Santillana Spotlight on English

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 Overview

Introduce the Theme

- **Fluency**
- Theme-Related Vocabulary

### Days

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UNIT OVERVIEW

Spotlight on Reading
Nonfiction

Spotlight on Language
- Connecting
- Focusing
- Applying

Spotlight on Content
- Setting
- Symbols for Greater Than, Less Than, and Equal To
- Severe Weather
- Weather Vanes

Project
- What Do People Need?

Unit Objectives
- Understand different weather patterns and their causes.
- Learn clothing vocabulary and associate it with different types of weather.
- Study severe weather patterns.
- Learn about weather vanes and their uses.
Introduce the Theme

**FLUENCY**

Tell students that they will be learning about weather in this unit. Use the *Earth* photo cards that show weather to introduce weather words and talk about the learning objectives. Then, read the acrostic poem on Student Book page 5 as students listen to you. Write the poem on the board. Play the track, and point to each word as it is read aloud. Repeat the poem again together with students, line by line, and have volunteers come to the board to illustrate each line with a sketch. Finally, chorally read the poem as a class.

**Theme-Related Vocabulary**

**ORAL LANGUAGE DEVELOPMENT**

Assess students’ language levels related to the theme by pointing to pictures in the book and using the *Earth* photo cards that show weather. Ask more advanced volunteers to name the pictures you point to. Then, have the class repeat. For any vocabulary students do not know, ask yes/no questions such as: *Is this rain?*

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**Unit Preparation**

- Make and photocopy Prediction Charts (one per student).
- Gather index cards (at least 35 per student, plus several for selected words from the reading) and photos of the four seasons.
- Collect pictures that show setting from the Internet or magazines.
- Prepare a bag of small manipulatives such as beans, buttons, or paper clips (enough for each student to get a handful).
- Find a picture of a meteorologist, and convert the picture into a photo card.

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**Topics to explore:**
- weather and clothing
- greater than, less than, and equal to
- severe weather
Key Vocabulary
weather  clouds  season  spring
summer  fall  winter

Functions and Forms
- Making predictions
  I think this text is about weather.
- Describing actions
  Water collects in the clouds.

Materials
- Earth photo cards
- Prediction Charts (one per student)
- Index cards

Frontload Vocabulary
WRITING STRATEGIES
Use Earth photo cards that show weather to elicit the key vocabulary words. Hold up each card, name the item, and have students repeat. Then, invite students to say a sentence about the item. Write these sentences on the board. Chorally read the sentences as a class.

Predicting
READING COMPREHENSION
Explain to students that predicting is guessing what the text is going to be about. Distribute one copy of the Prediction Chart to each student. Read the title of the text, and ask students what they think the text 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 details in the image that support or clarify what they have read. Check that students understand how the images add to their understanding of the text. Other details in the picture can then be identified and discussed as vocabulary related to the text.
Weather

by Susan Jones Leeming

Weather is what happens in the air.
What causes weather?

Read and Discuss the Story
READING COMPREHENSION

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

Discuss

- **Recall** What is weather? 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?

- **Author’s Purpose** Why did the author write this text? Tell students that this question asks about the author’s purpose for writing. 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.

- **Making Inferences** Can you see and feel weather? 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, from the illustrations, and from what they already know.

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 photo.

LITERARY RESPONSE

Weather is what happens in the air.
What causes weather?
Discuss

- **Recall** *What warms the air?* Remind students that to recall is to remember something that was said in the text. It must be something found in the words.

- **Main Idea and Details** *What is the main idea on this page?* Tell students that this question asks about the main idea and details. Explain to students that the main idea is the most important point. It is often found in the first sentence. Explain that details support the main idea. Details describe or explain. Ask: *What is the most important thought on this page?*

- **Cause and Effect** *What is an effect of the sun’s heat?* Explain to students that a cause is why something happened and an effect is the result of that cause. Ask: *What does the sun’s heat do?*

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**Reading an Image**

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

- *What is the focus or main idea of what you see in this picture?*
- *How does this picture help you to understand the text on this page?*
- *What are some other details you notice in this picture?*
Another cause is wind. Wind moves clouds through the air.

