Santillana Spotlight on English

2

Teacher's Edition

Newcomer Handbook
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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.
## Unit Planner

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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
Words to Describe Me
Add and Subtract Numbers
School Rules
Living Things

Project
My School Map

Unit Objectives
✔ Identify school locations.
✔ Describe school activities.
✔ Discuss school subjects.
Introduce the Theme

FLUENCY

Tell students that they will be learning about school in this unit. Go over the unit objectives included on Student Book pages. You may use objects in your classroom that can contribute to the introduction of the theme. You may also use School photo cards to help elicit theme-related vocabulary. Then, play the track or read the poem on the page, and have students listen to you. Repeat the poem again together with students, line by line, and have students tell you other ways they can learn besides listening.

Theme-Related Vocabulary

ORAL LANGUAGE DEVELOPMENT

Assess students’ language levels related to the theme by pointing to the photo on this spread or to the School photo cards.

Have students identify the place in the photo and locations they know in their school. Ask: Where are the students learning? Where are the students eating lunch? Share the School photo cards that show locations. Hold up each card, and ask: What room is this? What can you do there?

Have students identify school activities in the photo and on the photo cards. Ask: What subject is being taught in this place? What are the people in this photo doing? What are some purposes for writing in school? Share the School photo cards that show activities. Ask: What activities are students doing in these pictures? Share the School photo cards that show supplies. Ask: What school supplies can you find in this photo? What are the people in the photo doing with those supplies? What are some other activities you do in school?

Unit Preparation

✓ Make and photocopy a Prediction Chart (one per student).
✓ Write s and es on short sentence strips. Write words that can be pluralized with either s or es (ant, apple, and so on) on separate sentence strips (one per student). Affix magnetic tape or double-sided tape to the back of each.
✓ Collect manipulatives for counting: paper clips, blocks, fruits, or any other objects students can hold and count.
✓ Obtain index cards (at least three per student) as well as large sticky notes.
✓ Search online for and print out the words to the song “The Green Grass Grew All Around.” Obtain a recording of the song if available.
Key Vocabulary
assembly  bus  cafeteria

gym  plants

Functions and Forms
- Making predictions
  This story will be about what Jenna does at school.
- Identifying
  Jenna is a girl. Mr. Range is a teacher.

Materials
✓ Prediction Charts (one per student)

Frontload Vocabulary
WRITING STRATEGIES
Take a picture walk through the book as a class, and have students point out the key words in the book. Next, give a pop spelling quiz. Say each word aloud, allowing students time to write. Then, write the words on the board, and have students pair up and correct their partners’ quizzes. When they have finished, have partners return the papers, and instruct students to write their misspelled words correctly three times each.

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, and 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.
Jenna's day starts early.

Jenna rides to school on the bus.

**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** How does Jenna get to school?
  Explain to students that recall questions ask them to answer a question about something directly from the text they just read.

- **Fantasy and Reality** Does this story seem like it will be fantasy or reality? Explain to students that this type of question asks them to identify whether or not the story or the events in the story are reality (something that could happen in real life) or fantasy (something that could not happen in real life).

- **Author's Point of View** Who is the narrator of the story? Explain to students that questions about the author's point of view ask who is telling the story. When the narrator uses the pronouns *I, me,* and *mine,* the story is being told from a first-person point of view. When the narrator tells the story like an outsider looking in and uses words such as *he, she, him, her, they,* and *them,* the story is told from a third-person point of view.

**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**  *What is the name of the teacher?*
  Remind students that recall questions ask them to answer about something they just read about in the text.

- **Sequence**  *What does the class do first and second each day?*
  Explain to students that sequence questions ask about the order of things in the story.

- **Drawing Conclusions**  *Why do you think Mr. Range goes over the rules each day?*
  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.

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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?*
It is time to study writing.
Jenna writes a letter.

Discuss

➤ **Recall** What does Jenna write?

