# Table of Contents, Level 6

**Foreword** .................................................................................................................. 4

**Unit Planner** .................................................................................................................. 6

**Unit Overview** ............................................................................................................... 8

**Spotlight on Reading**  Nonfiction: School ................................................................. 10

**Spotlight on Language** ............................................................................................... 22

**Spotlight on Content**

- Language Arts *Plot* ........................................................................................................ 24
- Math *Parts of a Whole* ................................................................................................... 26
- Social Studies *Friendship* .......................................................................................... 28
- Science *An Experiment* ............................................................................................... 30

**Project**  *School Workers* .......................................................................................... 32

**Glossary** ..................................................................................................................... 34

**Functions and Forms Index** ....................................................................................... 36

**Vocabulary Index** ....................................................................................................... 37

**Scope and Sequence** .................................................................................................. 38

**Picture Dictionary** ..................................................................................................... 40
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.

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.
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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lessons</th>
<th>Key Vocabulary</th>
<th>Language Functions</th>
<th>Instruction</th>
<th>Extended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit Overview</td>
<td></td>
<td></td>
<td>Introduce the Theme</td>
<td>FLUENCY</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Theme-Related Vocabulary</td>
<td>ORAL LANGUAGE DEVELOPMENT</td>
</tr>
</tbody>
</table>

### Day 1

**Lesson 1**

**Spotlight on Reading**

- school workers
- locations

**Key Vocabulary**

- Identifying
- Drawing conclusions

**Language Functions**

- Frontload Vocabulary
- Writing Strategies
- Predicting
- Reading Comprehension
- Beyond Words
- Literary Response
- Read and Discuss the Story
- Confirming Predictions
- Reading Comprehension

**Instruction**

- How to Read an Image
- Multiple Intelligences
- Visual/Spatial

### Day 2

**Lesson 2**

**Spotlight on Reading**

- cafeteria
- classroom
- librarian
- locations
- nurse
- office
- principal
- server
- workers

**Key Vocabulary**

- Explaining
- Asking clarifying questions

**Language Functions**

- Echo Read the Story
- Fluency
- Checking
- Reading Comprehension
- Sound It Out
- Phonemic Awareness
- Retelling
- Reading Comprehension
- Reflecting
- Oral Language Development

**Instruction**

- Multiple Intelligences
- Intrapersonal

### Day 3

**Lesson 3**

**Spotlight on Language**

- activities
- clubs
- interests
- join
- teams

**Key Vocabulary**

- Describing actions
- Interpreting

**Language Functions**

- Frontload Vocabulary
- Vocabulary Development
- Connecting
- Listening Comprehension Strategies
- Focusing
- Oral Language Development
- Applying
- Listening Comprehension Strategies
- Vocabulary Review
- Vocabulary Development