Discuss

- **Recall** What does wind move?
- **Main Idea and Details** What is the main idea on this page? What is the detail? Remind students that the main idea is the most important point. It is often found in the first sentence. Remind them that details support the main idea. Details describe or explain.
- **Cause and Effect** What causes clouds to move through the air? Remind students that a cause is why something happened. An effect is the result of the cause.

**Reading an Image**

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

- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?
Discuss

- **Recall** What are clouds made of?
- **Cause and Effect** What causes rain to fall from the sky?
- **Drawing Conclusions** Where does rain come from? 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 text. Ask: What is rain? What are clouds made of?

**Reading an Image**

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

- *What is the focus or main idea of what you see in this picture?*
- *How does this picture help you to understand the text on this page?*
- *What are some other details you notice in this picture?*
Weather changes each season.

There are four seasons in a year.

Discuss

- **Recall** How many seasons are there?
- **Main Idea and Details** What is the main idea on this page? What is the detail?
- **Making Inferences** If there are four seasons in a year, how long might a season last?

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.

**Reading an Image**

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

- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?
Discuss

- **Recall**  When is it warm and rainy?
- **Cause and Effect**  What kind of weather causes flowers to bloom?
- **Making Inferences**  Why do you think flowers bloom in spring?

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**Reading an Image**

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

- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?
Summer is the hottest season.
The days are sunny and long.

**Discuss**

- **Recall** What is summer?
- **Main Idea and Details** What is the main idea on this page? What are the details?
- **Cause and Effect** What kind of days result in hot weather?

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**Reading an Image**

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

- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?

*Summer* is the hottest season.
The days are sunny and long.
Discuss

- **Recall** What is the weather like in fall?
- **Main Idea and Details** What is the main idea on this page? What is the detail?
- **Comparing and Contrasting** How do plants react differently to spring and fall? 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 happens to plants in spring? What happens to trees in fall?

**Reading an Image**

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

- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?
Winter is the coldest season. The icy air makes clouds bring snow.

Discuss
- **Recall** What do clouds bring in winter?
- **Comparing and Contrasting** How are rain and snow alike? How are they different?
  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: What brings both snow and rain? What kind of air causes snow? Rain?
- **Sequence** What is the order of the seasons?
  Explain to students that sequence is the order in which events happen. Ask: What season comes before winter, and what season comes after it?

Confirming Predictions
**READING COMPREHENSION**
Ask students to take out their Predictions Charts and read them silently. Then, ask: Were your predictions right? Did you know what the text was about? Have more advanced students answer in a phrase or sentence. Have intermediate students answer “yes” or “no.” Ask beginning students to nod or shake their heads or raise their hands.

Multiple Intelligences
- **Bodily/Kinesthetic**
  **Act It Out**
  Play a charades-style game with students. Write words from the text on index cards, and put them face down in a pile on the table. Have students come up, one at a time, to select a card and act out for the class the word they have chosen. For example, for snow, students may mime making a snowball and throwing it.

Reading an Image
Have students look at the picture on Student Book page 15. Ask:
- What is the focus or main idea of what you see in this picture?
- How does this picture help you to understand the text on this page?
- What are some other details you notice in this picture?
Key Vocabulary
clouds  rain  season  snow  sun  water  weather  wind

Functions and Forms
- Retelling/relating past events
  The text was about weather.
- Describing spatial and temporal relations
  During winter, it is cold.

Materials
✓ CD track

Echo Read the Story
FLUENCY
Play the track or read the text 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. Then, ask students to list the seasons in order. To help students practice critical thinking, challenge them to tell you why they think the seasons happen in the order they do.

Sound It Out
PHONEMIC AWARENESS
The /th/ sound can be challenging for ELLs. Write th on the board. Say the sound. Have students repeat. Write the words weather, Earth, and north on the board. Say each word, emphasizing the /th/ sound. Ask students to repeat the words. Then, ask students to skim the text and raise their hands when they find a /th/ word. Ask a volunteer to read the word aloud, and have the class repeat.
Summarizing

Use the pictures to talk about weather.

Reflecting

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 recalling, main ideas and details, making inferences, cause and effect, comparing and contrasting, and drawing conclusions. You may want to make a list of actions and events from the text to remind students and to serve as prompts for their writing. You may model a sample response.