➤ **Making Inferences** What is Jenna’s favorite subject? Explain to students that an inference question asks the reader to use clues from the text, from the illustrations, and from what the reader already knows to figure out something that is not directly explained in the text. In this case, the illustration of the letter Jenna is writing reveals that her favorite subject is math.

➤ **Author’s Purpose** What do you think the author’s purpose was for writing this story? Explain to students that when an author writes a story, he or she has a purpose for writing it. This purpose could simply be to tell a story. It could also be to teach a lesson or message to the reader.

**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** In what subject does Jenna learn to subtract?

- **Making Inferences** How does Mr. Range make math fun? Remind students that inference questions ask students to use clues from the text and the illustrations.

- **Drawing Conclusions** Do you think Mr. Range is a good teacher? Why or why not? Remind 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.

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**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** Where does Jenna eat?
- **Sequence** What does Jenna do just before recess? Remind students that sequence questions ask about the order of things in the story.
- **Making Inferences** Do you think Jenna has fun at recess? Why or why not?

**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?
Discuss

- **Recall** In what class do students learn to play soccer?

- **Making Inferences** Do you think that the gym teacher is proud of Jenna? Explain your answer.

- **Sequence** What activities did Jenna do today before gym class?

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**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?
Jenna studies plants in science. She puts a seed in a cup of soil.

Discuss

- **Recall** What does Jenna study in science?
- **Cause and Effect** What will be the effect of putting a seed in a cup of soil? 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 a plant will grow.
- **Making Inferences** What can Jenna do to help her plant grow?

**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?*
Level 2  School Days

Discuss

► **Recall** Who speaks about safety rules?

► **Making Inferences** Why is the assembly “special”?

► **Comparing and Contrasting** How do the police officers and Mr. Range teach rules differently? Explain to students that comparing and contrasting questions ask how two things are the same or different. In this case, the difference is that Mr. Range writes his rules on the board and goes over them each day. The police officers do not write the rules on the board; they demonstrate their rules and give a special presentation—something that does not happen each day.

Jenna goes to a special assembly.
Two police officers talk about safety rules.

**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?
School Days

Discuss

- **Recall**  Where does Jenna go at the end of the day?
- **Sequence**  What does Jenna do before she goes home?
- **Making Inferences**  What do you think Jenna puts in her bag?

**Confirming Predictions**

**READING COMPREHENSION**

Ask students to take out their Prediction Charts. Review each prediction question and students’ predictions. Ask students to identify which predictions were correct. Challenge them to use examples from the story to prove that they were correct. Ask students to identify which predictions were incorrect. Challenge them to explain why they were incorrect.

**Multiple Intelligences**

**Naturalist**

**Plan an Experiment**

Tell students that they will write a science experiment that demonstrates how to plant a seed. Write on the board the heading **Supplies**, and brainstorm with the class the items you will need to plant a seed (a container, a seed, some dirt, some water, a sunny spot for the plant to grow). List these items on the board. Next, guide students through the steps to prepare the container and the seed for planting. As you progress, write each step on the board under the heading **Steps**. Next, have students outline directions for how to care for the new plant. Then, ask students to make a prediction of what will happen to the seed and why. Write their prediction on the board under the heading **Prediction**. When you have completed the experiment outline on the board, have students copy it into their notebooks, and encourage them to try it out at home with their families.

**Reading an Image**

Have students look at the picture on Student Book page 15. 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?**
Key Vocabulary
assembly  bus  cafeteria
gym  house  plants
police officer  school  teacher

Functions and Forms
■ Identifying
  Main Idea: The story takes place in school. Detail: Jenna jumps rope at recess.
■ Describing people, places, and things
  The assembly is a gathering of people for a special meeting or presentation.

Materials
✓ CD track
✓ sentence strips
✓ magnetic or double-stick tape

Preparation
■ Write s and es on short sentence strips.
■ Write words that can be pluralized with either s or es (ant, apple, and so on) on separate sentence strips (one per student).

Echo Read the Story
FLUENCY
Have students listen to the track or read the story aloud to them, line by line. Have students follow the words with their fingers as they echo 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. Then, help students practice critical thinking. Ask: What are some other reasons for a special assembly at school?

