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

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

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

References

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

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

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

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

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

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

Spotlight on Reading
Fiction

Annie’s School Day

Spotlight on Language
★ Connecting
★ Focusing
★ Applying

Spotlight on Content
What Is a Sentence?
Number Sentences
Places in My School
What Is an Experiment?

Project
My Favorite School Activity

Unit Objectives
✓ Describe school activities.
✓ Label school locations.
✓ Identify school workers.
Introduce the Theme

FLUENCY

Tell students that they will be learning about school in this unit. Read each learning objective as a complete sentence, and have students echo you. Then, play the track or read the riddle on Student Book page 5, and have students listen to you. Repeat the riddle again together with students, line by line, and have students practice saying it with increasing fluency. Then, elicit from students that the answer to the riddle is a school bus.

Theme-Related Vocabulary

ORAL LANGUAGE DEVELOPMENT

Assess students’ language levels related to the theme by pointing to pictures in the book. Display Community photo cards that show transportation. Ask: How did you get to school today? Have students point to a card or a picture in the book that shows how they came to school and then say the word. If they came to school another way, have them draw that on the board and say the word (for example, car or walk).

Display School photo cards that show activities, supplies, and workers at the front of the room. Ask: What do you do at school? Invite volunteers to find a card that shows an activity they can name and to then say the word. Have the class echo. Ask: What do you use at school? Call on volunteers to find a card that shows a school supply they can name and to then say the word. Have the class echo. Ask: Whom do you meet at school? Call on individual students to find a card that shows a person they can name and to then say the word. Have the class echo.

Unit Preparation

- Make and photocopy Prediction Charts (one per student).
- Prepare a blank crossword puzzle using the words question, reads, teaches, and time, along with the following clues: Annie asks a ______. Ms. Kelly _______. Mr. Hill ______ science. It is ______ to go home. Make one photo copy for each student.
- If possible, arrange for the class to go outside to observe nature for Lesson 4.
- Gather sets of small classroom items for groups to manipulate.
- Collect blank index cards (12 per small group) and collage materials related to scientific discovery.
Key Vocabulary
lunch    recess    science    math

Functions and Forms
- Identifying
  This is a teacher.
- Hypothesizing and speculating
  It might begin in the morning.

Materials
✓ School photo cards
✓ Prediction Charts (one per student)

Frontload Vocabulary
WRITING STRATEGIES
Use School photo cards that show activities to elicit the key vocabulary words. Write the key words on the board. Have students echo you as you read them aloud. Then, have students copy each word five times in their notebooks. Beside each set of five words, have students draw a quick picture to remind them of the meaning of that word.

Predicting
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.
Read and Discuss the Story

**Reading Comprehension**

Read the story aloud while students follow along in their books. Use the Discuss questions to develop comprehension and language skills.

**Discuss**

- **Recall**  *Whom does Annie greet?* Explain to students that this is a recall question. To recall is to remember something that was said in the text. It must be something found in the words. Ask: *What do the words say about Annie?*

- **Making Inferences**  *What might Annie have said to her teacher?* Explain to students that this question asks them to make inferences. To make inferences is to figure out something that was not said in the text. It cannot be found in the words. Students must use clues from the words and from what they already know. Ask: *What do you know about how to greet an adult?*

- **Making Inferences**  *Where is Annie?* Remind students that to make inferences is to figure out something that was not said in the text. It cannot be found in the words. Students must use clues from the words and from what they already know. Ask: *Where do you usually see your teacher?*

**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 does Ms. Kelly do?* Remind
  students that to recall is to remember
  something that was said in the text. It must
  be found in the words. Ask: *What do the
  words say about Ms. Kelly?*

- **Drawing Conclusions**  *Is Ms. Kelly reading
  aloud or to herself?* Tell students that this
  question is asking them to draw conclusions.
  Explain to students that drawing conclusions
  is using information in the text to say
  something new. They may make a statement
  or a judgment. The statement or judgment
  must be supported by the words of the text.
  Ask: *What is Annie doing while Ms. Kelly
  reads?*

- **Making Inferences**  *Who else might be
  listening to Ms. Kelly?*

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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?*
Discuss

- **Recall** Who is writing?
- **Sequence** Which did Annie do first: write or listen? Tell students this question asks about sequence. Explain that sequence is the order of events in a story. Words such as first, then, finally, the next day, and tomorrow are clues about the order of events. Ask: What clue word do you see? What does the clue word tell you?
- **Making Inferences** What do you think Annie might be writing about?