Multiple Intelligences

Naturalist

Weather Journal

Ask students to keep a weather journal for a week. Each day, they should record the weather. They should also record the effects the weather has on other natural objects such as trees, grass, and animals. At the end of the week, have students display and share their journals.

Summarizing

Tell students that to summarize is to tell the main points of a story or passage. Have students look at each page of the text and identify what is happening in the reading. You may wish to write each event on the board to create a summary and then have students copy that summary on to a separate sheet of paper.

Reflecting

Write about what you do in different types of weather. Complete these sentences:

When it rains, I ___________.
In winter, I ___________.
In summer, I ___________.

Weather

Level 5
Key Vocabulary
boots, gloves, jacket, raincoat, sunblock, sunglasses, umbrella

Functions and Forms
- Expressing needs and likes
  When it snows, you need gloves. I like to play in the snow.
- Describing actions
  When it is windy, I wear a jacket.

Materials
✓ People photo cards
✓ photos of the four seasons (or copies of the illustrations in the Student Book)
✓ CD track
✓ index cards (at least 14 per student)

Frontload Vocabulary
VOCABULARY DEVELOPMENT
Use People photo cards that show clothing to elicit the key vocabulary words. Display photos of the four seasons, or make copies of the illustrations from the Student Book. Hold up a clothing photo card. Say the word, and ask students to repeat. Then, have volunteers place the card near the picture of the season for which the clothing is most appropriate.

Connecting
A. Read along and listen to learn about weather and clothing.

When it rains, you will need an umbrella, a raincoat, and rain boots. When it is sunny, you will need sunglasses, sunblock, and light clothing. When it is cold, you will need a jacket, a hat, boots, and gloves.

B. Answer the questions.
1. What will you need when it rains?
2. What will you need when it is sunny?
3. What will you need when it is cold?

LISTENING COMPREHENSION STRATEGIES
Play the track. 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. Remind students to use the information in the Connecting and Focusing activities to complete this activity.

Vocabulary Review

VOCABULARY DEVELOPMENT

Provide each student with index cards, and ask students to make flash cards of the words they have learned thus far in the unit. On one side of a card, students should write the word. On the other side, more advanced students can write a cloze sentence or definition. Model doing so. Intermediate and beginning students can sketch a picture. Encourage students to make additional cards for other vocabulary from the reading that they would like to practice.

Focusing

Complete the sentences about weather. What do you need to wear? What do you like to do?

1. When it is cold, I need __________. In winter, I like to __________.
2. When it rains, I need __________. When it rains, I like to __________.
3. When it is hot, I need __________. When it is hot, I like to __________.
4. When it is windy, I need __________. When it is windy, I like to __________.

Applying

Make a book. Write what people need for different types of weather. Draw a picture for each page.

In spring, when it rains, you will need a jacket, boots, and an umbrella.

Multiple Intelligences

Musical/Rhythmic

Weather Songs

Ask students to sing weather songs they know. If they do not know any, teach them children’s songs such as “Rain, Rain, Go Away” or “The Itsy Bitsy Spider.” Alternatively, ask students to find popular radio-played songs that depict the weather and bring them in to play for the class.

Weather

Level 5
**Key Vocabulary**

- future
- past
- place
- present
- setting
- time

**Functions and Forms**

- Describing people, places, and things
  - *The story takes place on the moon.*
- Literary analysis
  - *The setting of my favorite story is in the past, on a farm, in winter.*

**Materials**

- ✔ Community photo cards
- ✔ pictures that show setting from the Internet or magazines
- ✔ index cards (at least six per student)

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Use *Community* photo cards that show places to elicit the key vocabulary words. After reading and reviewing this page with students, hold up the place cards one at a time and name the place. Then, say: *The setting of the story can be in a...* Name the place again.

**Setting**

All stories have settings. A setting is the time and place.

- A story can happen in the past, present, or future.
- The time of day can be morning, afternoon, or night.
- The place can be in a house, at a school, or on the moon.
- The weather can be rainy, sunny, or snowy.

