a great game to encourage careful listening and to teach phoneme sounds.***

- ♦ Choose one person to be **IT**.
- ♦ **IT** says the first sound – not the letter name, but the letter sound – of his/her name. If **IT**’s name is Pat, he/she will say *p-p-p-p*. If **IT**’s name is Shirley he/she will say *sh-sh-sh-sh*.
- ♦ When the players are comfortable with the letter sound, and **IT** is comfortable making the sound, the players close their eyes.
- ♦ **IT** then quietly moves to a different spot in the room and makes his/her letter sound.
- ♦ With their eyes closed, the players point in the direction of the sound.
- ♦ Open eyes! Were you pointing at **IT**?
- ♦ Choose a new player to be **IT**.

# Parenting Education Activity

## Listen to the Sounds Around Us

Phonemes are the smallest units of sound in a language. Because words are made up of phonemes, the ability to hear these sounds is an important key in children's success in reading. There are many ways that parents can help their children hear the phonemes of language. Talking to them and reading stories, poetry and rhymes are examples. Teaching children to listen is another way that parents can help children hear phonemes.

### Teach Children to Listen

- ♦ Say, *Sitting quietly with no distractions is something that we seldom do with and for our children. But this very quiet activity can have a big impact on children's ability to speak and read well. It can help children listen carefully to sounds and distinguish between them. It is a skill that is easy and inexpensive to teach. All you need are five minutes of quiet.*
- ♦ Turn off noise-makers within the home – television, radio, stereo system, etc. Place your finger on your lips to gesture for quiet. Whisper: *Shhhh*. Place a cupped hand behind your ear and say quietly: *Listen for the sounds in your home. When you hear one, tell me and I will write it on a list.*
- ♦ Some possibilities include the following.
  - Clock ticking
  - Sirens in the distance
  - Noise of the furnace
  - Clothes dryer
  - Washing machine
  - Your own breathing
  - Squirrels chattering
  - Water running
  - Toilet flushing
  - Food cooking
  - Wind blowing
  - Cows mooing
  - Airplanes
  - Birds singing
  - Humming of the refrigerator
  - Humming of fluorescent lights
  - Sound of the baby sleeping, nursing, babbling
  - Coffee pot simmering
  - Vehicles on the highway
- ♦ Say, *Play this quiet game to help your children attend to the sounds around them.*

### Record Household Sounds

- ♦ Say: *Do you have access to a portable tape recorder? Record sounds that you hear in and around your home. The next time you are on a car trip, or busy cooking the evening meal, let your children listen to the taped sounds. Can they identify the sounds?*
- ♦ Draw a picture of each appliance, animal or event that makes a recorded sound and write its name, i.e., vacuum cleaner, cat, raindrops, etc.
- ♦ Give the recorder to your child to tape sounds for you to identify.

# Interactive Literacy Between Parents and Their Children

## Supporting Phonemic Awareness and Having Fun Too

When parents draw attention to the sounds of speech, they help their children build a solid foundation for learning to read. Although “supporting phonemic awareness” sounds rather daunting, it’s really quite easy to do. Most parents already read poems and stories and sing songs with their children. These are the main tools needed to tackle the job.

### Clone Your Family

**Duplicate your family with plastic bottles and foam balls.**

- ♦ You need plastic water or soda bottles, foam balls, yarn, felt scraps, magazines, scissors and glue.
- ♦ Give each family member a bottle and a foam ball to create their own bottle clone.
- ♦ Fill each bottle with a substance that starts with the same letter as the name of the person. For example, if the person’s name is Dan, fill the bottle with dirt. For Rachael use rice, Connie – old coffee grounds, Walter – water, Sandy – salt, etc. When filled, screw the tops on tight!
- ♦ Design the foam balls to look like heads. Glue on paper eyes, yarn hair, etc. Use your imagination. Carve a little hole in the base of each “head” and slip them over the bottle tops.
- ♦ Tie a piece of yarn around the neck of the bottles leaving an equal length hanging down the sides. These are arms.
- ♦ Cut tiny hands from felt. Tie one “hand” at the end of each “arm.”
- ♦ Glue pictures and words cut from magazines onto the bottles. Use only words or pictures of things that begin with the same letter as your name. Dan could have dogs, dinosaurs, drums and dandelions but not candy.

### Soda Bottle Band

- ♦ Measure different amounts of water into each of eight soda bottles to create a musical scale. Blow across the tops of the bottles to create a series of sound variations. Work out some sound patterns. Can you play a simple tune? Write a narrative that describes how you created the band and gives directions that someone else can follow to create a band like yours.

### Preposterous Rhinoceros

- ♦ Play this silly sound game anytime, anywhere – in the car, on the grocery line, just before bed. It’s fun and it will sharpen your children’s listening and speaking skills.
- ♦ Start with an interesting word like rhinoceros.
- ♦ Then have a word free-for-all with everyone shouting made-up words that rhyme with the original word (e.g., inoseros, philfloperous magmoseros).
- ♦ Don’t worry if the words aren’t real! The purpose of the game is to create rhyming words. The fun is in creating truly outrageous sounds.

