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Foreword

While Santillana Spotlight on English is aimed at transitioning English language learners (ELLs) into the mainstream classroom, the Newcomer Handbook is aimed at preparing the beginning ELLs, including the “newcomers,” for success with the balance of the Santillana Spotlight on English program.

Santillana Spotlight on English is a comprehensive, standards-based program for ELLs designed to help K–6 students gain and develop English language proficiency, access grade-level content, and successfully transition to the mainstream classroom. Santillana Spotlight on English provides educators with the tools necessary to empower ELLs to acquire the English language accurately and achieve competency in the four language arts domains of listening, speaking, reading, and writing.

Many ELLs develop informal language skills and are able to communicate in English, but they are not able to do well in content-area classes because they have not mastered or are unfamiliar with the vocabulary and structures needed to learn the content. The carefully structured lessons in Santillana Spotlight on English address this problem by allowing teachers to expose their students to grade-level academic English and models of standard English, thereby giving students the necessary self-confidence and knowledge to achieve proficiency in academic English and enter the mainstream classroom.

References

Beginning English Language Learners
Beginning ELLs need time to develop their receptive vocabulary and their oral language production skills, so they require special instruction. In this Newcomer Handbook, teachers will find appropriate strategies, stimuli, and activities that will help beginning ELLs develop their listening and speaking skills and introduce them to basic concepts of reading and writing related to the appropriate grade-level themes and content areas.

Components
Student Book
This component features the following:
- **Spotlight on Reading** provides a reading passage for students to use as a springboard for literacy skills, vocabulary development, reading comprehension strategies, and oral fluency practice.
- **Spotlight on Language** includes a text, thematically linked to the Spotlight on Reading section, that teachers can use to extract vocabulary and skills without naming them in order to foster a more natural learning environment. It is an opportunity for dual processing of input and dual processing of student output to practicing reading and listening comprehension and oral and written production.
- **Spotlight on Content** offers activities in language arts, math, social studies, and science to expose students to grade-level-appropriate academic vocabulary.
- **Picture Dictionary** is a concept-based reference section designed to help students apply vocabulary in context to enrich understanding and facilitate language acquisition.
Teacher’s Edition
This component, which also contains a comprehensive Scope and Sequence chart and Unit Planner, features the following:

- **Spotlight on Reading** provides opportunities for teaching, reviewing, and reinforcing basic reading comprehension skills and strategies, frontloaded vocabulary, and prereading activities, including predicting.
- **Spotlight on Language** includes strategies for developing and improving oral fluency, reading skills, and oral production.
- **Spotlight on Content** offers instruction for the cross-curricular activities where students are reading, writing, listening, and speaking about content-area vocabulary.
- **Picture Dictionary** is a resource that gives teachers multiple access points to the concept-based reference section; it connects students’ prior knowledge and the vocabulary being presented via contextual visual cues.

**Practice Book** supports instruction by providing resources such as puzzles, graphic organizers, application activities, and assessments. Students can complete the activities at home with the help of family members, when possible, or they can complete them in class with varying degrees of teacher involvement. Each page features instructions for the teacher so the teacher can model the activities to ensure students’ comprehension of the tasks at hand.

**Photo Cards** serve as a springboard to develop oral language and vocabulary. Phonemic awareness/phonics activities as well as other vocabulary development activities on the back of each card help build phonics skills, oral language development, decoding skills, and general literacy skills for beginning, intermediate, and advanced ELLs.

**Audio CD** contains recordings of the stories, dialogues, chants, and directions that appear in every lesson.
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UNIT OVERVIEW

Spotlight on Reading
- Fiction

Spotlight on Language
- Let’s Connect!
- Let’s Focus!
- Let’s Apply!

Spotlight on Content
- First Grade Rhyme
- Shapes and Patterns
- The Pledge of Allegiance and Being a Good Citizen
- Magnet Fun

Project
- Make a Backpack Book

Unit Objectives
- Describe the differences between first grade and kindergarten.
- Identify school locations.
- Discuss classroom activities and rules.
Introduce the Theme

FLUENCY

Tell students that they will be learning about school in this unit. Go over the unit objectives included on the Student Book page. You may use objects in your classroom that can contribute to the introduction of the theme. You may also use School or People photo cards to help elicit theme-related vocabulary. Next, play the track for the class, and have students follow along with their fingers as they listen to the tongue twister. Then, read the tongue twister on the page, and have students listen to you. Repeat the tongue twister again together with students, line by line, to improve fluency.

Theme-Related Vocabulary

ORAL LANGUAGE DEVELOPMENT

Assess students’ language levels related to the theme by pointing to pictures in the book, objects around the classroom, or photo cards.

Have students identify people in the book: Point to the mother. Point to the teacher. Have students identify different places in the book and in school: Where are the students eating lunch? (Display the School photo cards that show locations. Hold up a picture of a library.) What room is this? What can you do in this place?

Have students identify school supplies: (Hold up a pencil.) What is this? Ask students to describe how they use different school supplies. Point to different supplies around the classroom or share the School photo cards that show supplies to initiate responses: (Hold up a picture of an eraser.) What is this? What do we use erasers for?

Ask students questions about school activities: What is your favorite school activity? (Display the School photo cards that show activities.) What are these students doing? What other activities do you do at school?

Unit Preparation

✓ Make and photocopy a Prediction Chart (one per student).
✓ Obtain chart paper; write the key words for Lesson 6 on one piece, and save another piece for use in Lesson 8.
✓ Obtain bar magnets with north and south poles (two for each pair of students) and paper clips (or other metal objects as well as nonmetal objects several for each pair of students).
Key Vocabulary

teacher  desk  pencil  cafeteria

Functions and Forms

- Identifying
  
  *Tom has a new teacher.*
  *Tom is in a first grade classroom.*

Materials

- School photo cards
- Prediction Charts (one per student)

Frontload Vocabulary

WRITING STRATEGIES

Use the School photo cards to elicit the key vocabulary words. Write the words on the board. Ask students to copy the words on a piece of paper and to then use each word in a sentence.

Let’s Predict!

READING COMPREHENSION

Explain to students that predicting is guessing what the story is going to be about. Distribute one copy of the Prediction Chart to each student. Read the title of the story, and ask students what they think the story might be about. Ask: *What clues do the key words give you?* Have students use the Prediction Chart to write their predictions. Then, have students read and discuss their predictions. Record as many as possible on the board to use at the end of this lesson.

How to Read an Image

LITERARY RESPONSE

When asking students to “read an image,” first have them look at the picture on their own for a moment. Then, have them look specifically for the characters. Once they have identified any people in the picture, have them notice where the characters are located, what they are doing, and what their situation is. Other details in the picture can then be identified and discussed as vocabulary related to the text.
Read and Discuss the Story

**READING COMPREHENSION**

Read the story aloud while students follow along in their books. As you read, encourage students to analyze each illustration and describe to you what they see. Explain to them that the illustrations often provide information or clues that might not appear in the text. To encourage discussion, ask questions such as: **What is happening in this picture? What are they doing in this picture? What is written here?** Use the Discuss questions to develop comprehension and language skills.

**Discuss**

- **Recall** *Point to Tom.* Explain to students that recall questions ask them to answer a question about something directly from the text they just read. In this case, we learned that Tom is the boy.

- **Making Inferences** *What is Tom doing?* Explain to students that an inference question asks the reader to use clues from the text, the illustrations, and what the reader already knows to figure out something that is not directly explained in the text. In this case, Tom is walking to school.

- **Drawing Conclusions** *Who might be walking with Tom? Why do you think she is walking with him?* Explain to students that drawing conclusions questions ask the reader to use information in the text to make a judgment about something or someone in the text. The woman in the picture could be Tom’s mother. She is likely walking with him to help him find his way.

**Beyond Words**

Ask students to examine the illustration on Student Book pages 6 and 7. Tell them to pay close attention to the features and details they notice. Have them look for characters in the picture and notice where the characters are and what they are doing. As students identify each character’s setting and situation, encourage them to discuss other details about the character or the background of the picture. Ask questions that elicit additional vocabulary related to the illustration.
Discuss

- **Recall**  *Who is Miss Kim?* Remind students that recall questions ask them about something they just read in the text.

- **Making Inferences**  *What grade does Miss Kim teach?* Remind students that inference questions ask them to use clues from the text and the illustrations.