**Literary Response**

Explain to students that all stories have a time and place where the action happens. Say: *The time and place of a story is called the setting.* Add that the setting of a story makes it more interesting and gives it more meaning. Take this opportunity to review questioning techniques. Make a “5Ws and an H” chart on the board. Review *who, what, when, where, why,* and *how,* as well as the information each question will elicit. Ask students to help you come up with a question for each row of the chart. Then, help them answer each question for this reading.
Vocabulary Review

Distribute index cards, and help students make flash cards of the new words. Then, demonstrate how to review the flash cards in pairs. Have one student hold up a card with the picture, definition, or sentence side facing his or her partner. Next, have the partner name the word. Ask partners to switch roles after they have gone through the whole pile of cards. Encourage students to make additional cards for other vocabulary from this lesson that they would like to practice.

Language Arts

Identifying the Setting of a Story

A Write whether each sentence is true or false.

1. Setting is the time and place of a story. 
2. A story can take place in the past, present, or future.
3. All stories take place in the morning.
4. A story can not take place on the moon.
5. A story can take place in rainy weather.

B Think of your favorite story. What is the setting?
Read the chart. Choose the correct words.

Title of the Story: ____________________

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Key Words

future, past, place, setting, time

Verbal/Linguistic

Describing Settings

Display different settings. You can find pictures online and project or download them, or you can use cutouts from magazines. Display the pictures one at a time. Have volunteers identify the time of day, time of year, time period, weather, and place of each picture. Encourage beginning students to use the words on the Student Book page to help them.

Identifying the Setting of a Story

Review the meanings of true (“correct”) and false (“not correct”) with students. Read the directions aloud with the class, modeling the first question of each activity. Check that students understand the tasks they are to complete. Ask students to copy and complete the activities on a separate piece of paper.
Math has many symbols. Symbols are pictures that stand for ideas or words.

This symbol $>$ means greater than.
For example, $10 > 5$ means Ten is greater than five.

This symbol $<$ means less than.
For example, $5 < 10$ means Five is less than ten.

This symbol $=$ means equal to.
For example, $10 = 10$ means Ten is equal to ten.

Look at the picture. Which student has more books?

Symbols for Greater Than, Less Than, and Equal To

Read aloud the text at the top of the page, pointing out the key words as you come across them. Read the question aloud with the class. Check that students understand the question. Help them write their answer to the question in words, and then have them write the number sentence that answers the question, using the correct symbol.
Using Symbols for Greater Than, Less Than, and Equal To

**VOCABULARY DEVELOPMENT**

Read the box of symbols aloud to help students have them clear in their minds. Then, read the directions aloud for each activity. Model the correct way to answer the first question of each activity. Then, have students take turns reading the number sentences aloud in activity A. Finally, have students copy and complete the number sentences of activity B on a separate piece of paper, using words for the symbols that would make the number sentences correct.

**A**
Read the number sentences aloud.

1. 10 > 3
2. 5 < 9
3. 5 = 5
4. 2 < 8
5. 8 > 5
6. 2 = 2

**B**
Copy and complete each number sentence with the correct words.

1. 7 ______ 9
2. 6 ______ 3
3. 4 ______ 4
4. 1 ______ 0
5. 7 ______ 4
6. 6 ______ 9

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**Weather**

**Level 5**

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**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Distribute index cards, and ask students to add these symbols and words to their collection of flash cards. Then, teach them how to play a memory game with the cards. Have students form pairs. Partners should lay out all their cards on a table or desk between them. One partner should lay out his or her cards with the picture, definition, or sentence side up. The other should lay out his or her cards with the word side up. Partners can then take turns flipping over flash cards that match. A student who finds a matching pair should keep it. When all the cards have been matched, the student with the most cards wins.

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**Interpersonal**

Comparing with Greater Than, Less Than, and Equal To

Pass around a bag of small manipulatives, such as beans, buttons, or paper clips. Have each student take a handful. Then, have them form small groups of three or four students. Ask students to each count the number of manipulatives they have. Then, invite them to work together to make statements about their handfuls. Write possible statements on the board, such as: My handful is greater than Michael's.
Severe Weather

Severe storms are very strong weather events. These storms can harm people, animals, and things.

A tornado is a severe wind storm. The wind turns in a cone shape. A tornado can break things or carry things away.

A hurricane is also a severe storm. There are strong winds, rain, thunder, and lightning.

A blizzard is a severe snowstorm. Sometimes, people cannot see through the snow.

Point to each picture. Name the severe storm. Tell about it.