### Try these words

- ♦ Ridiculous, confetti, serendipity, mysterious, hilarious, crystallize, linguini, linguistic
- ♦ Collect your own list of interesting words

# Adult Literacy - ABE Level

## The Sounds of Language

Here are some listening exercises to help the learner focus on beginning and ending sounds of words.

### Preparation

Print 30 to 50 one-syllable words on index cards, one word per card. Include several words that begin with the same consonant – luck, limp, land, list, and several words that end with that consonant – sell, mail, heel, pull.

### Set the Stage

Read *The Old Man and His Door*. Ask: *Why did the old man in this story take his door to the picnic? When he said "Sí, Entiendo. I hear you," did he really hear the words his wife said? Look at the glossary of Spanish terms at the beginning of the book. Pronounce *la puerta* and *el puerco*. Say, *These two words sound alike in Spanish. Do you think the old man might have mixed them up? How carefully do you listen to letter sounds of words you hear?**

### Listen for Consonant Sounds

♦ Say: *I have word cards with words that begin with a particular consonant like L (look) or N (nut) and other cards with words that end with those consonants like L (pail), N (fun). We'll use these cards to practice listening to the beginning and ending sounds of words.*

♦ Divide the word cards in half. Spread half of the word cards, face-up, on the workspace. Place the other half in a pile, face-down. Then try these activities.

♦ Read the word on a card in the pile. Show the card to the learner and ask him/her to find another word that begins with the same initial letter.

♦ Read the word on a card in the pile. Show the card to the learner and ask him/her to find another word that ends with the initial letter of the card read.

♦ Read the word on a card in the pile. *Do not* show the card to the learner and ask him/her to find another word that begins with the same initial letter.

♦ Read the word on a card in the pile. *Do not* show the card to the learner and ask him/her to find another word that ends with the initial letter of the card read.

♦ Change roles with the learner. Ask him/her to read words on the word cards, and you find appropriate matches.

♦ Make the activity more challenging. Place all the cards in a pile, face-down. Take turns reading the words on the word cards. Ask the other person to think of a another word, not necessarily one included on the word cards, that:

♦ begins with the same initial consonant,

♦ ends with the initial letter of the word read.

♦ ends with the same letter as the word read.

### Play "Word Strings"

♦ Say: *I'll say a word like boat. You listen carefully to the final sound in my word, in this case the t-t, and think of a word that begins with that sound, like tool. Then, it will be my turn to think of a word that begins with the final sound in your word, like lip. The object is to see how many words we can string together end-to-end.*

(Note: In this activity, words must begin with the same sound as the sound at the end of the previous word, but not necessarily the same letter. For example, the word late ends with the letter E, but the final sound is t-t.

The next word should begin with a I.)

# Adult Literacy - GED Level

## English's Quirky Words

Homophones are two or more words, such as male and mail, that are pronounced the same but differ in meaning and spelling.

Homonyms are words that sound the same and are spelled the same, but differ in meaning as in "put your money in the bank," and "the river bank was made of clay."

Have fun with these word games that play on quirky English words.

## Does That Make Sense?

Change the underlined homophones to make cents—I mean sense—of the statements.

- |  |         |          |
|--|---------|----------|
| 1. The <u>bear</u> foot boy with cheeks of tan.  | Times   | Worst    |
| 2. These are the <u>thymes</u> that try men's <u>soles</u> .                           | Minor   | Mail     |
| 3. A penny saved is a penny <u>urned</u> .   | Check's | Reindeer |
| 4. An apple a day keeps the doctor <u>a weigh</u> .                                    | Red     | Shoe     |
| 5. You can take a <u>hoarse</u> to water, but you can't make it drink.                 | Ahead   | Main     |
| 6. Wire <u>a head</u> for a reservation.   | Souls   | Sole     |
| 7. Contributing to the delinquency of a <u>miner</u> .                                 | Right   | Awful    |
| 8. The <u>Czech</u> is in the <u>male</u> .  | Away    | Horse    |
| 9. The <u>Maine</u> course was <u>awl full</u> , but the <u>wurst</u> was yet to come. | Bare    | Two      |
| 10. He was the <u>soul</u> owner of the <u>shoo</u> store.                             | Earned  | Nose     |
| 11. <u>Too</u> wrongs don't make a <u>write</u> .                                      |         |          |
| 12. Rudolf the <u>read</u> <u>knows</u> <u>rain</u> <u>dear</u>                        |         |          |

## Define these Homophones

Use a dictionary to check the definition of these homophones.