Let’s Check!
Choose the best picture to answer each question.
1. Where does Jenna spend her day?
2. What does Jenna play with at recess?
3. Who speaks at the special assembly?

Sound It Out
PHONEMIC AWARENESS
Attach the prepared sentence strips with s and es to the board. Ask students to form a single line. Give each student a prepared sentence strip with a word. Ask the first student in line to read his or her word aloud, tell which letter or letters it ends in, and then make the word plural by attaching it to the board in front of s or es. Remove the word, and call on the next student. Continue until all students have had a turn.
**Let’s Retell!**

Tell students that to retell is to tell the story in their own words. Have students identify some of the things Jenna did at school. Then, help students identify the order in which she did these things. Ask: *Which of these activities did Jenna do first? Which picture shows what she did next? What else did she do that you don’t see pictured here?*

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**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 Jenna does at school. You may want to make a list of actions and events from the story to remind students and to serve as prompts for their writing and their drawings.

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**Bodily/Kinesthetic**

**Classroom Sign Language**

Work together as a group to create a special brand of “sign language” that you can use in your classroom. Write a list of words or commands that you and your students use on a regular basis. Invite students to brainstorm signs or gestures for these words. Be sure to put each sign or gesture to a vote. Use these signs or gestures regularly in your classroom.

Here are some examples for teacher initiated signs: *Sit down, stand up, be quiet, think, vote, listen, line up.*

Here are some examples for student-initiated signs: *I know/don’t know, I agree/disagree, I need help, I’m done.*
Key Vocabulary
classroom learn read write

Functions and Forms
- Retelling/relating past events
  Yesterday, Jenna wrote a letter.
- Describing actions
  This weekend, I visited my grandparents.

Materials
✓ School photo cards
✓ CD track

Frontload Vocabulary
VOCABULARY DEVELOPMENT
Use School photo cards that show activities and locations to elicit the key vocabulary words. Have students write a sentence for each of the key words.

Let’s Connect!
Read along and listen to Jenna and her mom.

Let’s Connect!

LISTENING COMPREHENSION STRATEGIES
Have students listen to the track. As they listen, 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!

LISTENING COMPREHENSION STRATEGIES

Read the directions aloud with students. Instruct students to work in pairs to decide which word best completes each sentence. Allow students a few minutes to complete the exercise. Then, review the sentences one at a time. Ask each pair to read a completed sentence to you. Encourage students in each pair to alternate reading the sentences aloud.

Let’s Apply!

LISTENING COMPREHENSION STRATEGIES

Read the directions aloud with the class. Encourage students to think about questions such as the following: What is something fun I did last weekend? What weekend activity am I most excited to tell a friend about? What did I do first? After that?

Vocabulary Review

VOCABULARY DEVELOPMENT

Review the vocabulary presented in the Frontload Vocabulary activity. Encourage students to use the words to answer these questions: What do you like to write about? What is your favorite thing to read? What do you enjoy doing in the library? What would you like to learn about? What helps you learn in this classroom?

Multiple Intelligences

Interpersonal

“Pair”-aphrasing

Invite students to think about a time in their lives when they did something fun with their families or friends, such as a vacation or party. Then, instruct students to work in pairs. Explain that partners will tell each other their stories. Partners must pay close attention to each other, because each student will have to paraphrase his or her partner’s story aloud for the class. Allow students 5 minutes to share their stories with their partners. Then, call students back together as a group, and invite them to begin sharing their partners’ stories with the class.
Key Vocabulary
animal    favorite    glasses
pen pal    sports

Functions and Forms
- Describing people, places, and things
  I am tall. The hen is fat.
- Expressing needs and likes
  I love sports. My favorite is football.

Frontload Vocabulary

VOCABULARY DEVELOPMENT
Write the key words on the board. You may wish to photocopy the glossary in the back of this Teacher's guide or provide dictionaries for students to share and help them locate and copy the definition of each word.