- **Main Idea and Details**  *So far, what is new in first grade?* Explain to students that the main idea is the most important point in a story. The details support the main idea. Here, the main idea is that first grade is different. The question asks about the details: how is first grade different?

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**Reading an Image**

Have students look at the picture on Student Book page 8. Ask:

- **Who are the characters you see on this page?**
- **Where are these characters located?**
- **What are the characters doing in this picture?**
- **What are some other details you notice about the characters or other elements you see in this picture?**

Tom has a new *teacher.*
Her name is Miss Kim.
First Grade Level 1

Tom has new classmates. He makes new friends.

Discuss

- **Recall** Point to Tom’s classmates.

- **Cause and Effect** Tom looks worried. What would cause Tom to worry? Explain to students that a cause is why something happens and an effect is the result of that. In this case, the effect is that Tom is worrying. The question asks what causes him to worry.

- **Drawing Conclusions** How will Tom make new friends? Remind students that when they draw conclusions, they use clues from their own experiences to form opinions about the characters or the story. Here, students will use their experience to determine how Tom will make new friends at school.

*Reading an Image*

Have students look at the picture on Student Book page 9. Ask:

- **Who are the characters you see on this page?**
- **Where are these characters located?**
- **What are the characters doing in this picture?**
- **What are some other details you notice about the characters or other elements you see in this picture?**
Discuss

- **Recall** *Where does Tom sit?*

- **Main Idea and Details; Comparing and Contrasting** *So far, how is first grade different from kindergarten?* Explain to students that comparing and contrasting questions ask them to tell how two things are the same or different. Tell students that this question also asks them to find details to support the main idea: that first grade is different from kindergarten. Remind them that the main idea is the most important point in a story. The details support the main idea.

- **Making Inferences** *Who sits next to Tom? How do you know?*

---

**Reading an Image**

Have students look at the picture on Student Book page 10. Ask:

- *Who are the characters you see on this page?*
- *Where are these characters located?*
- *What are the characters doing in this picture?*
- *What are some other details you notice about the characters or other elements you see in this picture?*
Discuss

- **Recall** What does Tom do?

- **Author’s Point of View** Who is the narrator of this story? Explain to students that questions about the author’s point of view ask who is the one telling the story.

- **Making Inferences** How is Tom acting like a “big kid”?

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**Reading an Image**

Have students look at the picture on Student Book page 11. Ask:

- Who are the characters you see on this page?
- Where are these characters located?
- What are the characters doing in this picture?
- What are some other details you notice about the characters or other elements you see in this picture?
There is no nap time.
Miss Kim reads the class a story.

**Discuss**

- **Recall** What is the teacher doing?

- **Comparing and Contrasting** How is story time different in first grade? Remind students that comparing is telling how two or more things, events, or characters are similar. Comparing is the opposite. Contrasting is how the things, events, or characters are different.

- **Making Inferences** Why do you think there is no nap time in first grade?

**Reading an Image**

Have students look at the picture on Student Book page 12. Ask:

- Who are the characters you see on this page?
- Where are these characters located?
- What are the characters doing in this picture?
- What are some other details you notice about the characters or other elements you see in this picture?
Tom eats lunch in the cafeteria. He plays at recess.

Discuss

- **Recall** Where does Tom eat lunch?
- **Making Inferences** Do students play in the classroom at recess? How do you know?
- **Sequence** What does Tom do first: eat lunch or go to recess? Explain to students that sequence questions ask about the order of things in the story.

**Reading an Image**

Have students look at the picture on Student Book page 13. Ask:

- **Who are the characters you see on this page?**
- **Where are these characters located?**
- **What are the characters doing in this picture?**
- **What are some other details you notice about the characters or other elements you see in this picture?**
Discuss

- **Recall** What is something Tom learns about in first grade?

- **Making Inferences** What does Tom learn in math class, and what does he learn in science class?

- **Drawing Conclusions** How does Tom feel about shapes and magnets?

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**Reading an Image**

Have students look at the picture on Student Book page 14. Ask:

- **Who are the characters you see on this page?**
- **Where are these characters located?**
- **What are the characters doing in this picture?**
- **What are some other details you notice about the characters or other elements you see in this picture?**
Create a graph (on a bulletin board or chalkboard) labeled with the subjects taught in class (for example, science, reading, and math). Invite each student to take out a piece of paper and draw a picture to represent his or her favorite subject. This picture might be of the student learning the subject or something he or she learned in that subject. Have students label their pictures with the name of the favorite subject. Then, affix their pictures under each category on the board. Ask students to read the graph: Which subject do the most students like? Which subject do the least students like? How many students like math? How many more like reading?
Key Vocabulary
cafeteria classroom desk
home park recess
school teacher

Functions and Forms
- Identifying
  Main Idea: The story is about Tom. It takes place in a school. Detail: Tom eats in the cafeteria.
- Comparing and contrasting
  In first grade, you sit at a desk, and in kindergarten, you do not.
  In kindergarten, there is nap time, and in first grade, there is not.

Materials
✓ CD track

Echo Read the Story
FLUENCY
Play the track or read the story line by line, and have students follow the words with their fingers as they echo read each line.

Let’s Check!
READING COMPREHENSION
Read each question aloud. Allow students time to think about their answers, and have them share their answers with the class. For each multiple-choice question, talk about why each option is correct or incorrect. To help students practice their critical thinking skills, ask: How is first grade different from kindergarten?

Sound It Out
PHONEMIC AWARENESS
Explain to students that the long /e/ sound can be made with different letter combinations. Reread the story with the class, and point out words from the reading with a long /e/ sound. Say these words aloud, stressing the long /e/ sound in each word: teacher, be, reads, eats, recess. Write the words on the board, and add the following words that have an ee spelling pattern: need, sleep, feel. Circle the spelling patterns in each word on the board that make the long /e/ sound. Explain to students that the long /e/ can be spelled with e, ee, or ea. Ask volunteers to offer examples of other words that make a long /e/ sound.
Let’s Retell!

Tell students that to retell is to tell the story in their own words. Have students identify some of the things Tom did in first grade. Then, ask students to identify the order in which he did these things: What happened after Tom went into the classroom? What did he do next?

Let’s Reflect!

**ORAL LANGUAGE DEVELOPMENT**

Explain that to reflect is to think something over. Read the prompt aloud. Remind students of the discussions throughout the reading about what it means to be a “big kid.” You may want to make a list of actions and events from the story to remind students and to serve as prompts for their drawings.

**Multiple Intelligences**

**Verbal/Linguistic**

**Discussion: If I Could Have a Superpower, What Would It Be?**

Start a discussion with students about what a superpower is—they may understand this as something a superhero can do. Examples may include flying, being super strong, being able to stop time, and so on. Make a list of the superpowers you discuss on the board for visual reference. For each of the powers listed, ask students: *How might you use this power to help others?* Then, ask students to discuss their favorite superpowers: *If you could have any one superpower, what would it be? Why would you want this power? How would you use it? Whom would you help?*
Key Vocabulary
- classroom
- library
- lunchroom
- nurse’s office
- playground

Functions and Forms
- Identifying
  *This is the lunchroom. They are on the playground.*
- Defining
  *You eat in a lunchroom. You go to the nurse’s office if you are ill.*

Materials
- School photo cards
- CD track
- large sheet of drawing paper or newsprint for each student (at least 11”x14”)

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use School photo cards that show locations to elicit the key vocabulary words. Start by writing the key words on the board. Next, display each of the locations one by one. Say the name of the location, and have students repeat the word after you. Affix each photo card under the word on the board (or rest it on the chalk holder under the word). You may also want to use this opportunity to discuss what activities happen in each location and what workers can be found there. For example, use the cafeteria photo card to introduce the word lunchroom. Then ask: *What is another name for lunchroom that you have already learned? Who works in the lunchroom? What do you do there?* Have students write each word three times.

Let’s Connect!

PLAYING COMPREHENSION STRATEGIES

Play the track and have students listen to the passage. As they listen, have them point to the school locations on the page as they are mentioned. Then, ask them to think about what connections they can make between the images on the Student Book page and the passage they are listening to. After they have discussed the connections between the passage and the images, have them discuss how this activity connects to the unit theme and to the primary reading.
Let’s Focus!