**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** What is it time for?
- **Making Inferences** About what time of day is it in the story?
- **Fantasy and Reality** Does this story seem to be reality or fantasy? Explain to students that fantasy is something that could not happen in real life; it seems pretend. Reality is something that could happen in real life; it seems real. Ask: *Do the events in this story seem real?*

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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?**
At recess, Annie plays tag outside. She can run very fast!

Discuss

- **Recall** What does Annie do during recess?
- **Drawing Conclusions** Is Annie good at playing tag? Remind students that drawing conclusions is using information in the text to say something new. They may make a statement or a judgment. The statement or judgment can be supported by the words of the text. Ask: *What does the text say Annie can do? What do you need to do when you play tag?*

- **Comparing and Contrasting** How is lunchtime different from recess? Explain to students that comparing is telling how two or more things, events, or characters are similar. Contrasting is the opposite. Contrasting is telling how the things, events, or characters are different. Ask: *What does Annie do during lunchtime? What does she do during recess? Are these events the same or different?*

**Reading an Image**

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

- What 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**  *Who teaches science?*
- **Drawing Conclusions**  *What class is it time for now?*
- **Comparing and Contrasting**  *How are Mr. Hill and Ms. Kelly alike?* Remind students that comparing is telling how two or more things, events, or characters are similar. Contrasting is the opposite. Contrasting is telling how the things, events, or characters are different. Ask:  *Where do Mr. Hill and Ms. Kelly both work? What do they do?*

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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?**
Annie has her own plant. She measures it every day.

Discuss
- **Recall** What does Annie have?
- **Drawing Conclusions** Who do you think takes care of the plant?
- **Making Inferences** Why is Annie measuring the plant?

**Reading an Image**
Have students look at the picture on Student Book page 13. Ask:
- *Who are the characters you see on this page?*
- *Where are these characters located?*
- *What are the characters doing in this picture?*
- *What are some other details you notice about the characters or other elements you see in this picture?*
Discuss

» **Recall** What does Annie do in math class?

» **Making Inferences** Why does Annie ask about fractions?

» **Author’s Point of View** What is the author’s point of view? Explain to students that to find the author’s point of view, they must first find the narrator. The narrator is the person who tells the story. If the narrator is also a character in the story, the author’s point of view is called *first-person*. Words such as *I*, *me*, and *mine* are clues that a story is told from the first-person point of view. If the narrator is someone who is not a character in the story, the author’s point of view is called *third-person*. Words such as *he*, *she*, *him*, *her*, *they*, and *them* are clues that a story is told from the third-person point of view.

**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?
Discuss

Recall What part of the school day is it?

Sequence Did Annie go home before or after lunch? Remind students that sequence is the order of events in a story. Ask: When in the story did Annie eat lunch: the beginning, the middle, or the end? When did she go home?

Author’s Purpose Why do you think the author wrote this story? Tell students that this question asks about the author’s purpose. Explain that the author’s purpose is why the author wrote the text: to inform, to explain, to persuade, or to entertain. There may be more than one purpose for writing. Ask: Did you think the author was trying to tell about something, explain something, make you agree, or make you laugh?

Confirming Predictions

Point to the Prediction Chart on the board. Have students take turns reading a prediction aloud and saying whether it is “true” or “false.” Have others agree or disagree by reading aloud a part of the text that helps prove the prediction correct or incorrect. If time allows, discuss any other predictions students wrote on their Prediction Charts.

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?

Multiple Intelligences

Interpersonal What’s in the Picture?