Words to Describe Me

Dear Pen Pal,
My name is Ann. I have red hair and glasses. I like sports. My favorite is football. My favorite animal is a cat. I have a cat. She is small and black.

From,
Ann

Answer the questions.
1. Who wrote this letter? How do you know?
2. What does the writer look like? What does her cat look like?
3. What are the writer's favorite things?

Words to Describe Me

VOCABULARY DEVELOPMENT
Read aloud the content of the letter on this page, pointing out the key words as you come across them. Read the directions aloud with the class, modeling the correct way to answer the first question. Check that students understand the task they are to complete. Ask students to copy and complete the activity on a separate piece of paper.
Descriptive Words

Descriptive words give information. They tell how something looks, feels, or acts. What do these descriptive words tell you?

- a fat hen
- a happy puppy
- a soft shirt
- a tall man

A Read each sentence. Choose the words that describe you.

1. My hair is _____ and _____.
   - brown
   - red
   - black
   - blond
   - curly
   - straight
   - short
   - long

2. I have _____ eyes and a _____ nose.
   - brown
   - blue
   - green
   - big
   - small
   - round
   - thin
   - wide

B Make a picture graph of your favorite things. Draw yourself in the center. Then, draw your favorite class, animal, toy, food, and sport. Label your picture.

Descriptive Words

Explain to students that some words in a sentence name things, and other words describe those things. Add that descriptive words give information about how something looks, feels, or acts. Write these examples on the board: a fat hen, a happy puppy, a soft shirt, a tall man. Ask students to identify which are descriptive words and what information those descriptions offer. Then, read the directions for activity A aloud and model for students how to complete the activity. Then, read the directions for activity B. Explain the sample graph on the page and discuss how it answers the assignment. Then, help students each complete their own picture graph on a separate piece of paper.

Vocabulary Review

VOCABULARY DEVELOPMENT

Review the vocabulary presented in the Frontload Vocabulary activity. Have each student read the definitions he or she wrote for the key words in the Frontload Vocabulary activity. Then, read the actual definition for each word from a dictionary or from your Teacher’s Guide glossary. Which student definitions were similar to the one you found? Which were different?

Visual/Spatial

“Guess Who?” Game

Invite students to sit together in a circle. Instruct them to close their eyes and keep them closed while you tap one of them on the shoulder. Then, students can open their eyes. The student tapped should not reveal that he or she has been selected.

The goal of the game is for students to use descriptive clues to guess whom you selected. Instruct students to ask questions about the person’s appearance to help them guess the correct student. Go around the circle, and encourage each student to ask a yes/no question. For example, they could ask: Is the person a boy? Does she have long hair? Does she have brown eyes? Is she wearing pink? Is she tall? Allow students to raise their hands and tell you their guess when they feel sure that they know the correct answer.

Commercially available board games of a similar nature may also be a fun way for you to practice descriptive vocabulary and skills with your students.
**Key Vocabulary**

add  difference  equals
minus  plus  subtract
sum  take away  total

**Functions and Forms**

- Defining
  
  *A sum is the amount you get when you add things together.*

- Explaining
  
  *When you subtract, you take some away from what you have.*

**Materials**

- manipulatives for counting
- index cards (at least three per student)

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Write the key words on the board. Introduce students to these words by demonstrating their meanings with manipulatives such as paper clips, blocks, fruits, or any other objects students can hold and count. Have each student take a turn counting and manipulating the objects, and talk through the mathematical operations they are performing with those objects. For example, give two students three blocks each, and say: *There are three blocks on this side and three blocks on the other side. If we add these three blocks to those three blocks, let’s count how many blocks we have all together.* Have both students push their blocks to the center. Then, say: *One, two, three, four, five, six. There are six blocks in total. That means the sum of three plus three equals six.*

**Complete the sentences.**

1. Carla has a banana. Her friend gives her three more. One banana _____ three bananas _____ four bananas.
2. Atsuko has a pear. Her friend gives her one more. One pear _____ one pear _____ two pears.