ORAL LANGUAGE DEVELOPMENT

Read the directions aloud with students. Instruct students to work in pairs to fill in the blanks. For each sentence, read the sentence aloud to the class: *Number one: I “blank” in the cafeteria. Work with your partner to tell me which word completes that sentence. Invite students in each pair to read you their completed sentence: Read to me what you two wrote. Encourage partners to alternate reading the sentences aloud.*

Let’s Apply!

LISTENING COMPREHENSION STRATEGIES

Read the directions aloud with the class. Ask students to discuss these questions: *What does a map show? How does it show it? How could a school map be helpful to a new student? What places would a new student need to find?*

Then, distribute large sheets of drawing paper or newsprint for students to use to draw their maps.

Vocabulary Review

VOCABULARY DEVELOPMENT

Review the vocabulary presented in the Frontload Vocabulary activity. Have students write a sentence telling what they do in each place in the school. Invite students to read their sentences aloud.

Let’s Apply!

A Draw a map of your school.
B Label the map.

Multiple Intelligences

Interpersonal

Giving Directions

Play a game with students where you place a pencil (or other object) somewhere in the classroom and students take turns giving each other specific directions for where to find it. Start by modeling giving directions. Gather students in a semicircle in front of the classroom. Place the pencil on a shelf in a bookcase. Ask a volunteer to follow your directions to get to the pencil. Encourage seekers to ask clarifying questions as they search, if the directions are ambiguous or vague. Each student can have a turn hiding the pencil, giving directions to another student, and finding the pencil.
**Key Vocabulary**
friends  learn  play
poem  rhyme  today

**Functions and Forms**
- Describing people, places, and things
  *School is a fun, new place.*
- Identifying
  *Which word rhymes with say?*

**Materials**
✔ School photo cards

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**
Use *School* photo cards that show activities to elicit the key vocabulary words. Instruct students to write a sentence for each of the key words. Be sure their sentences describe what the words mean.

**First Grade Rhyme**
First grade starts today.
I will learn and play.
I will know what to do.
I will meet friends like you.

**Answer the questions.**
1. What does it mean for words to rhyme?
2. Which words rhyme in the poem?

**First Grade Rhyme**

**Spotlight on Content**

**Listening Comprehension**
Explain to students that they are about to read a poem about the first day of first grade. Read the poem aloud to the class as students follow along in their books. Be sure to include audible pauses between lines to help emphasize the rhyming words at the ends of the line pairs. Next, ask students to chorally read the poem with you, being sure to use the same inflection and the same pauses as you did in your initial reading. Then, read the directions and the first question aloud, and model the correct way to answer the question.
**Musical/Rhythmic**

**Play the Name Game**

Teach your students the “name game” as a song or chant. Sing the song together for each student’s name. Alternatively, have each student sing or chant the song for his or her name, then have the class repeat it.

**Examples:**

Peter, Peter, bo beater, Jane, Jane, bo bane,
Banana fana fo feater, Banana fana fo fane,
Fee fi mo meater, Fee fi mo mane,
Peter! Jane!

---

**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Review the vocabulary presented in the Frontload Vocabulary activity. Start a discussion about the meanings of words. Ask students to tell you the meanings of each of the key words: What does it mean to learn? Encourage students to define the words in alternate terms where possible.

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**Words That Rhyme**

**A** Choose the word that rhymes.

- blue
- read
- frog
- bat
- dish
- bee
- cat
- dog
- bed
- tree
- glue
- fish

**B** Which word does not belong?

1. friend   end   bend   ear
2. learn   burn   fun   earn
3. play   sand   say   day
4. school   ice   pool   cool

---

**Words That Rhyme**

**PHONEMIC AWARENESS**

Explain to students what it means for words to rhyme. Emphasize that a true rhyme is a pair of words that shares the same end spelling and sound, such as true and blue or mountain and fountain. Ask students to volunteer other examples of true rhyme. Then, read the directions for activity A aloud, and model the correct way to complete each item. Allow time for all students to complete the activity before reading the directions for activity B and modeling the correct way to complete it.
**Key Vocabulary**
circle  pattern  shape
square  triangle

**Functions and Forms**
- Identifying
  *This is a triangle. That is a square.*
- Interpreting
  *A circle comes next.*

**Materials**
- USA and other photo cards (at least 40)

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Explain to students that a square, a triangle, and a circle are shapes. Write the words on the board, and draw an example of each beside its name. First, tell students that a square has four sides and four corners. Point to and count the sides and corners. Next, tell students that a triangle has three sides and three corners. Point to and count the sides and corners. Then, tell students that a circle has no sides and no corners because it is round. Trace the outline of the circle with your hand to emphasize the roundness and absence of corners and sides. Have students copy the shapes and the names of the shapes in their notebooks. You may wish to find the definitions of these words in the Teacher’s Edition glossary and offer them for students to copy into their notebooks.

Now, explain to students that a pattern repeats a set of shapes of numbers. To find a pattern, they should look for the same order of objects repeated over and over. By understanding what a pattern is, students can predict which object or number comes next in a series.

**Shapes**

Read aloud the labels under the shapes in the Spotlight box. Have students identify and name each shape: *Point to the red shape. It is a square.* Next, have students find examples of these shapes around the classroom. Read the directions aloud with the class, and ask students to trace the shapes on the page along the dotted lines with their fingers.
Patterns

A Look at each pattern. Which shape comes next?

1.

2.

3.

4.

5.

B Draw your own pattern.

Vocabulary Review

Quiz students on the meanings of the key words. Have students take out a piece of paper and a pencil. Have the USA photo cards that show money on hand. Instruct students to follow these directions:

1. Draw a triangle.
2. Draw any other shape.
3. (Show the photo card.) What shape are these coins? Write the name of the shape on your paper.
4. Draw a pattern with two different shapes.

Multiple Intelligences

Logical/Mathematical

Which of These Cards Does Not Belong?

Now that students have learned to discern a pattern, use photo cards from all the categories to practice classifying and grouping to form patterns. Create ten groups of four cards each; three cards should be related, and one should not (for example, book, crayon, eraser, and nose). Lay these groups of four out on the floor in an array for students to study. For each group of four cards, challenge students to determine which does not belong and why. Make a pile of the cards that do not belong.

Patterns

Model for students how to complete activity A. Read the first pattern and have the students tell you which shape goes next. Then have students copy and complete the rest of the patterns. For activity B, have students complete the activity on a separate piece of paper. Ask students to choose shapes from this lesson. Remind them to repeat their shapes in the same order to establish and maintain a pattern.
**The Pledge of Allegiance**

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

This class is saying the pledge. What do they do as they say the words?

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**Key Vocabulary**
citizen indivisible justice
liberty nation pledge

**Functions and Forms**
- Defining
  - A citizen is someone who is part of a community.
- Drawing conclusions
  - They are being good citizens because they are recycling.

**Preparation**
- Write the key words on chart paper.

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**
Display the key words on chart paper. Invite students to brainstorm and discuss the meanings of each word. Work together with students to create a definition for each of the key words. Record these definitions on the chart paper under each word. Then, have students chorally recite each word with the definition they created. Use USA photo cards that show landmarks to help students define the key word symbol.

**Materials**
- USA photo cards
- chart paper

**The Pledge of Allegiance**

Explain to students that a pledge is something you promise to do. The pledge of allegiance is a promise to be true to the United States. Next, help students identify the correct way to recite the pledge of allegiance, as depicted on Student Book page 4. Be sure to point out and explain the significance of placing one’s right hand over one’s heart. Have students stand and say the pledge together. While your students are seated, reword the pledge of allegiance on the board:

_I promise to be loyal to this flag. It stands for the United States of America. It is one country. No one can divide it. The people are free. The laws are fair to everyone._
Vocabulary Review

VOCABULARY DEVELOPMENT

Review the vocabulary presented in the Frontload Vocabulary activity. Have students write a sentence using each of the key words. Then, have students take turns sharing their sentences with the class.

Multiple Intelligences

Bodily/Kinesthetic

“Citizen Says”

Play this version of “Simon Says” with your students. Start by explaining that good citizens follow rules and use actions to show respect. Explain that students should only do actions when you precede your verbal instructions with the phrase Good citizens, and that they should do nothing when you do not. You might say:

When we are in the classroom, we can be good citizens.
Good citizens sit down quietly.
Good citizens raise their hands.
Spin around in a circle.