Pair students, and assign each pair a page in the story. Have students discuss what Annie and the other characters are doing. Tell students to point to parts of the picture and use words they know and words from the text to describe the action, the place, and the people in the picture. Visit each pair and ask questions such as: What is Annie doing? How does she feel?
**Key Vocabulary**
class  math  recess  school

**Functions and Forms**
- Describing actions
  Annie writes.
- Drawing conclusions
  Annie and I both write.

**Sound It Out**
**PHONEMIC AWARENESS**
List the following words on the board: lunch, teacher, recess, listens, science, greets, reads, question. Invite volunteers to split each word into syllables. Have the class echo as the volunteer reads each syllable and then the whole word. Ask: Which words have a /ch/ sound? Which words have a /s/ sound? Have students point to the letters that make each sound and then say the words in which those sounds occur.

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

**Checking**
**READING COMPREHENSION**
Read each question aloud. Allow students time to think about their answers, and have them share their answers with the class. For each multiple-choice question, talk about why each option is correct or incorrect. To help students practice critical thinking, ask them to tell what is different about Annie’s school compared to their own school. Encourage them to list whatever specific examples they can.

**Materials**
- photocopies of crossword puzzle (one per student)
- CD track

**Preparation**
- Prepare a blank crossword puzzle using the words question, reads, teaches, and time, along with the following clues:
  Annie asks a ___. Ms. Kelly ___. Mr. Hill ____ science. It is ____ to go home. Make one photocopy for each student.

**Materials**
- photocopies of crossword puzzle (one per student)
- CD track

**Preparation**
- Prepare a blank crossword puzzle using the words question, reads, teaches, and time, along with the following clues:
  Annie asks a ___. Ms. Kelly ___. Mr. Hill ____ science. It is ____ to go home. Make one photocopy for each student.
Retelling

Tell students that to retell is to tell the story in their own words. Have students find the picture that represents the first action in the story. Ask one student to state the action in his or her own words. Ask: What happened next? Have volunteers find and retell each of the remaining plot points in order. Make sure each student takes a turn. Repeat the story if necessary to give all students a chance to retell a plot point.

Reflecting

ORAL LANGUAGE DEVELOPMENT

Explain that to reflect is to think something over. Read the prompts aloud. Using the illustrations of the boy on the student page, have students brainstorm things they do in school. Write their responses on the board. Have students point out which of these activities Annie also does in the story. Circle those activities. Tell students to use the list on the board to help them complete the Reflecting exercise. You may model a sample response.

Multiple Intelligences

Verbal/Linguistic
School Day Crossword

Distribute copies of the prepared blank crossword puzzle. Have students use the story “Annie’s School Day” to find the answers to each clue. While students work, copy the crossword blanks and clues onto the board. If needed, demonstrate how a crossword puzzle works by having one student offer the answer to a clue, then filling it in on the board in the corresponding squares on the crossword. Have students use their answer words to complete their crosswords. Call on students to complete the remaining clues and matching crossword blanks on the board.
Key Vocabulary
best    better    favorite    good

Functions and Forms
- Retelling/relating past events
  Ashley read a book.
- Comparing and contrasting
  Lunch was better.

Frontload Vocabulary
VOCABULARY DEVELOPMENT

Use Community photo cards that show transportation to elicit the key vocabulary words. Display three modes of transportation that could be used to travel to school. Ask:
How would you like to travel to school? Have students vote on each card, and order the three cards on the board according to their rank. Beginning with the lowest ranked, point to the cards and ask questions such as: Is this a bad way to get to school? Then what is it? If this is good, then what is this? Elicit good, better, best, favorite. Write the key words on the board, and have students copy these words in their notebooks.

Connecting

A. Read along and listen to Annie and her grandma.

GRANDMA: Hello, Annie! How was school?

ANNIE: Ms. Kelly’s class was good. I wrote a story.

GRANDMA: That’s nice. Did you like anything better?

ANNIE: Yes. I liked science better. I measured my plant. My plant is growing well!

GRANDMA: Great! Was science your favorite activity?

ANNIE: No. I liked recess best. I love to run!

B. Answer the questions.

1. What did Annie say was good?
2. What did Annie like better?
3. Why did Annie like recess best?

Listening Comprehension Strategies

Connect

Play the track and have students listen to the passage. 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.
Applying
LISTENING COMPREHENSION STRATEGIES
Read the directions aloud with the class. Have students brainstorm past-tense verb phrases they might use to describe school activities, and write them on the board. Then, review the meanings of good, better, and best. Pair students. Tell students to use the phrases on the board to help them discuss activities using the past tense.