**Add Numbers**

Explain to students that to add is to combine two or more numbers and count the new total. Tell students that the new total number of things is called the sum. Next, have students take turns counting manipulatives in one pile and counting manipulatives in another pile, then counting how many manipulatives they have all together. Tell students this is what it means to add. Next, read the activity directions aloud with the class, and model answering the first question. Ask students to copy and complete the activity on a separate piece of paper.
Vocabulary Review

VOCABULARY DEVELOPMENT

Review the Frontload Vocabulary activity. Ask students to talk about what they did with the manipulatives. During this discussion, reinforce the key vocabulary words as students come to them in their descriptions. Then, have students write a sentence for each vocabulary word. Students’ sentences can be about the manipulatives you shared with the class for this activity. For example, a student could write: *The sum of three blocks and three blocks is six blocks.* Finally, have each student read a sentence aloud to the class.

Multiple Intelligences

Verbal/Linguistic

Math Flash Cards

Create a simple set of flash cards with the class. Write the operational symbols (+, −, =) on the board in a column. Next, write the key vocabulary words in a second column. Distribute index cards (at least three per student), and have each student make a set of flash cards by writing a symbol on one side and a related word on the other. For example, a card with a minus sign on the front could have *difference, minus, subtract, or take away* on the back. Have students take turns showing their cards as other students guess what they think is on the other side.

Subtract Numbers

**VOCABULARY DEVELOPMENT**

Explain to students that to subtract is to take something away and see how much is left. Tell students that the new number of things that are left is called the difference. Have students take turns counting manipulatives. First, have them count how many there are all together. Next, ask them to take away a number of objects and count how many objects remain. Tell students this is what it means to subtract. Then, read the activity directions aloud with the class, and model the first question. Ask students to copy and complete the activity on a separate piece of paper.

**Subtract Numbers**

Jenna has three oranges.

Her friend takes two oranges away from her.

Now, Jenna has one orange.

Three oranges minus two oranges equals one orange.

**3 − 2 = 1**

**Answer the questions.**

1. Rafael has ten grapes. He gives six grapes to his friend. Twelve grapes _____ six grapes _____ four grapes.

2. Daniel has two sandwiches. His friend eats one of his sandwiches. Two sandwiches _____ one sandwich _____ one sandwich.

**School Days**

23
Key Vocabulary
behave  directions  respect  rules

Functions and Forms
- Expressing and supporting opinions
  Behaving with respect means speaking nicely to people.
- Identifying
  At the library, you can take out a book, but you cannot yell.

Materials
✓ large sticky notes

Frontload Vocabulary
VOCABULARY DEVELOPMENT
For each of the key words, start a brainstorming discussion about the word's meaning. If students are stuck, you may wish to use the words in sentences or pantomime their meanings. Encourage discussion by asking questions such as: What are rules? Can you give me some examples of rules? What are directions? How are directions useful? What does it mean to behave? What are some ways people behave? What is respect? How can you show respect to others? After the discussion, instruct students to copy the key words onto a piece of paper and to then write their own definitions for each.

School Rules

- Answer the questions.
  1. Why are classroom rules important?
  2. Why should students raise their hands to speak?
  3. How can you behave with respect?

School Rules

Read aloud the list of Mr. Range's classroom rules. Discuss each key word as you come across it in the reading. Then, read the directions for the activity, and answer the questions as a class to make sure students understand what they have read.
Vocabulary Review

Vocabulary Development

Review the vocabulary presented in the Frontload Vocabulary activity. Have students write a sentence for each of the key words.

Rules Around School

A Read each sentence. Choose the correct word.

1. At the library, you (can, cannot) yell.

2. In the music room, you (can, cannot) play rhythm sticks.

3. On the playground, you (can, cannot) hit someone.

4. In the gym, you (can, cannot) play sports.

5. In the cafeteria, you (can, cannot) play ball.

B Make a list of classroom rules. List three things you can do. List three things you cannot do.

Multiple Intelligences

Logical/Mathematical

Creating and Categorizing Classroom Rules

Start a discussion with students about what they feel is the ideal classroom. Ask students to suggest rules that would make their classroom an ideal learning environment. Write each of the suggestions on separate large sticky notes. Attach these to one side of the chalkboard. Then, explain to students that they will work together to classify these rules into three main categories.