Being a Good Citizen

A Tell what the children are doing. Why are they good citizens?

B Draw a picture of how you can be a good citizen. Label your picture.

Being a Good Citizen

Explain to students that a citizen is a person in a community. Say: A school, a neighborhood, or a country can be a community. Communities have rules or laws. Rules and laws protect people. Good citizens follow the rules or laws. Next, read the directions for activity A aloud. Ask students to describe what they see in each photograph. Ask them to explain whether what they see is good behavior or bad behavior. Emphasize that good citizens have good behavior. Then, help students complete activity B.
**Key Vocabulary**
- attract
- magnet
- metal
- north pole
- repel
- south pole

**Functions and Forms**
- Describing spatial and temporal relations
  *Only metal objects are attracted to magnets.*
- Making predictions
  *I think the magnet will pull paper clips.*

**Materials**
- ✔ bar magnets with north and south poles (two for each pair of students)
- ✔ paper clips or other metal objects as well as nonmetal objects (several for each pair of students)

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**
First, introduce the word *magnets* to students. Next, introduce the word *attract*. Explain to students that to attract something is to pull it toward you without touching it. Then, explain how two magnets can repel each other. Be sure to tell students that to repel is to push something away from you without touching it.

**Magnet Fun**

**A** Point to the objects that the magnet will attract.

**B** Make a chart of your answers. List each object’s name. Will the magnet attract the object? Write yes or no.

**Materials**
- ✔ bar magnets with north and south poles (two for each pair of students)
- ✔ paper clips or other metal objects as well as nonmetal objects (several for each pair of students)

**Science**

**Listening Comprehension Strategies**

Explain to students that a magnet is a piece of some material that is able to attract metal objects. Say: *A magnet can push or pull things without touching them. It attracts or pulls some objects toward it. It repels or pushes some objects away from it.* If possible, acquire a few magnets and a few metal and nonmetal objects to allow students working in pairs to experience which objects are attracted to magnets and which items are not.
Vocabulary Review

VOCABULARY DEVELOPMENT

Write the following questions on the board, and read them to students. After each question, allow time for students to write their responses. Afterward, review the questions, and invite students to share their answers with the class.

1. What is one thing that a magnet would attract?
2. How many poles does a magnet have?
3. How can magnets repel each other?

Multiple Intelligences

Naturalist
Attracting and Repelling Animals

Remind students that attracting is pulling something closer and repelling is pushing something away. Then, start a discussion about wild animals. Have students brainstorm some animals, and write their responses on the board. For each suggestion, ask students what they know about that animal. Challenge students with questions such as the following: If you want to attract a bear, where can you go to find one? What food can you put out to attract the bear? If there is a fly buzzing around your head, what can you do to repel it?

Magnetic Poles

LISTENING COMPREHENSION STRATEGIES

Review the word magnets with students. Explain to students that a bar magnet has two ends, or poles. Add that the north pole is at one and and the south pole is at the other end. If possible, obtain two bar magnets, and show students what happens when you place the north poles together, the south poles together, or a north pole and a south pole together. Explain that two north poles will repel each other, and two south poles will repel each other, but a north pole and a south pole will attract each other. Let each student have a turn experiencing what these forces feel like.
Key Vocabulary
activities   locations   school
subjects   supplies   workers

Functions and Forms
- Describing people, places, and things
  My backpack is purple with green zippers.
- Identifying
  This is a pencil.

Materials
✓ chart paper

Reuse and Recycle
VOCABULARY DEVELOPMENT

Explain to students that in this lesson, they will “reuse” and “recycle” the work they produced throughout the unit in order to do a project that brings together the skills and vocabulary learned. Have students copy the key vocabulary words from each activity. Then, identify and label with students the skills they learned in each activity.

Make a Backpack Book
VOCABULARY DEVELOPMENT

Read the directions aloud to students. Ask students to describe to you what needs to be done in each step: What does step one tell us that we need to do? What is step two? When do you do step three?

Then, work through the steps with students. For step two, you may want to work through the pages one by one: Now we are going to make page one. What do you like to do at school? Where do you do that? Who is there to help you do that?

When students have finished their books, assist them in stapling the pages together.

Supplies
- paper
- pencils, markers, or crayons
- stapler

Steps

Describe your day at school. Show what you do. Show where you go. Show whom you see there.

My backpack is purple with green zippers.

This is a pencil.

3. Staple the pages together.

Present Your Backpack Book

Invite students to share their backpack books with the class. Encourage them to use descriptive words to tell about their backpacks on the covers of their books, for example: *My backpack is green. It has two pockets. It has yellow handles.* As they page through their books, encourage students to tell you and the class how they use their school supplies and/or why they like a certain item: *Why did you choose glue? What do you like to do with glue? What are some other uses for glue?*

Multiple Intelligences

Intrapersonal

Write a Class Story

Explain to your class that you are going to work together to write a class story. Tell students that you are going to start by writing the first sentence. Then, each student will get a chance to add at least one sentence. Write each student’s addition on chart paper. When the story is finished, read it back to the class. Hang the class story in the classroom for all to see. You might start a story with this sentence: *My first day of first grade was scary.*
activities (n.) games or exercises that help students learn
attract (v.) to direct toward oneself or itself

cafeteria (n.) a room in school where students eat; a lunchroom

circle (n.) a line that is so curved that its ends meet and every point on the line is equally far away from a single point in the center, forming a shape with no sides and no corners

citizen (n.) a member of a community
classroom (n.) a room in school where students learn

desk (n.) a table made for reading and writing

friends (n.) two or more people who like and trust one another

home (n.) the place in which a person or family lives

indivisible (adj.) not able to be divided

justice (n.) fair treatment based on the law

learn (v.) to gain knowledge by study, instruction, or experience
liberty (n.) the state of being free
library (n.) a place where books are kept for use but not for sale

locations (n.) places for a particular use or purpose
lunchroom (n.) a room in school where students eat; a cafeteria

magnet (n.) something that attracts or repels some objects
nation n. a community of people with its own government and land
north pole n. the end of a magnet that points toward the north
nurse’s office n. a room in a school where the school nurse works

park n. a piece of land in or near a city or town for public use as a place of beauty or recreation
pattern n. a set of shapes or numbers repeated over and over again
pencil n. a tool for writing that has a solid tip at one end and an eraser at the other end

play v. to engage in sports, recreation, or other activities for fun
playground n. a place outdoors made for children to play

pledge n. a promise
poem n. a kind of writing that has words that rhyme

recess n. a period of time between periods of work set aside for relaxation or play
repel v. to push away
rhyme v. to end in syllables that have the same sound

school n. a place for teaching and learning
shape n. something that has a certain outline
south pole n. the end of a magnet that points toward the south
square n. a shape that has four equal sides and four equal corners

subjects n. topics of knowledge or learning
supplies n. objects needed for a particular purpose

teacher n. a person whose job is to help students learn in a classroom

triangle n. a shape that has three sides and three angles

workers n. people who do particular jobs for money
Comparing and contrasting

In first grade, you sit at a desk, and in kindergarten, you do not. In kindergarten, there is nap time, and in first grade, there is not. L2

Defining

You eat in a lunchroom. You go to the nurse’s office if you are ill. L3
A citizen is someone who is part of a community. L6

Describing people, places, and things

School is a fun, new place. L4
My backpack is purple with green zippers. L8

Describing spatial and temporal relations

Only metal objects are attracted to magnets. L7

Drawing conclusions

They are being good citizens because they are recycling. L6

Identifying

Tom has a new teacher. Tom is in a first grade classroom. L1
Main Idea: The story is about Tom. It takes place in a school.
Detail: Tom eats in the cafeteria. L2
This is the lunchroom. They are on the playground. L3
Which word rhymes with say? L4
This is a triangle. That is a square. L5
This is a pencil. L8

Interpreting

A circle comes next. L5

Making predictions

I think the magnet will pull paper clips. L7
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# Scope and Sequence

## Santillana Spotlight on English Newcomer Handbook

### Scope and Sequence

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**Access Prior Knowledge**

Help students recall and discuss what they already know about the alphabet. Point to an alphabet strip, or write the letters Aa to Zz on the board in a location that will be convenient for multiple exercises. Ask: What are these? What are they all together? Elicit the concepts of letters and the alphabet. Distribute paper, and have students write as many letters or characters as they know in their first languages. Encourage students to write the letters in traditional order if possible.