Vocabulary Review
VOCABULARY DEVELOPMENT
Display Health photo cards that show food. Write the key words on the board. Discuss as a class which foods students like best. Have each student use all four key words to express his or her opinions.

Multiple Intelligences
Intrapersonal
When I Was Little...
Have students each write a journal entry about foods they liked when they were little and how their tastes have changed. Have students draw the food or drink they liked best when they were younger and another that they like better now. Copy the following cloze sentences onto the board: Then, I liked ______ best. Now, I like ______ better. Have the students copy and complete the sentences under their corresponding drawings. Assist any students who need words for their chosen foods and drinks.

Focusing
Read the directions aloud with students. Have students read the answers chorally. For activity B, have students read the answers as complete sentences.

Applying
ORAL LANGUAGE DEVELOPMENT
Tell about your day at school. What did you do? What did you like?
Complete these sentences:
At school I ______.
______ was good.
______ was better.
______ was best. ______ is my favorite activity.
What Is a Sentence?

I like gym class.
The coach teaches us sports.
Basketball is my favorite!

Predicate

I like gym class.
The coach teaches us sports.
Basketball is my favorite!

Subject

I like gym class.
The coach teaches us sports.
Basketball is my favorite!

What Is a Sentence?

Explain to students that a sentence is a group of words and marks that can stand alone. Say: Sentences have two main parts: a predicate and a subject. The predicate tells what happens. The subject tells who or what is doing or being something. Add that the subject is a person, place, or thing. Read the sentences on the Student Book page aloud. As you read, ask questions to guide students in finding the subjects and predicates. Finally, explain to students that every sentence ends with a punctuation mark: a question mark, an exclamation point, or a period. Demonstrate how to use these punctuation marks correctly.

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use School photo cards that show activities to elicit the key vocabulary words. Ask: How do you play? Elicit playing verbs including run, jump, kick, and catch, as well as playing nouns such as ball. Write them on the board for later. Ask: What do you play? Elicit sports and game names students know. Write them on the board for later. Write on the board the following sentence: I play sports. Point to sentence parts to elicit any sentence-part names students know, including word and sentence. Write the key words on the board, and have students echo you as you read them aloud. Repeat several times to reinforce correct pronunciation.
**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Review the vocabulary you wrote on the board in the Frontload Vocabulary activity. Have students come to the board in turns to change parts of a sentence. Write the following on the board: *I walk to school*. Call up a student, and have him or her point to the sentence or part of the sentence to show the class the meaning of a key word you name. Have the student repeat the key word as he or she points. Then, tell the student to change that part of the sentence (or the whole sentence, if *sentence* is they key word). For example, if the key word was *predicate*, have the student change the predicate to a predicate of his or her choosing. Encourage students to have fun by choosing silly words, actions, or combinations, as long as they make a grammatically correct sentence.

---

**Writing Sentences**

A. Read each sentence. Circle the subject.
1. Gus is my friend.
2. We run fast.
3. The students are in school.

B. Look at each picture. Read the sentence. Choose the correct predicate.

<table>
<thead>
<tr>
<th>eats an apple</th>
<th>greets his friends</th>
<th>kick a ball</th>
</tr>
</thead>
</table>

1. I ____________.
2. Miho ____________.
3. The boy ____________.

C. Write three sentences about a game you play.
Each sentence should have:
- a subject
- a predicate
- a punctuation mark

---

**Multiple Intelligences**

Naturalist

Nature Sentences

Have students observe nature by going outdoors, looking out a window, or studying the *Earth* photo cards that show habitats. Have students point to elements of nature they know. Help students name common natural features they see, such as *plant, tree, rock, sky, sun, clouds, wind, and bird*. Help students name actions and descriptive words that relate to what they see, such as *grows, flies, green, and blue*. Have students list and illustrate each word in their notebooks. Then, have students take turns using a word or words from the list in a sentence. Make sure students produce a sentence with both a subject and a predicate.
**Key Vocabulary**
equals  less than  minus
more than  number sentence  plus
symbols

**Functions and Forms**

- Evaluating
  *This number sentence is complete.*
- Comparing and contrasting
  *The boy has less.*

**Materials**

- USA photo cards
- sets of small classroom items for groups to manipulate

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Use USA photo cards that show money to elicit the key vocabulary words. Ask questions such as: *How many cents? How are these two different? How could you write this amount? What is this?* Write numbers one through nine on the board as numerals, and ask: *What number is this?* Write the key words on the board, and have students repeat after you as you read them aloud.