Write the following categories on the opposite side of the chalkboard: Respect Others, Respect the School, and Respect Yourself. Review and categorize each of the rules written on the large sticky notes. One by one, take a sticky note from the board and read it to the class. Invite students to discuss which category the rule falls under and why. Place each rule in the chosen category on the board.

Rules Around School

SPEAKING APPLICATIONS

Read aloud the directions and and model the first sentence of activity A. Explain to the class the difference between can and cannot. Next, explain to students that can and cannot are helping verbs that must be used with subjects and verbs. Then, complete the activity with students to make sure that they understand what you have said. Once each student has demonstrated understanding of the activity and the use of can and cannot, divide the class into small groups to complete activity B. Be sure to read and explain the directions, and model the correct way to perform the task.
Living Things

Living things are alive. Nonliving things are not alive. Look at the living and nonliving things.

Answer the questions.
1. Which are living things?
2. Which are nonliving things?
3. How are living things and nonliving things different?

Living Things

- flowers
- leaves
- parts
- living things
- nonliving things
- react
- roots
- stem

Functions and Forms

- Identifying
  - An elephant is a living thing. It can breathe.
- Comparing and contrasting
  - Living things can react to things around them. Nonliving things cannot react to things around them.

Materials

- Earth and other photo cards
- words to the song “The Green Grass Grew All Around”
- recording of “The Green Grass Grew All Around” (if available)

Preparation

- Gather a variety of photo cards that show living and nonliving things. Collect enough cards to provide each student with at least one pair (one living thing and one nonliving thing).
- Search online for and print out the words to the song “The Green Grass Grew All Around.” These are readily available through a simple search by song title.

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use Earth photo cards that show plants to elicit the key vocabulary words. Define each of the key words for students. Then, have them practice spelling by writing each of the words three times.

Living Things

- Plants and animals are living things. Living things breathe. They grow. They move by themselves or react to things around them. They eat. They reproduce, or make more of their kind. At the end of their life, they die. Next, read the directions aloud to the class. Model the correct way to answer the first question. Then, have students complete the activity on a separate piece of paper.
Vocabulary Review

VOCABULARY DEVELOPMENT

Review the vocabulary presented in the Frontload Vocabulary activity. Gather a variety of photo cards that show living and nonliving things. Place these in an array on the floor. Gather students around the cards in a circle, and instruct them to each pick one card that shows a living thing and one card that shows a nonliving thing. Then, invite each student to share the cards he or she chose. Encourage each student to identify the item in each photo, say whether it is living or nonliving, and name some of its parts. For a living thing, ask the student to guess how it reproduces (for example, by laying eggs, by giving birth to babies, or by producing fruit).

Multiple Intelligences

Musical/Rhythmic

“The Green Grass Grew All Around”

To start this activity, discuss with students how living things are made up of parts. Review the parts that make up a tree. If you have a recording of the song “The Green Grass Grew All Around,” play this for students. Alternatively, sing the song to students, using the prepared printout of the song’s words. Then, sing the song together. The sing–and–repeat format should make it an easy song for students to learn. Once the class learns this song, you can work together to write your own words using a different living thing, such as a person, as the subject:

And on this foot, there was a leg,
The prettiest little leg you ever did see.
Leg on the foot, and the foot on the ground,
And the green grass grew all around and around,
And the green grass grew all around.

Plants Are Living Things

A  Living things have different parts.
Label the parts of this plant.

leaf    stem    roots    flower

B  Draw another living thing. Label its parts.
Share your drawing with the class.

Plants Are Living Things

Read aloud the directions and model the first step of activity A. Help students understand the parts of a plant as they practice saying the names of the parts. Then, complete the activity with students to make sure that they understand what they have said. Once each student has demonstrated understanding of the activity and the parts of a plant, read the directions and have students complete activity B. When students share their drawings, challenge them to explain why the thing they drew is a living thing and what its parts are.
Key Vocabulary
cafeteria classroom gym
library main office music room
nurse’s office playground

Functions and Forms
- Identifying
  Here is the library. This is the gym.
- Comparing and contrasting
  My map shows bathrooms, but my partner’s map does not.