Key Words
- blizzard
- hurricane
- severe
- tornado

Severe Weather

Read the text aloud, pointing out the key words as you come across them. Read the directions aloud with the class, and model the correct way to complete the activity. Check that students understand the task they are to complete. Ask students to copy and complete the activity on a separate piece of paper.
Be Prepared for Severe Weather

VOCABULARY DEVELOPMENT

Explain to students that during a severe storm, the power may go out. Without power, homes may be too hot or too cold. Refrigerators and stoves may not work. Next, tell them how people can prepare for severe storms. They can buy bottles of water and cans of food. They can have flashlights and radios ready with extra batteries. Stress that it is important to have a plan. Then, read the directions aloud with the class, and model the correct way to complete the activity. Check that students understand the task they are to complete. Ask students to copy and complete the activity on a separate piece of paper.
Weather Vanes

A weather vane tells the direction of the wind. It tells if the wind is blowing from the north, south, east, or west.

Weather vanes go on the top of a building. Weather vanes have arrows. The arrows point in the direction the wind is blowing from.

Answer the questions.

1. How is a weather vane useful?
2. Who would use a weather vane?

Key Words
- east
- north
- northwest
- predict
- south
- weather vane
- west

Weather Vanes

Read the text aloud, and ask probing questions to check for comprehension. What is a weather vane used for? Where would you find a weather vane? Next, read the directions and the questions aloud for students, making sure they understand what to do and how to answer the questions. You may wish to offer sentence starters to help them. For example, say: A weather vane is useful for __________. A weather vane might be used by someone __________. Ask students to copy and answer the questions on a separate piece of paper.
Vocabulary Review

VOCABULARY DEVELOPMENT

Ask students to identify the words in the passage that resemble words in their own languages. Encourage them to use these words to help them understand the passage. Then, distribute index cards, and have students make flash cards for the new key words. Encourage students to make additional flash cards of other words in the lesson they would like to practice.

Wind Directions and Weather

VOCABULARY DEVELOPMENT

Remind students that weather vanes tell where the wind is blowing from. Explain that this helps people to predict the weather. For example, the air over the Atlantic Ocean is warm and wet during the summer months. If the wind blows from the east, it will be warm and wet on the east coast of Florida. As another example, sometimes there is a strong snowstorm over the Great Lakes. If the wind blows out of the northwest, that snowstorm will move toward New York. Read the directions aloud with the class, and model the correct way to answer the first question. Check that students understand the task they are to complete. Ask students to copy and answer the questions on a separate piece of paper.

Multiple Intelligences

Intrapersonal Reflectio

Ask students to think about what they have learned in this unit. Encourage them to ask themselves questions such as: What new words have I learned? How well did I understand this unit? How does this make me feel? What can I do differently next time?
Key Vocabulary
hurricane  lightning  rain  snow
storm  thunder  tornado  wind

Functions and Forms
- Describing people, places, and things
  *The child is wearing a hat.*
- Describing actions
  *She is sledding.*

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

What Do People Need?

VOCABULARY DEVELOPMENT

Read the directions aloud, explaining them by pointing to the sample on Student Book pages 28–29. If necessary, model completing the activity on the board. Encourage more advanced students to write phrases and sentences on their pictures. Intermediate students can write words. Beginning students can copy the words from your model and the sample on this page.

In winter, when I skate, I wear a hat, gloves, boots, and a scarf.

Presentation Gallery

Divide the class into groups of four or five students. Have students take turns displaying and presenting their books to their group. Allow time for students to plan out their presentations before delivering them. Model doing so, recording your presentation on the board.

Multiple Intelligences

Visual/Spatial
Weather Around the World

Have students each interview a partner about the seasons and weather patterns in his or her country of origin. Remind students to ask about what weather happens during the different times of year and what the seasons are called in that country. Also, students should ask their partners what kinds of severe weather are common there. Then, have students draw pictures that show what they have learned about seasons and weather in different countries. Hang these pictures around the classroom, and have students describe their pictures in turn for a visual tour of weather around the world.
afternoon  n. the part of day between noon and sunset
autumn  n. the season between summer and winter that occurs during the months of September, October, and November in the northern hemisphere; also called fall

blizzard  n. a long and heavy snowstorm
boots  n. a pair of leather or rubber coverings for the foot and part of the leg