**Number Sentences**

Explain to students that a number sentence has numbers and symbols. The numbers and symbols work together. Write on the board the symbols +, −, =, >, and <. Label each with what it stands for (*plus, minus, equals, greater than, and less than*). Read the labels aloud to students and help them understand what the symbols mean. Then, read the number sentences on Student Book page 26, and ask students to identify the symbols. Read the directions aloud with the class, and model the first part of the activity. Next, have students write their number sentences in words on a piece of paper. Then: have them read the number sentences to a partner as the partner writes the number sentence in numbers and symbols.
### Vocabulary Review

#### VOCABULARY DEVELOPMENT

Write the following on the board:

\[
\begin{align*}
6 - \underline{\phantom{0}} & > 5 \\
2 + \underline{\phantom{0}} & < 9 \\
\underline{\phantom{0}} & \text{ is greater than } \underline{\phantom{0}} \\
5 & < 9
\end{align*}
\]

Have students work in small groups to make number sentences from these “sentence starters.” Remind students that their number sentences must have at least two parts that are compared by one of these symbols: =, <, or >. Have groups read their completed number sentences aloud to the class. Write them on the board, and have the class decide whether the number sentences are complete and correct. Have students correct any mistakes on their papers. Instruct groups to save their work for use in the Multiple Intelligences activity.

### Multiple Intelligences

#### Bodily/Kinesthetic

**Realia Number Sentences**

Group students as in the Vocabulary Review, and have students use their completed and corrected number sentences. Give each group a different set of small classroom items to manipulate, such as a bag of markers or a large box of crayons. Then, tell the groups they will model each of their number sentences. Demonstrate the process with two volunteers. Hold three pencils in your hand, and say the word *three*. Have one volunteer remove one pencil and say, “Minus one.” Then, have the other volunteer point to your remaining two pencils and say, “Equals two.” Have groups model all of their number sentences. Then, have each group demonstrate one for the class.

### Understanding Number Sentences

#### VOCABULARY DEVELOPMENT

Explain to students that complete number sentences have two parts that are compared with one of the following symbols: =, <, or >. Read the directions aloud with the class, and model the first question of each activity. Check that students understand each task they are to complete. Ask students to copy and complete the activities on a separate piece of paper.
**Key Vocabulary**
- classroom
- lunchroom
- nurse’s office
- playground
- principal’s office

**Functions and Forms**
- Expressing needs and likes
  - I like to eat pizza.
- Asking informational questions
  - Where do you eat?

**Materials**
- School photo cards
- Blank index cards (12 per small group)

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Use School photo cards that show locations to elicit the key vocabulary words. Ask questions such as: What place is this? Where are we now? Write the key words on the board, and have students echo you as you read them aloud.

**Places in My School**

Here are the rooms in my school. Point to and name each place.

- playground
- classroom
- principal’s office
- lunchroom
- nurse’s office

**VOCABULARY DEVELOPMENT**

Read aloud the directions at the top of the page. Next, review the locations listed on the map, pointing out the key words as you encounter them. Then, call on volunteers to follow the directions, pointing to and naming locations on the map. Be sure each student gets multiple opportunities to point to and name school locations to practice fluency as the rest of the class reviews to practice vocabulary.
Vocabulary Review

VOCABULARY DEVELOPMENT

Have students work in pairs to ask and answer questions about a school location on the map on Student Book page 24. Get students started by having them ask and answer questions using what they wrote about lunchtime in writing activity B on Student Book page 25. Then, have students look at the map on Student Book page 24 and ask and answer their own questions about other school locations. Provide sentence starters on the board for students to use when they get stuck, such as: Where is ______? Where do you ______?