**Explore**

 Invite students to explore Student Book page 36. Have students echo you as you say the name and sound of each letter. Point out that the letters in the book are in the same order as those on the board or alphabet strip. Then, teach students the traditional American alphabet song. Have students point to the letters on Student Book page 36 as they sing each letter. After several repetitions, challenge the class to sing the letters correctly without you.

**Connect**

Discuss the images on Student Book page 36 as a class. Call on student volunteers to name the word for the illustration of each letter. Write the word on the board, and demonstrate how the sound of the letter begins that word. For example, say: apple, apple. Have students echo. Pair students, and have them take turns naming a letter for their partner to locate on Student Book page 36. Have the partner who locates the image name the animal or object and say the letter sound at the beginning of that word.

**Apply**

Have students create letter posters for the letters that begin their first and last names in English. Give each student two sheets of paper, and have them write one initial in both capital and lowercase form on each sheet. Tell students to brainstorm objects and animals that start with the sound of each letter and to draw those things on the appropriate sheet of paper. Circulate around the classroom to be sure students have matched sounds and letters correctly. You may help students who are having trouble brainstorming English words by pointing to objects in the classroom that match their letter and helping them name those objects. Have students label their drawings. Then, have students share their initial posters with the class.
### Numbers

#### Cardinal Numbers

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. eleven
12. twelve
13. thirteen
14. fourteen
15. fifteen
16. sixteen
17. seventeen
18. eighteen
19. nineteen
20. twenty

#### Ordinal Numbers

1. first
2. second
3. third
4. fourth
5. fifth
6. sixth
7. seventh
8. eighth
9. ninth
10. tenth
11. eleventh
12. twelfth
13. thirteenth
14. fourteenth
15. fifteenth
16. sixteenth
17. seventeenth
18. eighteenth
19. nineteenth
20. twentieth

### Access Prior Knowledge

Help students recall and discuss what they already know about numbers. Write the numbers 1 to 10 on the board. Point to the numbers, and ask questions such as: What are these? How do they help us? Elicit the words number and count and the concept that cardinal numbers show “how many.” Have each student trace one hand on a piece of paper. Then, have students number the fingers, writing the number words in their first languages. Students may write other number words they know on the back of the paper.

### Explore

Have students explore Student Book page 37. On the board, write the numbers 1, 2, and 3. Then, write the number names below. Have students locate numbers and number words in the book. Have students echo you as you read the name of each number aloud. Add to the board the words first, second, and third. Have three students stand, and ask a volunteer to count them. Then, line up the students and demonstrate first, second, and third. Have students locate the illustration of students standing in a line for lunch on Student Book page 37. Ask them to point to each person in line and echo the ordinal number name as you read it aloud.

### Connect

Discuss how the words relate to the images on the page. Ask: What do the blocks show? Elicit that they show “how many.” Explain that these numbers are called cardinal numbers. Ask: What do the students in line show? Elicit that they show order. Point out that these numbers are called ordinal numbers. Check understanding by reading numbers from Student Book page 37 and calling on students to point to the correct category on the page: cardinal or ordinal.

### Apply

Have students apply number words in a shopping game. Explain that students will use counters (such as beans) for money. Have one group act as store owners and gather at least five different types of classroom supplies, such as pencils and paper clips, to “sell.” Then, have them choose a price (number of counters) they will charge for each item and display the prices beside the supplies. Have another group act as customers. Give the group a cup of counters. Then, have students use their counters to “buy” items from the other group. During the game, ask students questions that relate to ordinal numbers, such as: What did you sell first? How many counters did you need to buy your items?
Access Prior Knowledge

Help students recall and discuss what they already know about body parts. Point to a part of your body named on Student Book page 38, and have students take turns pointing to that part on their own bodies while naming it in their first languages. For each part, call on several students so as to represent as many classroom languages as possible. Continue until all body parts listed on the page have been reviewed in students’ first languages.

Explore

Invite students to explore Student Book page 38. Have students echo you as you read each word aloud. Then, pair students and have partners take turns reading a word and pointing to that body part in the main image. Have the listening student point to the matching part on his or her body and repeat the word.

Connect

Discuss the context of the main image on Student Book page 38 as a class. Ask questions such as: What place is this? Who is this? What is he doing? Call on volunteers to name, in English, actions and things they see in the main image. Elicit word such as boy, beach, sand, water, racket, ball, shirt, and shorts. Help students make connections between the body parts listed and the context of the main image. Point to a part of the image you want students to consider, and ask questions such as: What is the boy doing with his hand? What parts of the boy are covered by his shirt? What part of the boy is on the sand?

Apply

Have students brainstorm ways they use their bodies to exercise in gym class, at recess, or after school in sports or play. Tell students to draw a picture of themselves exercising. Have students find and circle in their drawing at least two body parts that are important to the exercise shown. Then, have students use Student Book page 38 to correctly identify those body parts and label them on their drawings. Write on the board the cloze sentence: I use my _____ to ____. Have students share their pictures with the class. Help students use the cloze sentence to explain their pictures. You may also wish to have students copy their completed cloze sentences onto their drawings.
Apply

Have students make “sense preference” collages. Distribute large sheets of paper, glue, and a variety of magazines and supermarket flyers that students can cut up. Have students fold the paper in half vertically and label the left side *I like* and the right *I do not like*. Have students paste images cut from the collage materials into each category. List on the board the sense actions *see, hear, smell, taste,* and *touch.* Tell students to include in each column of their collage at least two images that represent each sense action. Ask students to label images in their collages with the appropriate sense action and image word. Have students share their collages with the class.

Access Prior Knowledge

Help students recall and discuss what they already know about the senses. Draw on the board a face with eyes, nose, mouth, and ears, and then draw or trace a hand with fingers. Point to the parts of the drawing, and have students name them in English or in their first languages. Demonstrate the concept of senses by pointing to the fingers, saying the word *fingers,* then showing your finger pads, touching various surfaces, and saying the word *touch.* Call on students to demonstrate the remaining senses and name them in their first languages.

Explore

Have students explore Student Book page 39. Point out the second row of small images, and explain that all of these pictures show sense actions. Have students point to the word *senses* at the top of the page and say the word three times. Then, have students point and echo as you read aloud other words on the page. Play a modified game of “Simon Says” with students. List on the board *eyes, see, ears, hear, nose, smell, mouth, taste, fingers, touch.* Then, call words randomly for students to identify. Have students point to the correct part of their face or make a gesture or action, such as sniffing for *smell.* Have the first student to point or gesture correctly choose and call the next word from the list.

Connect

Discuss the context of the sense images on Student Book page 39 as a class. Ask questions such as: *What is the boy doing? Is the girl happy? Why not?* Elicit and list on the board the adjective pairs *bright/dark, loud/quiet,* *sweet/sour, fragrant/smelly,* and *soft/rough.* Have students work in pairs to ask and answer questions about the pictures on Student Book page 39.
**Access Prior Knowledge**
Help students recall and discuss what they already know about food groups. Have students draw a picture of foods they know. Tell them to label their drawings in their first languages. Challenge students to draw or write as many foods as possible in two minutes.

**Explore**
Invite students to explore Student Book pages 40–41. Have students echo you as you read each word aloud. Tell students that the words *peas* and *bean*, refer to more than one, and that the word *asparagus* is used both for one and for more than one. Then, pair students, and have partners take turns asking each other to find a food in the main image. Write on the board the following cloze sentences: *Where is/are the ___? Here is/are the ___*. Have students use the cloze sentences to structure their questions and answers.

**Connect**
Discuss the context of the main image on Student Book pages 40–41 as a class. Ask questions such as: *What place is this? What do you see in this place? Who are these people? What are they doing? What is this?* Call on volunteers to name in English actions and things they see in the main image. Elicit additional vocabulary that will help students describe grocery shopping, including words such as *grocery store, supermarket, display, shelf, refrigerator, bin, sack, case, piece, jug, package, sign, price, basket, choose, buy, and purchase*. Help students identify and name categories of food, including *fruits, vegetables, grains, meats, beans, and dairy*. Write the categories on the board, and leave them up for future use.