- ♦ Sweet and Suite
- ♦ Berth and Birth
- ♦ Bizarre and Bazaar
- ♦ Tear and Tier
- ♦ Gorilla and Guerrilla
- ♦ Floe and Flow
- ♦ Guilt and Gilt
- ♦ Draft and Draught
- ♦ Fisher and Fissure
- ♦ Faux and Foe
- ♦ Ewe and Yew
- ♦ Plum and Plumb

## What Do These Words Mean?

It's impossible to know the meaning of a homonym without listening to the content of the sentence. Listen to these sentences and choose the meaning that makes the most sense.

- |  |   |
|--|---|
| 1. The plumber used a wrench to tighten the <u>nut</u> .                         | (a) hard shelled fruit (b) metal with a hole used on a bolt |
| 2. Mr. Jones put his <u>glasses</u> on his nose.                                 | (a) container to drink from (b) spectacles                  |
| 3. It was a <u>hard</u> job, but we finished it.                                 | (a) difficult (b) very firm                                 |
| 4. A golden <u>ring</u> was on the bride's hand.                                 | (a) sound made by a bell (b) a piece of jewelry             |
| 5. The cows drank water from the <u>spring</u> .                                 | (a) source of water (b) device that recovers its shape      |
| 6. The <u>sign</u> on the wall said please <u>sign</u> in.                       | (a) a lettered board or display (b) write your name         |
| 7. The car was in <u>mint</u> condition.   | (a) aromatic plant (b) unmarred                             |
| 8. Please <u>file</u> those letters.   | (a) smooth a surface (b) arrange in order                   |
| 9. The general asked Congress for more <u>arms</u> .                             | (a) weapons (b) upper limbs of the human body               |
| 10. The surfer gave a <u>wave</u> to the crowd as she rode the big <u>wave</u> . | (a) salute with hands (b) a moving swell on the sea         |

# Adult Literacy -ELL Level

## It Sounds Like...

The English words in this lesson sound very much like their Spanish equivalent. Such familiar sounding words can help English language learners get a head start on oral communication.

### Vocabulary

Pear (pera)  
Melon (melón)  
Tomato (tomate)  
Salad (ensalada)  
Ham (jamón)  
Coffee (café)

### Phrases

- ♦ Would you like some \_\_\_\_\_?
- ♦ Yes, I would like some \_\_\_\_\_.
- ♦ No, I don't want \_\_\_\_\_.

### Lesson Props

- ♦ Picnic basket
- ♦ Plastic forks
- ♦ Paper plates, cups and napkins
- ♦ Paring knife
- ♦ Serving spoon (for salad)
- ♦ Each of the food items named on the vocabulary list

### Before the Lesson

- ♦ Purchase ham slices, one for the learner and one for you, and a small tossed salad from the supermarket deli. Roll the ham slices.
- ♦ Ice the ham and salad to keep them fresh.
- ♦ Place all of the lesson props in the picnic basket.

### Introduce Vocabulary

- ♦ Place the food items on the workspace. Pick up the pear. Say: *This is a pear. What is this? It is a pear.* Ask again: *What is this?* Motion for the learner to respond: *It is a pear.* Slice the pear and place the slices on a paper plate. This will be the "serving plate" for the pear.
- ♦ Repeat the procedure to introduce the remaining vocabulary, slicing the melon and tomato when those words are introduced and placing the slices on "serving plates."
- ♦ Practice vocabulary until mastered.

### Introduce Phrases

- ♦ **Would you like some \_\_\_\_\_? and Yes, I would like some \_\_\_\_\_.**
- ♦ Set up place settings for you and the learner using the lesson props: plastic forks, paper plates and cups, and napkins. Place the food items in the center of the table.
- ♦ Pick up the serving plate with the sliced pear. Hold the plate toward the learner and say: *Would you like some pear? Yes, I would like some pear.* Ask again: *Would you like some pear?* Motion to the learner to respond. *Yes, I would like some pear.*
- ♦ Motion to the learner to place a slice of pear on his/her plate.
- ♦ Give the serving plate with the pear to the learner and say: *Would you like some pear?* Motion to the learner to ask: *Would you like some pear?* Respond: *Yes, I would like some pear.* Place a slice of pear on your plate.
- ♦ Repeat the procedure for each of the remaining foods.

### Reinforcement

- ♦ When each of the foods has been served to you and the learner, eat. Using your fork or fingers, as appropriate, pick up one of the foods from your plate and say: *It is \_\_\_\_\_.* *What is this? It is \_\_\_\_\_.* Ask again: *What is this?* Motion to the learner to respond: *It is \_\_\_\_\_.*
- ♦ Motion to the learner to pick up a food from his/her plate and say: *It is \_\_\_\_\_.*

### Introduce Phrase

**No, I don't want \_\_\_\_\_.**

- ♦ Pick up the serving plate with the pear. Hold it toward the learner and ask: *Would you like some pear?* Shake your head and say: *No, I don't want pear.* Ask again: *Would you like some pear?* Motion to the learner to respond: *No, I don't want pear.*
- ♦ Repeat using each of the foods.