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 highlight academic vocabulary on each page. Then, identify and label with students the skills they learned in each activity.

My School Map
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?

Take students on a walk through the school. Point out special rooms. Ask students to describe what each room is for and what can be done or learned there: What room is this? What can you do in the library? Why might you go to the nurse? Who works in the main office?
3. Label these places on your map:
- cafeteria
- gym
- library
- main office
- music room
- nurse’s office
- playground
- your classroom

4. Add other labels. You can label bathrooms, the art room, or other special places.

5. Work with a partner. How are your maps the same? How are they different?

Present Your School Map

Invite students to share their maps with the class. Have each student read the labels and point out the locations to the class. Then, ask each student to talk about his or her favorite place in the school: Which is your favorite place in the school? Who works there? What do you do there? Why is it your favorite?

Multiple Intelligences

Intrapersonal

Build a School

Have students imagine being a designer and having a dialogue with an architect who is going to build a school. They will need to tell the architect what places the new school will need and where they should be located. Students can use their maps from this activity as a guide, but they should consider other ways they could arrange the rooms in the school. For example, help them to consider if the playground should be near the gym, near the lunchroom, or near both. Have them each think through their plan and draw a sketch of their design. Then, have them present their plan and defend their choices to the class.
add v. to combine numbers into a single total value
animal n. any living thing that moves by itself and can react quickly
assembly n. a meeting of a student body and usually teachers

behave v. to act in a particular way
bus n. a large vehicle that can carry many people

cafeteria n. a room in school where students eat
classroom n. a room in school where students learn
difference n. the answer in a subtraction problem
directions n. instructions for what to do or how to do something
equals n. a symbol that indicates the result of a math operation

favorite adj. a person or thing that is liked more than others
flower n. the part of a plant that has modified leaves known as petals
glasses n. a pair of clear lenses in a frame; used to help one see better
gym n. a large room used for sports activities

house n. a building in which a family lives
leaf n. one of the green and usually flat parts of a plant that grow from its stem
learn v. to gain knowledge by study, instruction, or experience
letter n. writing sent from one person to another by mail

library n. a place where books are kept for use but not for sale
living things n. any things that breathe, grow, move or react, eat, reproduce, and die
main office

main office n. a room in a school where the parents and visitors have to sign in to enter the school

minus

minus n. a symbol that indicates one number is being subtracted from another (–)

music room

music room n. a room in a school where the music teacher keeps the instruments and teaches students to play them

nonliving things

nonliving things n. any things that do not breathe, grow, move or react, eat, reproduce, or die

nurse’s office

nurse’s office n. a room in a school where students go if they are sick or hurt

ones place

ones place n. the place immediately to the left of the decimal point in a number; a single-digit numeral is in the ones place

parts

parts n. the pieces of something into which it can be divided

pen pal

pen pal n. a friend made and kept through letter-writing

plant

plant n. a living thing that does not move by itself and usually has green leaves

playground

playground n. an outdoor school location where students play

plus

plus n. a symbol that indicates one number amount is being combined with another (+)

police officers

police officers n. people who are responsible for enforcing the law and keeping people safe

react

react v. to act in response to something

read

read v. to look over and understand letters and words

reproduce

reproduce v. to make new living things of the same kind

respect

respect n. consideration for others

roots

roots n. the parts of a plant that are usually under the ground that bring water and nutrients into the plant from the soil

rules

rules n. guides for how to act

school

school n. a place for teaching and learning

sports

sports n. physical activities, such as running or playing an athletic game

stem

stem n. the part of a plant that comes out of the ground and holds up the other parts

student

student n. a person who goes to school to learn

subject

subject n. an area of learning

subtract

subtract v. to take away (as one part or number) from another

sum

sum n. the result of adding numbers

teacher

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

tens place

tens place n. the place two to the left of the decimal point in a number; the first number in a two-digit numeral is in the tens place

write

write v. to use a pencil or other instrument to form letters or words on a surface such as paper
Comparing and contrasting
Living things can react to things around them. Nonliving things cannot react to things around them. L7
My map shows bathrooms, but my partner’s map does not. L8