**Apply**
Print out from mypyramid.gov a simplified kids’ food guide pyramid page and a pyramid coloring sheet, or make your own pyramid handout and coloring page based on their materials. Distribute pyramid sheets to the class, and sketch a pyramid on the board. Discuss how the food groups on Student Book pages 40–41 relate to staying healthy. Ask: *How do these foods help your body?* Elicit that these foods provide the energy, vitamins, and minerals the body needs to grow and fight illness. Have students help you fill in the pyramid on the board, and then have them copy the correct food groups onto their blank pyramids. Allow students to illustrate or color their pyramids.
Apply

Have students apply their understanding of food groups and healthy eating to make a day’s menu. Ask: When do you eat each day? Help students name and understand the words breakfast, lunch, dinner, and snack, and list these words on the board. Have students work as a class or in groups to create a healthy menu for one day. You may have the entire class work on a menu together or have each group work on just one meal. Help students plan healthy meals by asking questions such as: What fruits could you include? What vegetables will you add? Focus on students’ grasp of the foods, food groups, and healthy eating in general, rather than on achieving exact food pyramid quantities.

Explore

Have partners discuss which foods they like and dislike. Distribute to each pair of students a photocopy of Student Book pages 40–41. Write the following cloze sentences on the board: Do you like to eat ____? No, I do not like to eat _____. Do you? Yes, I like to eat ___. Do you? Have partners use the cloze sentences to ask and answer questions about the foods on their photocopy. Have partners circle the foods that they both like. As students work, write a list of all the foods on the board. When students finish discussing their food preferences, go through the food list and ask pairs to raise their hands for each food they circled. Count the tallies to determine class favorites.

Interact

Invite students to bring snacks to share in class for a special food celebration. Encourage students to bring a food they enjoy that relates to their cultural background if possible. You may wish to contribute a fruit salad containing a variety of fruits named on Student Book pages 40–41 to add to the variety of foods students can taste and name. Have students explain to the class what they have brought, naming as many ingredients as they know. Next, if you have brought in a fruit salad, ask students to identify the fruits in it. Then, have students sample foods and share their opinions. Special note: Always check students’ food allergies and school rules about food before bringing food into a classroom.
**Access Prior Knowledge**

Help students recall and discuss what they already know about families. Sketch on the board a picture of a traditional family unit: father, mother, and children (stick figures or other easily recognizable symbols can work). Ask: *What is this?* Elicit *family*. Remind students that not all families are the same. Ask: *Who is in your family?* Have each student draw and label in his or her first language a picture showing the people in his or her family. Save the pictures for use with the **Apply** activity in this lesson.

**Explore**

Invite students to explore Student Book page 42. Have them echo as you read each word aloud. Ask: *Which family members are boys and men?* Elicit male family roles. Ask: *Which family members are girls and women?* Elicit female family roles. Discuss the term *cousin*. Ask questions such as: *Do you have cousins? Who are their parents?* Be sure that students understand that cousins are the children of aunts and uncles and that they can be boys or girls.

**Connect**

Discuss the context of the main image on Student Book page 42 as a class. Ask: *Who looks oldest? Who is married?* Explain that this chart is called a family tree. Discuss how the chart shows relationships. Ask questions such as: *What does this line mean? Why are all these circles blue? Why are these circles yellow? Why are the children’s circles green?* Have students work in pairs to find and describe the family members in the main image. Tell partners to take turns asking and answering questions such as the following: *Who is her daughter? Who is his aunt?*

**Apply**

Distribute art supplies, and have students apply what they have learned to make family portraits. Have each student glue the family picture drawn earlier onto the center of a large piece of art paper. Tell students to add English labels to their pictures, naming the role of each person pictured. Write on the board the sentence *This is my family*. Have students copy the sentence over the picture. Under and beside the picture, have students add drawings, words, or cutouts from magazines that remind them of their family or of specific family members. Help students think about and describe family members and family activities. Have students share their completed family portraits with a partner or with the class.
Apply

Gather a set of 6–10 different small classroom objects named on Student Book page 43. Have students join you in a circle. Hold a pencil toward the student to your right. Turn to him or her and say: *This is a pencil.* Have the student grasp the pencil with his or her left hand without taking it away, and say: *A what?* Respond: *a pencil.* Let go and have the student place it in his or her right hand, saying: *This is a pencil.* Have the student on your right pass the pencil to his or her right. The recipient should join in the question and answer pattern. Continue until everyone is passing objects, asking and responding in rhythm at once. Introduce different objects, encouraging students to have fun with the challenge.

Access Prior Knowledge

Help students recall and discuss what they already know about the classroom. Point out and name a few classroom objects, such as *pencil,* and *chair, whiteboard.* Tell students they will look around the room and make a list, in their first languages, of objects they see. Set a timer to 2–5 minutes, depending on class pace, and then challenge students to see who can list the most classroom items before the timer sounds. Allow students with limited writing proficiency to draw instead.

Explore

Invite students to explore Student Book page 43. Have students echo you as you read each word aloud. Write on the board the following cloze sentences: *Who found a ____? I found a ____.* Hold up a pencil. Ask: *Who found a pencil?* Have students who listed or sketched a pencil in their Access Prior Knowledge activity raise their hands and say: *I found a pencil.* Have students take turns pointing and asking the cloze question for other objects listed on Student Book page 43, with classmates responding according to their lists.

Connect

Discuss the context of the main image on Student Book page 43 as a class. Ask: *Who is this? Who are they?* Elicit *teacher, students,* and *girl, boy* and list these words on the board. Write on the board the cloze sentence *The ____ has a ____.* Ask: *What does the teacher have?* Elicit *book, stapler,* and *desk,* and demonstrate how to use each in the cloze sentence. Ask: *What do the students have?* Have students work in pairs to examine the image and name the objects on the students’ desks. Tell students to write a sentence for each object using the cloze sentence on the board.
**Access Prior Knowledge**

Help students recall and discuss what they already know about school. Ask: *Have you ever been to a different school? What did it look like? What did you do?* Have students draw a picture showing their previous school and some of the things they did there. Have students with no previous school experience draw a picture of what they think a school should look like. Have students label their drawings in their first languages. Collect the drawings for future use.

**Explore**

Invite students to explore Student Book pages 44–45. Have students echo you as you read each word aloud. Then, pair students, and have partners take turns asking each other to find a location in the main image. Write on the board the following cloze sentences: *Where is the ___? Here is the ___.* Have students use those sentences to structure their questions and answers.

**Connect**

Discuss the context of the image on Student Book pages 44–45 as a class. Call on volunteers to identify things they see in the image. Elicit additional vocabulary that will help students describe school locations and workers, including *tables, kitchen, desk, lobby/entrance, basketball net, swing, slide, seesaw; outside, inside, books, shelves, teach, learn, play, clean, help.* Have students take turns pretending to be in a particular school location. Ask the student to offer three clues to his or her location, for example: *I see a shelf. I see books. I read.* Have remaining students try to guess the location.

**Apply**

Have students compare the school on Student Book pages 44–45 to your school and to other schools they know. Draw on the board a simplified floor plan of your school. Orient students to your plan by showing them the main entrance and having them imagine walking into their school. Then, have volunteers come to the board to add and label rooms they know. Help students place on the map any rooms they may not know yet. Have students come to the board and point out ways in which the schools in their drawings compare or contrast with your school and with the school in the book. Ask: *What do you think are the most important parts of a school? Why?*
**Explore**

Discuss the people shown on Student Book pages 44–45. Ask: *Who are these people? What does this person do?* Elicit *school workers*, worker titles, and the basic idea of what each worker does. Write on the board: *Where is the ____? The ____ is in the ____*. Have partners use the cloze sentences to ask and answer questions about the locations of school workers in the image.

**Interact**

Take students on a brief tour of your school. If possible, arrange a special visit to places with which students may not be familiar, such as the principal’s office, the main office, and the nurse’s office. Have students point to features of each location that they recognize from the student book. Ask questions such as: *Where would you lie down if you were ill?* If school workers are available to greet students, have students introduce themselves in English. Then, call on a volunteer to ask a question about that worker’s job at school. If students are shy, ask the worker: *What is your favorite part of your job at school? How can students help you?*

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**Apply**

Have students examine *Community* photo cards that show people and places, as well as images from books or magazines showing people in community businesses, parks, and institutions, including town halls, libraries, offices, parks, playgrounds, public basketball courts, stores, and restaurants. Help students apply school vocabulary to community spaces and facilities. Ask questions such as: *Where do you see someone reading? How is this place like a gym? How is it different?* Have students think about workers in communities and workers in schools. Ask: *How is a waiter in a restaurant like a food server in a school lunchroom? How is the waiter different? Who might work in a hospital?*
Access Prior Knowledge

Help students recall and discuss what they already know about pets. Display Earth photo cards that show animals. Ask: Which animals could live with you? Have students answer by pointing to cards that show pets. Have each student select a pet. Ask: What does your pet need? What does it eat? Have students draw a picture of things they think they would need for the pet. Allow students to label the drawing in their first languages.