Multiple Intelligences

Logical/Mathematical

School Location Memory Game

Have students work in teams to make a memory game about school locations. Assign each team one location on the school map. Give each team 12 blank index cards. On six of the cards, have students draw something that belongs to their assigned location: an item, a student action, a worker, or a structure. On the remaining six cards, have students write words to match the images they drew. On the backs of all their cards, have students copy the name of their assigned school location. Have students shuffle the cards and scatter them on the desk with the location name facing up. Then, have teams change places and play a memory matching game, turning over one pair of cards at a time and turning them back if they do not match. Teams may compete to see who can find all the matches first.

Understanding School Places

Read the directions aloud with the class, and model the first question of each activity. Check that students understand each task they are to complete. Ask students to copy and complete the activities on a separate piece of paper.

A Choose the best picture to answer each question.

1. What do you do in a classroom?

2. Where does the school nurse work?

B Write about lunchtime. Complete these sentences:

I go to ____________________________.
I see ____________________________.
I sit ____________________________.
I like to eat ____________________________.

Ready, Set, Go!
What Is an Experiment?

An experiment helps a scientist learn.

The scientist has an idea.

She tries an experiment.

I think plants need sunlight.

The scientist looks. She measures. Then, she writes about what she sees.

The scientist repeats the same steps many times.

The scientist studies her results.

Key Words
- experiment
- idea
- measures
- results
- scientist
- measuring cup
- ruler
- thermometer

Functions and Forms
- Explaining
  *This tool can measure water.*
- Sequencing
  *First, the scientist has an idea.*

Materials
- ✓ Earth photo cards
- ✓ collage materials related to scientific discovery

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use Earth photo cards that show weather and plants to elicit the key vocabulary words. Ask questions such as: *Who studies these things? What else does a scientist study? How does a scientist work?* Write the key words on the board, and have students repeat them after you three times each. Then, erase the words, and have students recall them and write them down. Review the correct answers and spelling.

What Is an Experiment?

Read aloud the text that accompanies each illustration, pointing out the key words as you come across them. Ask students to tell you what the scientist appears to be doing in each illustration. Then, ask them to tell you what that description has to do with the text that they see next to the illustration. Foster connections between the visual elements and text elements of the page.
Vocabulary Review

Read the directions aloud with the class, and model the first question of each activity. Check that students understand each task they are to complete. Ask students to copy and complete the activities on a separate piece of paper.

Visual/Spatial

Scientific Discovery Collages

Provide students with collage materials, such as magazines or photocopied pictures from books. The images should relate to scientific discovery, including fields such as astronomy, chemistry, medicine, and physics, as well as topics such as energy and technology. Tell students to imagine that they are studying to become scientists. Ask: What would you like to learn about? What kinds of experiments would you like to do? Have students each choose images that interest them and make a collage. Have them share their collages in small groups.
Key Vocabulary
favorite 	school activity
school location  	summary

Functions and Forms
- Expressing needs and likes
  I like recess best, because I like to swing.
- Describing people, places, and things
  The students are playing.

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 Favorite School Activity

Have students brainstorm favorite activities at school, and write them on the board. Have students look at the map of the school on Student Book page 24 to find the location of their favorite activity. Help students who need a name for a location that is not on the map. Encourage students to include as many details as possible in their drawings.
I like math class best, because I like to figure out the answers.

**Teaching Time**

Have students take turns playing the role of “teacher” as they share their projects in small groups. Have the “teacher” introduce his or her lesson by reading aloud the sentence at the bottom of the project. Then, have him or her use the labels to teach the vocabulary to his or her “students.” Have the “students” ask questions about the drawing or activity. Provide sentence starters on the board, such as: *What is _____? Who is _____? Where are _____? This is a _____, I am _____, They are _____.*

**Speaking Strategies**

Tell students they will play a rhythm game with their projects. Explain that one student will call and the others will respond in rhythm. Start by having everyone pat or clap a slow, steady beat. Teach students the following call-and-response [regular hyphens] pattern to the beat:

- I am ______.
- (You are ______.)
- I like ______.
- (You like ______.)
- Better than good...
- (Better than good...)
- Better than better...
- (Better than better...)
- It’s the best!
- (It’s the best!)
- Now, you.
- (Now, you.)