Defining
A sum is the amount you get when you add things together. L5

Describing actions
This weekend, I visited my grandparents. L3

Describing people, places, and things
The assembly is a gathering of people for a special meeting or presentation. L2
I am tall. The hen is fat. L4

Explaining
When you subtract, you take some away from what you have. L5

Expressing and supporting opinions
Behaving with respect means speaking nicely to people. L6

Expressing needs and likes
I love sports. My favorite is football. L4

Identifying
Jenna is a girl. Mr. Range is a teacher. L1
Main Idea: The story takes place in school. Detail: Jenna jumps rope at recess. L2
At the library, you can take out a book, but you cannot yell. L6
An elephant is a living thing. It can breathe. L7
Here is the library. This is the gym. L8

Making predictions
This story will be about what Jenna does at school. L1

Retelling/relating past events
Yesterday, Jenna wrote a letter. L3
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### Santillana Spotlight on English Newcomer Handbook

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<td>Defining a citizen</td>
<td>Discussing magnets, polarity, and positions of an object</td>
<td>Draw and label school supplies.</td>
</tr>
<tr>
<td>2</td>
<td>Jenna’s Day At School (Fiction)</td>
<td>Focus on retelling</td>
<td>Using adjectives to describe oneself</td>
<td>Adding and subtracting objects</td>
<td>Understanding the purpose of rules</td>
<td>Defining living things</td>
<td>Draw and label a map of the school with school locations.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Spotlight on Reading</td>
<td>Spotlight on Language</td>
<td>Spotlight on Content: Language Arts</td>
<td>Spotlight on Content: Math</td>
<td>Spotlight on Content: Social Studies</td>
<td>Spotlight on Content: Science</td>
<td>Project</td>
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<tr>
<td>3</td>
<td>Annie’s School Day (Fiction)</td>
<td>Focus on comparatives and superlatives</td>
<td>Identifying parts of a sentence</td>
<td>Understanding number sentences</td>
<td>Identifying school locations</td>
<td>Explaining and justifying experiments</td>
<td>Draw and label school activities.</td>
</tr>
<tr>
<td>4</td>
<td>Sharing Stories (Nonfiction)</td>
<td>Focus on past tense verbs</td>
<td>Describing characters in a story</td>
<td>Tracing solid figures (sphere, cube, pyramid), pointing to, and naming them</td>
<td>Naming modes of transportation</td>
<td>Defining and offering examples of simple machines</td>
<td>Write a narrative story.</td>
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<tr>
<td>5</td>
<td>Weather (Nonfiction)</td>
<td>Focus on future tense verbs</td>
<td>Identifying the setting of a story</td>
<td>Defining greater than, less that, and equal to symbols</td>
<td>Discussing severe weather events</td>
<td>Describing the appearance and uses of wind vanes</td>
<td>Draw and label pictures of yourself dressed appropriately for a weather event.</td>
</tr>
<tr>
<td>6</td>
<td>School (Nonfiction)</td>
<td>Focus on school vocabulary</td>
<td>Understanding the plot of a story</td>
<td>Understanding parts of a whole (showing a whole, showing parts, counting how many parts)</td>
<td>Defining friendship</td>
<td>Defining an experiment (the scientific method)</td>
<td>Draw and label school workers in their school locations.</td>
</tr>
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</table>
**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: *aaa, aaple, 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.
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 words 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, 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?
**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?*

**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?*
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 ___.

Picture Dictionary
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, bay, 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.
Ocean Animals

whale
dolphin
shark
octopus
squid
jellyfish
shrimp
lobster
crab
stingray
eel
swordfish
seahorse
sea turtle

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.

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 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.