Explore

Invite students to explore Student Book page 46. Have students echo you as you read each word aloud and write it on the board. Write on the board: Here is the ____. Demonstrate how to complete the sentence with the word cat and have students repeat. Ask: Where is the cat? Point to the cat in the main image on Student Book page 46 and repeat: Here is the cat. Point to each pet on the list and ask: Where is the ____? Have students find that pet in the image, point to it, and answer your question by saying: Here is the ____.

Connect

Discuss the context of the main image on Student Book page 46 as a class. Ask questions such as: What place is this? What does the man do? What will the girl do? Call on volunteers to name in English actions and things they see in the image. Elicit pet store, girl, customer, man, salesperson, worker, house, cage, tank, sell, and buy. Write on the board: The girl wants a ____. Demonstrate how to complete the sentence with a type of pet, and have students repeat. Ask each student to use a different pet to complete the sentence.

Apply

Have students review the image on Student Book page 46. Ask: What pets do you like? How do you take care of a pet? Have students copy the word for a type of pet they own or would like to own. Then, have each student come to the front of the class and act out playing with the pet he or she drew, while other students try to guess the pet. Tell students to try to show the audience how big their pet is, what shape it is, how it feels, and what they do with their pet. When an audience member guesses the correct pet, have the actor show the word on his or her paper and use it in this sentence: Yes, I have a ____.
Apply

Have students work in small groups or pairs to relate zoo animals to animals in the wild. Distribute a variety of Earth photo cards, non-fiction books, animal fact sheets, or magazines that show zoo animals in their natural habitats. Tell students these animals live in the wild. Have students compare these images to the illustrations on Student Book page 47. Discuss their observations as a class, writing on the board related vocabulary that arises, such as nature, free, danger, safety, food, hunt, shelter, cage. Have groups compare and contrast an animal the same animal in the zoo and in the wild. Have groups draw and label the animal in each situation.

Access Prior Knowledge

Help students recall and discuss what they already know about animals at the zoo. Select and display Earth photo cards that show (wild) animals. Ask: Which animals have you seen? Where did you see them? Elicit zoo. As a class, discuss the concept of a zoo. Ask questions such as: Why do people visit a zoo? What do they learn? Have students draw and label in their first languages any zoo animals they know.

Explore

Invite students to explore Student Book page 47. Have students echo you as you read each animal name aloud. Distribute blank index cards, and assign each student several of the animals on Student Book page 47. Have students make animal flash cards. Distribute enlarged photocopies of the word bank on the student page. Have students cut out the words and pictures and glue them to opposite sides of the card. Gather and shuffle the cards, and have students take turns holding up the image side of a card for classmates to name. Allow students to use their books to find the answers if necessary.

Connect

Discuss the context of the image on Student Book page 47 as a class. Ask questions such as: What is this? What is the doing? Which animals live in water? What place does this look like? Elicit words such as tree, wall, ice, jungle, desert, grass, water, climb, swim, bowl, and growl. Pair students, and have them take an imaginary walk through the zoo on Student Book page 47. Tell them to explore the zoo in any order and write a list of the animals they visit and what they see. Have partners take turns deciding which animal to visit next.
Access Prior Knowledge

Help students recall and discuss what they already know about farm animals. From the Earth photo cards that show animals, select and display two or three animals commonly found on a farm. Ask: Where do these animals live? Elicit farm. Tell students to draw other animals they know that live on farms. Have students share their drawings with a partner, telling the name of each animal in their first languages. Ask each pair: Which animals are the same? Have students point to any animals that appear in both their drawings.

Explore

Invite students to explore Student Book page 48. Have students echo as you read each word aloud. Ask: Which animals are babies? Call on students to point to a baby animal in the main image on Student Book page 48, find its name below, say the name, and make the sound of the animal. Continue until all of the baby animals are identified. Repeat for the adult animals.

Connect

Discuss the context of the image on Student Book page 48 as a class. Ask questions such as: What place is this? What is this? Who lives here? What is this animal? Call on volunteers to name in English actions and things they see in the image. Elicit farm, barn, hay, field, grass, water, pond, mud, fence, barnyard, grow, feed, food. Write the following sentence starters on the board: Where is the ____? Here is the _____. Pair students, and have them use these sentence starters to ask and answer questions about the image on Student Book page 48.

Apply

As a class, brainstorm ways people use farm animals, such as for work, for food, or for materials. Elicit and write on the board the following words: riding, eggs, milk, cheese, meat, wool, feathers, leather. Distribute two blank index cards to each student. Have each student draw and label a farm animal on one card. Tell students to choose from the board a word that names a product of that animal or a way people use the animal, then copy and illustrate that word on the second card. Collect and shuffle all of the cards. Scatter cards face-down on a table, and have students play a memory game to find matching sets of animals and their products or uses.
**Apply**

Show students photos of major aquariums and aquarium exhibits. Discuss the photos as a class, pointing out what people do and learn in aquariums. Have students offer what they liked best at an aquarium they visited or saw in the photos. Allow students to point to the photos as they explain, and help them find vocabulary to describe aquariums and preferences, such as *tank, exhibit, glass, show, pool, bubbles, favorite*. Then, have students draw a map or picture of their dream aquarium, showing and labeling ocean animals they would like to see there. Have students write this title across the top of their picture or map: *My Ocean Aquarium.*

**Access Prior Knowledge**

Help students recall and discuss what they already know about animals in the ocean. Select and display *Earth* photo cards that show animals that are found in the ocean. Ask: *Where do these animals live?* Elicit *ocean*. Show students photos of an ocean from a book or an Internet printout. Draw a water line midway up the board. Have students who have visited an ocean add details they saw there, such as waves or seaweed. Have all students take turns adding animals they know live in the ocean. Have students name and label their contributions in their first languages.

**Explore**

Invite students to explore Student Book page 49. Have students echo you as you read each animal name aloud. List on the board the following sentence starters: *Do you see a ____? Yes, I see a _____. No, I do not see a _____.* Have a volunteer help you demonstrate how to use the sentences to ask and answer questions about Student Book page 49. Then have students work in pairs to locate animals on the page, taking turns asking and answering.

**Connect**

Discuss the context of the image on Student Book page 49 as a class. Help students find words to describe the ocean, including *large, water, salt, waves, deep, floor, surface, ship, sand, seaweed, and coral, rocks*. Point to various animals and ask: *What is this animal doing?* Have students gesture or name motions or behaviors. Elicit *swim, crawl, and float*. Play “I Spy” with students, offering location and behavior clues such as *I spy an animal on a rock. It moves like this*. Have students respond by completing the sentence *You spy a _____.* You may wish to offer students a turn at giving clues.
**Access Prior Knowledge**

Help students recall and discuss what they already know about months and days. Display a large monthly calendar. Ask: *What is this? What can it tell us?* Elicit *calendar, month, day, year* and the concept that people use calendars to keep track of time in a year. Distribute a blank month calendar. Ask: *In which month were you born? What is your birthday?* Have students fill in the page for their birth month, labeling the days and the month in their first language. Tell them to circle their birthday. Have students list other months they know on the back.

**Explore**

Invite students to explore Student Book page 50. Have students echo as you read each month name aloud. Discuss that each row of days is a week. Have students point along a row and say the word *week*. Have them point to days of the week and echo as you name each one. Then, teach students to sing the days in order, beginning with Sunday, to the tune “Oh My Darling Clementine.” Have the class sing the song several times.

**Connect**

Discuss the context of the image on Student Book page 50 as a class. Ask questions such as: *How many months do you see? What do they make?* Elicit *twelve, a year*. Use the image on Student Book page 50 to demonstrate *before* and *after*. Have students work in pairs to practice *before, after, and calendar words*. Write on the board the sentence starters *What is before ___?* and *What is after ___?* for students to use if needed.