clouds  n. great masses seen in the sky that are made of water particles

east  n. the general direction of sunrise; the compass point directly opposite west
endless  adj. never stopping
equal to  adj. exactly the same in amount or number

fall  n. the season between summer and winter that occurs during the months of September, October, and November in the Northern Hemisphere; also called autumn
future  n. a time that has not happened yet

gloves  n. a pair of coverings for the hand, with separate sections for each finger

greater than  adj. larger in number, amount, or size
hurricane  n. a large storm that starts over the ocean and has winds of 74 miles per hour or greater

jacket  n. an article of clothing for the upper body usually having a front opening, collar, and sleeves, and usually worn over shirts for warmth

less than  adj. smaller or fewer in number, amount, or size
lightning  n. the flashing of light produced by electricity from one cloud to another or from a cloud to the earth, usually during a storm

mittens  n. a pair of coverings for the hand and wrist with a separate section for the thumb only

morning  n. the time from sunrise to noon

night  n. the time between dusk and dawn when there is no sunlight
**north** *n.* the direction to the left of one facing east; the compass point directly opposite south

**northwest** *n.* the direction between north and west

**past** *n.* a time that has already happened

**place** *n.* a certain part of a surface or region

**predict** *v.* to guess or say what will happen before an event takes place

**present** *n.* the time happening now

**rain** *n.* water that falls in drops from clouds

**raincoat** *n.* a waterproof jacket worn in wet weather

**rhythm** *n.* a sound or action that repeats regularly in a pattern

**season** *n.* one of the four quarters into which the year is commonly divided: spring, summer, fall (autumn), or winter

**setting** *n.* the time and place of the action of a story or play

**severe** *adj.* causing great pain, difficulty or damage

**snow** *n.* white ice crystals that fall from clouds

**south** *n.* the direction to the right of one facing east; the compass point opposite north

**spring** *n.* the season between winter and summer that occurs during the months of March, April, and May in the Northern Hemisphere

**storm** *n.* a heavy fall of rain, snow, or hail accompanied by wind

**summer** *n.* the season between spring and fall that occurs during the months of June, July, and August in the Northern Hemisphere

**sun** *n.* the star around which the planets revolve and from which they receive heat and light

**sunblock** *n.* a lotion applied to the skin to prevent sunburn

**sunglasses** *n.* a pair of tinted lenses held in a frame; used to protect the eyes from the sun

**symbol** *n.* a picture that stands for an idea or word

**thunder** *n.* the loud sound that follows a flash of lightning

**time** *n.* the moment, hour, day, or year as indicated by a clock or calendar

**tornado** *n.* a cone-shaped storm with violent winds

**umbrella** *n.* a collapsible covering for protection against weather

**water** *n.* the liquid that falls from the clouds as rain, forms streams, lakes, and seas, and is a major part of all living things

**weather** *n.* what happens in the air

**weather vane** *n.* an object that can be moved by wind to show which way the wind is blowing from

**west** *n.* the general direction of sunset; the compass point directly opposite east

**wind** *n.* a natural movement of air

**winter** *n.* the season between fall and spring that occurs during the months of December, January, and February in the Northern Hemisphere
Asking informational questions
  What did I learn in this unit? L7

Cause and effect
  A severe storm can cause the power to go out. L6

Defining
  A blizzard is a bad snowstorm. L6

Describing actions
  Water collects in the clouds. L1
  When it is windy, I wear a jacket. L3
  She is sledding. L8

Describing people, places, and things
  The story takes place on the moon. L4
  Weather vanes can be in any shape. L7
  The child is wearing a hat. L8

Describing spatial and temporal relations
  During winter, it is cold. L2

Evaluating
  Ten is greater than three. L5

Expressing needs and likes
  When it snows, you need gloves. I like to play in the snow. L3

Identifying
  This is a six. L5

Literary analysis
  The setting of my favorite story is in the past, on a farm, in winter. L4