Then, have students play the game by taking turns acting as caller, using their own name and favorite school activity while the rest of the class adds the responses. On the line “Now, you,” the caller should point to any student who has not yet had a turn. The other students should also point to that student as they respond. To challenge students, speed up the rhythm.
activity n. a game or exercise that helps students learn

best adj. most excellent; better than all others
better adj. more excellent than something else; of higher quality than something else
bus n. a large motor vehicle that can carry many people

class n. a period of time when a group of students meets to study a subject
classroom n. a room in school where students learn

equals n. a symbol that indicates two sides of a number sentence are the same quantity (=)

experiment n. a scientific set of steps designed to test an idea

favorite adj. a person or thing that is liked more than others
friends n. people you know, like, and trust

good adj. agreeable, pleasing, or favorable

idea n. something planned or pictured in the mind

less than adj. fewer or smaller in number, amount, or size
location n. a place for a particular use or purpose
lunch n. a light meal usually eaten in the middle of the day
lunchroom n. a room in school where students eat

math n. the study of numbers and shapes; also called mathematics
measures v. finds out the amount or size of something
measuring cup n. a container marked with units used for finding out the amount of something

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

more than adj. greater or larger in number, amount, or size

number sentence n. a math equation that includes numbers and operation symbols such as plus, minus, equals, greater than, or less than
nurse’s office $n.$ a room in a school where the school nurse works

playground $n.$ an outdoor school location where students play

plus $n.$ a symbol that indicates one number or amount is being added to another (+)

predicate $n.$ the part of a sentence or clause that tells what the subject is doing or being

principal’s office $n.$ a room in school where the principal works

punctuation mark $n.$ a mark used to separate words into sentences, clauses, or phrases

recess $n.$ a time to relax and play at school

results $n.$ things that happen as an effect of an action or experiment

ruler $n.$ a tool used to measure the length of objects

school $n.$ a place for teaching and learning

science $n.$ the study of nature and natural laws, including chemistry, physics, and biology

scientist $n.$ a person whose job is to study science

sentence $n.$ a grammatically complete group of words that expresses a single thought

student $n.$ someone who goes to school to learn

subject $n.$ a person, place, or thing that does or is something in the predicate of a sentence

summary $n.$ a short statement of the main point of a story or text

symbols $n.$ objects that stand for or represent something else

teacher $n.$ a person whose job is to instruct

thermometer $n.$ a tool used to measure temperature

tool $n.$ an object worked by hand or by machine to help do a task

walk $v.$ way of traveling using one’s legs and feet

words $n.$ a sounds or combinations of sounds that have meaning and are spoken
Asking informational questions
   Where do you eat? L6

Comparing and contrasting
   Lunch was better. L3
   The boy has less. L5

Describing actions
   Annie writes. L2
   We run fast. L4

Describing people, places, and things
   The students are playing. L8

Drawing conclusions
   Annie and I both write. L2

Evaluating
   This number sentence is complete. L5

Explaining
   This tool can measure water. L7

Expressing needs and likes
   I like to eat pizza. L6
   I like recess best, because I like to swing. L8

Hypothesizing and speculating
   It might begin in the morning. L1

Identifying
   This is a teacher. L1
   This is the predicate. L4

Retelling/relating past events
   Ashley read a book. L3

Sequencing
   First, the scientist has an idea. L7
## Vocabulary Index

| B       | best (p. 22)                     | N       | number sentence (p. 26)                  |
|         | better (p. 22)                   |         | nurse’s office (p. 28)                   |
| C       | class (p. 20)                    | P       | playground (p. 28)                       |
|         | classroom (p. 28)                |         | plus (p. 26)                             |
| E       | equals (p. 26)                   |         | predicate (p. 24)                        |
|         | experiment (p. 30)               |         | principal’s office (p. 28)               |
| F       | favorite (pp. 22, 32)            |         | punctuation mark (p. 24)                 |
| G       | good (p. 22)                     | R       | recess (pp. 10, 20)                      |
|         |                                  |         | results (p. 30)                          |
|         |                                  |         | ruler (p. 30)                            |
| I       | idea (p. 30)                     | S       | school (p. 20)                           |
| L       | less than (p. 26)                |         | school activity (p. 32)                  |
|         | lunch (p. 10)                    |         | school location (p. 32)                  |
|         | lunchroom (p. 28)                |         | science (p. 10)                          |
| M       | math (pp. 10, 20)                |         | scientist (p. 30)                        |
|         | measures (p. 30)                 |         | sentence (p. 24)                         |
|         | measuring cup (p. 30)            |         | subject (p. 24)                          |
|         | minus (p. 26)                    |         | summary (p. 32)                          |
|         | more than (p. 26)                |         | symbols (p. 26)                          |
|         |                                  | T       | thermometer (p. 30)                      |
| W       | words (p. 24)                    |         |                                              |