**Apply**

Give students a blank weekly organizer page and a set of crayons or colored pencils. Explain to them that the days Monday through Friday are called *weekdays*. Have them outline in yellow each weekday block on the calendar. Explain that each set of the days Saturday and Sunday is a *weekend*. Have them outline in blue each weekend day on the calendar. Show students how to write the dates (month and day) in the space by each weekday, and have them complete the dates for the current week. Then, have students add the activities they routinely do, such as going to school and attending after-school sports or lessons. Help them enter activities on appropriate days of the week.
Apply

Have students look at the pictures on Student Book pages 50–51. Have students use what they know about months and seasons to match months to each season. For example, ask: Which months are in winter? Elicit December, January, February. Write each season and its three most closely related months on the board (Spring: March/April/May, Summer: June/July/August, Fall: September/October/November). Then, have each student choose a favorite season and draw a picture showing why he or she likes that season best. Write on the board the following sentence starter: My favorite season is ____ because ____. Have students copy and complete the sentence below their drawings.

Access Prior Knowledge

Help students recall and discuss what they already know about the seasons. Draw a snowman on the board. Ask: What time of year might you see this? Elicit winter. Draw a sun giving off rays of heat. Ask: What time of year is the sun very strong? Elicit summer. Tell students that these are seasons, and have them repeat the word seasons. Have students fold a piece of paper into quarters and draw a season in each quarter. Tell them to label their drawings in their first languages, writing the name of the season and any other words that describe that season.

Explore

Invite students to explore Student Book page 51. Have students echo you as you read each word aloud. Point to images and ask questions to elicit words that do not appear on the page, such as wind, rain, snow, sun, cold, cool, warm, and hot. Ask questions such as: What are winter, spring, summer, and fall? What season is this? What is on the ground in winter? What is blowing these leaves? When students say one of these theme-related words, write it on the board for them to echo and copy into their notebooks.

Connect

Discuss the context of the main image on Student Book page 51 as a class. Ask: Are these places different or the same? Elicit the same. Ask: What is the same? Help students name shared features of the images, including house, tree, bushes, and pond. Ask: What changes in these pictures? Elicit season. Ask: How do the seasons look different? Help students name the seasonal details shown, eliciting words such as ice, cold, flowers, leaves, growing, hot, lose, falling. Pair students, and have them discuss how their season drawings compare to those on Student Book page 51.
Access Prior Knowledge
Help students recall and discuss what they already know about weather. Display Earth photo cards that show weather. Explain that all of the images are different kinds of weather. Have students repeat the word weather three times after you. Then, ask students to draw or write in their first languages a list of all the kinds of weather they know.

Explore
Invite students to explore Student Book page 52. Have students echo as you read each word aloud. Ask students to compare the picture definitions on Student Book page 52 to the Earth photo cards that show weather. Point to cards and ask: What weather is this? Have students find and say the correct word. Discuss the images beside each type of weather on Student Book page 52 to be sure students understand. Ask questions such as: What are these? What does lightning look like? When do you see lightning? What is this storm?

Connect
Discuss the context of the main image on Student Book page 52 as a class. Ask questions such as: What is this area? What does this object do? What is this box? What information does it tell? Elicit map, ocean, land, thermometer, measure, temperature, hot, cold, warm, cool, weather report, forecast, high temperature, low temperature, day, and sunny. Discuss the difference between a forecast and a weather report. Have students work in pairs to name and describe each type of weather in the main image.

Apply
Distribute a variety of local newspaper weather forecasts as well as photos and articles about weather events gathered from newspapers, magazines, or major Internet news sites. Have students work in pairs or groups to find an example of a forecast and an example of a weather report on an event that has already happened. Have students identify facts that relate to or include words listed on Student Book page 52. Help students understand any new vocabulary in terms of weather words they already know, for example, relating blizzard to snow and storm, or relating flood to rain. Have groups share their news articles with the class.
Apply
Have students work in pairs or small groups to make a poster of colors in their classroom. Give each group a large piece of paper and a set of crayons or colored pencils. Assign each group two or three of the colors listed on Student Book page 53, giving each group a different set of colors. Write the color assignments on the board for students to copy. Have groups find an example of each assigned color somewhere in the room and draw it on their poster using the appropriate crayon or colored pencil. Students should label each object with the correct color name from the board. Tell students they may use the image on Student Book page 53 to check the correct name for each color.

Access Prior Knowledge
Help students recall and discuss what they already know about colors. Display a set of crayons or colored pencils that includes each of the colors listed on Student Book page 53. Ask: *How are these different?* Elicit that they are different colors. Ask several volunteers to share the word for *color* in their first languages. Then, distribute sets of crayons or colored pencils. Have students draw one circle of each color and label the circles in their first languages. Call on volunteers to share one of their colors with the class.

Explore
Invite students to explore Student Book page 53. Have students echo you as you read each word aloud. Hold up one of the crayons or pencils you used in the Access Prior Knowledge activity. Have students locate and point to the matching color in the word list on Student Book page 53. Call on a volunteer to read the name of the color aloud, and have the class echo the name of the color. Continue through all of the colors.

Connect
Discuss the context of the image on Student Book page 53 as a class. Ask: *What happens when you mix two colors of paint?* Elicit that a new color is created. Point to the blue paint and the yellow paint in the image. Ask: *What color will these make?* Elicit *green*. Repeat with red and yellow to elicit *orange*. Point to the terms *primary* and *secondary*, and have students echo you as you read them aloud. Ask: *Which colors are mixed? Which colors are not mixed?* Elicit *secondary, primary*. Have students work in pairs to identify and name primary and secondary colors in the image.
Access Prior Knowledge
Help students recall and discuss what they already know about prepositions of position. Show students a pencil and a cup. Put the pencil in the cup. Say: The pencil is in the cup. In. Have students take turns stating the sentence in their first languages, repeating the word for in as in your example. Repeat this exercise for the words out and on. Then, have students make a list in their first languages of any other position words they know. Allow students who cannot write their first languages to express their thoughts by drawing pictures instead.

Explore
Invite students to explore Student Book pages 54–55. Have students echo you as you read each word aloud. Then, pair students, and have partners take turns reading a word and locating its picture definition within the main image. Have the listener echo the word. Ask partners to discuss what position they think each part of the picture is trying to describe.

Connect
Discuss the context of the main image on Student Book pages 54–55 as a class. Ask questions such as: What object is this? Where is it located? What is the relationship between the pillow and the bed? Model a few examples of relationships in the image for students. Say: The ladder is against the bed. The sock is under the table. Explain that these words show relationships between objects. Add that these words can help you locate or direct someone to something. Ask questions such as: What is the relationship between the planet and the space-ship? How could you help the boy find his baseball in his room?

Apply
Distribute to each student several blank index cards with tape or several self-stick notes. Have students search for ways to use prepositions around the classroom. When they spot an object whose position can be described with a preposition, have them write that preposition on the card or note and attach it to the object. Circulate around the class as students work, and ask questions such as: How does this show under? What else might this show? Correct any misunderstandings. Then, ask students to share their examples with one another.
Apply
Have students work in pairs or small groups to illustrate sets of related or tricky prepositions. Assign each group one or more of the following sets: above/below, over/under, in/out, on/off, between/around, behind/in front of, near/beside, or against/on. Have students illustrate and label their preposition sets on a piece of paper. Encourage students to use their creativity by thinking of funny examples. If students get stuck on a preposition, encourage them to try demonstrating the preposition by arranging classroom objects and then drawing other objects of their choice in those same positions. You may also have students write a sentence describing each illustration, such as The hat is on the dog.

Explore
Have student pairs share their understanding of the words on Student Book pages 54–55 with the class. List the words on the board. Place a book, a cup, several pencils, and a large rubber band on a table at the front of the class. For each word on the board, call on a student pair to read the word, point to its picture definition in the book, and demonstrate its meaning with the objects on the table. Correct any misunderstandings as you go.

Interact
Have students play an active game with prepositions. Write the words from Student Book pages 54–55 on index cards, and distribute them among students. Then, have students take turns placing themselves in a position that demonstrates the preposition written on one of their cards, such as between two desks. Allow the other students to guess prepositions until they arrive at the correct one. You may wish to allow students a little extra freedom to quietly stand on chairs and crawl under desks as part of these demonstrations.