Making predictions
  I think this text is about weather. L1

Retelling/relating past events
  The text was about weather. L2
| B | blizzard (p. 28)  
   | boots (p. 22) |
|---|-------------|
| C | clouds (pp. 10, 20) |
| E | east (p. 30)  
   | equal to (p. 26) |
| F | fall (p. 10)  
   | future (p. 24) |
| G | gloves (p. 22)  
   | greater than (p. 26) |
| H | hurricane (pp. 28, 32) |
| J | jacket (p. 22) |
| L | less than (p. 26)  
   | lightning (p. 32) |
| N | north (p. 30)  
   | northwest (p. 30) |
| P | past (p. 24)  
   | place (p. 24)  
   | predict (p. 30)  
   | present (p. 24) |
| R | rain (pp. 20, 32)  
   | raincoat (p. 22) |
| S | season (pp. 10, 20)  
   | setting (p. 24)  
   | severe (p. 28)  
   | snow (pp. 20, 32)  
   | south (p. 30)  
   | spring (p. 10)  
   | storm (p. 32)  
   | summer (p. 10)  
   | sun (p. 20)  
   | sunblock (p. 22)  
   | sunglasses (p. 22)  
   | symbol (p. 26) |
| T | thunder (p. 32)  
   | time (p. 24)  
   | tornado (pp. 28, 32) |
| U | umbrella (p. 22) |
| W | water (p. 20)  
   | weather (pp. 10, 20)  
   | weather vane (p. 30)  
   | west (p. 30)  
   | wind (pp. 20, 32)  
<p>| winter (p. 10) |</p>
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<th>Spotlight on Reading</th>
<th>Spotlight on Language</th>
<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>K</strong></td>
<td>Sam Goes to School (Fiction)</td>
<td>Focus on greetings</td>
<td>Recognizing and differentiating sounds of letters</td>
<td>Tracing numbers (1, 2, 3), pointing to, and naming them</td>
<td>Identifying the parts of the US flag</td>
<td>Describing properties of objects</td>
<td>Draw and label your favorite parts of your day at school.</td>
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<td><strong>1</strong></td>
<td>First Grade Is Different (Fiction)</td>
<td>Focus on school vocabulary</td>
<td>Identifying and producing words that rhyme</td>
<td>Tracing plane figures (circle, square, triangle), pointing to, and naming them</td>
<td>Defining a citizen</td>
<td>Discussing magnets, polarity, and positions of an object</td>
<td>Draw and label school supplies.</td>
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<td><strong>2</strong></td>
<td>Jenna’s Day At School (Fiction)</td>
<td>Focus on retelling</td>
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<td>Annie’s School Day (Fiction)</td>
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<td>4</td>
<td>Sharing Stories (Nonfiction)</td>
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<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>
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<td>5</td>
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<td>Defining friendship</td>
<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, aaapple, 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.
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.
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.

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 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.

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**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 _____.* 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*, *hay*, *field*, *grass*, *water*, *pond*, *mud*, *fence*, *barnyard*, *grow*, *feed*, *food*. Write the following sentence starters on the board: *Where is the ___? Here is the ___*. Pair students, and have them use these sentence starters to ask and answer questions about the image on Student Book page 48.

**Apply**

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

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

**Access Prior Knowledge**

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

**Explore**

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

**Connect**

Discuss the context of the image on Student Book page 49 as a class. Help students find words to describe the ocean, including large, water, salt, waves, deep, floor, surface, ship, sand, seaweed, and coral, rocks. Point to various animals and ask: *What is this animal doing?* Have students gesture or name motions or behaviors. Elicit swim, crawl, and float. Play “I Spy” with students, offering location and behavior clues such as I spy an animal on a rock. It moves like this. Have students respond by completing the sentence: *You spy a ____.* You may wish to offer students a turn at giving clues.
Access Prior Knowledge
Help students recall and discuss what they already know about months and days. Display a large monthly calendar. Ask: What is this? What can it tell us? Elicit calendar, month, day, year and the concept that people use calendars to keep track of time in a year. Distribute a blank month calendar. Ask: In which month were you born? What is your birthday? Have students fill in the page for their birth month, labeling the days and the month in their first language. Tell them to circle their birthday. Have students list other months they know on the back.

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

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

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

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

Access Prior Knowledge

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

Explore

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

Connect

Discuss the context of the main image on Student Book page 51 as a class. Ask: Are these places different or the same? Elicit the same. Ask: What is the same? Help students name shared features of the images, including house, tree, bushes, and pond. Ask: What changes in these pictures? Elicit season Ask: How do the seasons look different? Help students name the seasonal details shown, elicting 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.