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**Vocabulary Index**

37
## Santillana Spotlight on English Newcomer Handbook
### Scope and Sequence

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<th>Spotlight on Content: Language Arts</th>
<th>Spotlight on Content: Math</th>
<th>Spotlight on Content: Social Studies</th>
<th>Spotlight on Content: Science</th>
<th>Project</th>
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<td><strong>2</strong></td>
<td>Jenna’s Day At School (Fiction)</td>
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<tr>
<td>Grade Level</td>
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<td>Defining an experiment (the scientific method)</td>
<td>Draw and label school workers in their school locations.</td>
</tr>
</tbody>
</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: *aaaa, aapple, apple*. Have students echo. Pair students, and have them take turns naming a letter for their partner to locate on Student Book page 36. Have the partner who locates the image name the animal or object and say the letter sound at the beginning of that word.

**Apply**

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

**Cardinal Numbers**
- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten

**Ordinal Numbers**
- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 sixth
- 7 seventh
- 8 eighth
- 9 ninth
- 10 tenth
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeenth
- 18 eighteenth
- 19 nineteenth
- 20 twentieth

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**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 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.
Access Prior Knowledge

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

Explore

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

Connect

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

Apply

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

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

Access Prior Knowledge

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

Explore

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

Connect

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

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

*Where is/are the ____? Here is/are the ____.*
Have students use the cloze sentences to structure their questions and answers.

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

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

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

Explore

Have partners discuss which foods they like and dislike. Distribute to each pair of students a photocopy of Student Book pages 40–41. Write the following cloze sentences on the board: *Do you like to eat ____? No, I do not like to eat ____.* *Do you? Yes, I like to eat ____.* 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 ___.*
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

**Apply**

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

**Access Prior Knowledge**

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

**Explore**

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

**Connect**

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

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

Explore

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

Connect

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

Apply

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

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

Access Prior Knowledge

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

Explore

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

Connect

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

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

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

Apply
Distribute a variety of local newspaper weather forecasts as well as photos and articles about weather events gathered from newspapers, magazines, or major Internet news sites. Have students work in pairs or groups to find an example of a forecast and an example of a weather report on an event that has already happened. Have students identify facts that relate to or include words listed on Student Book page 52. Help students understand any new vocabulary in terms of weather words they already know, for example, relating blizzard to snow and storm, or relating flood to rain. Have groups share their news articles with the class.
Apply

Have students work in pairs or small groups to make a poster of colors in their classroom. Give each group a large piece of paper and a set of crayons or colored pencils. Assign each group two or three of the colors listed on Student Book page 53, giving each group a different set of colors. Write the color assignments on the board for students to copy. Have groups find an example of each assigned color somewhere in the room and draw it on their poster using the appropriate crayon or colored pencil. Students should label each object with the correct color name from the board. Tell students they may use the image on Student Book page 53 to check the correct name for each color.

Access Prior Knowledge

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

Explore

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

Connect

Discuss the context of the image on Student Book page 53 as a class. Ask: What happens when you mix two colors of paint? Elicit that a new color is created. Point to the blue paint and the yellow paint in the image. Ask: What color will these make? Elicit green. Repeat with red and yellow to elicit orange. Point to the terms primary and secondary, and have students echo you as you read them aloud. Ask: Which colors are mixed? Which colors are not mixed? Elicit secondary, primary. Have students work in pairs to identify and name primary and secondary colors in the image.
Access Prior Knowledge

Help students recall and discuss what they already know about prepositions of position. Show students a pencil and a cup. Put the pencil in the cup. Say: *The pencil is in the cup.* 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.