**Instruction**

- Multiple Intelligences
- Musical/Rhythmic
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Spotlight on Content</th>
<th>Key Vocabulary</th>
<th>Language Functions</th>
<th>Instruction</th>
<th>Extended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Lesson 4</td>
<td>Language Arts</td>
<td>beginning end events first last middle next plot sequence</td>
<td>Sequencing Expressing and supporting opinions</td>
<td>Frontload Vocabulary VOCABULARY DEVELOPMENT Plot LITERARY ANALYSIS Writing a Plot WRITING STRATEGIES Vocabulary Review SPEAKING STRATEGIES</td>
<td>Multiple Intelligences Interpersonal</td>
</tr>
<tr>
<td>6</td>
<td>Lesson 5</td>
<td>Math</td>
<td>fourth fractions half parts quarter third whole</td>
<td>Comparing and contrasting Explaining</td>
<td>Frontload Vocabulary VOCABULARY DEVELOPMENT Parts of a Whole READING COMPREHENSION Using Fractions VOCABULARY DEVELOPMENT Vocabulary Review VOCABULARY DEVELOPMENT</td>
<td>Multiple Intelligences Naturalist</td>
</tr>
<tr>
<td>7</td>
<td>Lesson 6</td>
<td>Social Studies</td>
<td>enjoy friend friendship help share spend treat</td>
<td>Expressing and supporting opinions Describing people, places, and things</td>
<td>Frontload Vocabulary VOCABULARY DEVELOPMENT Friendship LISTENING COMPREHENSION STRATEGIES Defining a Friend VOCABULARY DEVELOPMENT Vocabulary Review VOCABULARY DEVELOPMENT</td>
<td>Multiple Intelligences Verbal/Linguistic</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 7</td>
<td>Science</td>
<td>experiment guess question test</td>
<td>Comparing and contrasting Interpreting</td>
<td>Frontload Vocabulary VOCABULARY DEVELOPMENT An Experiment LISTENING COMPREHENSION STRATEGIES Invent an Experiment VOCABULARY DEVELOPMENT Vocabulary Review VOCABULARY DEVELOPMENT</td>
<td>Multiple Intelligences Logical/Mathematical</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 8</td>
<td>Project</td>
<td>librarian locations nurse principal school server student teacher workers</td>
<td>Describing people, places, and things Making inferences</td>
<td>Reuse and Recycle VOCABULARY DEVELOPMENT School Workers VOCABULARY DEVELOPMENT My School Workers SPEAKING STRATEGIES</td>
<td>Multiple Intelligences Bodily/Kinesthetic</td>
</tr>
</tbody>
</table>
UNIT OVERVIEW

Spotlight on Reading
Nonfiction

Spotlight on Language
☆ Connecting
☆ Focusing
☆ Applying

Spotlight on Content
Plot
Parts of a Whole
Friendship
An Experiment

Project
School Workers

Unit Objectives

✔ Identify and name of school workers, supplies, and locations.
✔ Understand fraction concepts of parts and whole.
✔ Discuss what friends do.
✔ Analyze science experiments.
Introduce the Theme

**Fluency**

Tell students that they will be learning about school in this unit. Use *School* photo cards that show locations, workers, and supplies to introduce related vocabulary. Then, play the track or read the acrostic poem on *School* Book page 5 and have students listen. Explain the poem as necessary. Repeat the poem again together with students, line by line, and have students identify the word spelled vertically.

**Theme-Related Vocabulary**

**Oral Language Development**

Assess students’ language levels related to the theme by pointing to pictures in the book and *School* photo cards. Ask beginning and intermediate students to name the pictures you point to. Then, have the class repeat. Have more advanced students say a phrase or sentence about each picture. For any vocabulary students do not know, ask yes/no questions such as: *Is this a pencil?*

---

**Unit Preparation**

- Collect *School* photo cards.
- Make and photocopy Prediction Charts (one per student).
- Gather index cards (at least 14 per student) and large sheets of construction paper (one per small group).
- Find comic strips that each show an easily identifiable beginning, middle, and end.
- Optionally, for Lesson 5, bring in an apple pie (or other food that can be cut into parts) and a knife for dividing it equally.
Key Vocabulary

school  workers  locations

Functions and Forms

- Identifying
  This person is a principal.
- Drawing conclusions
  I think this picture is of the beginning of a school day, because the students are walking from the bus to the school.

Materials

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

Frontload Vocabulary

WRITING STRATEGIES

Use School photo cards that show workers and locations to elicit the key vocabulary words. Hold up each card, name the image, and have students repeat. Then, encourage volunteers to say a sentence about the image. For example, a student could say, “The students are in the classroom.” Record 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 passage, and ask students what they think the passage might be about. Ask: What clues do the key words give you? What is happening in the picture? 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.
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** *Where do many people work?* 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.

- **Main Idea and Details** *What is the main idea?* Explain to students that the main idea is the most important point in a story. The details support the main idea. Ask: *What is the most important idea on this page?*

- **Drawing Conclusions** *How do school workers feel about learning?* 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 do school workers want to do?*

**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 school workers are mentioned on this page? 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? Remind students that the main idea is the most important point in a story. The details support the main idea. Ask: What is the most important idea on this page?

- **Main Idea and Details** What detail is mentioned to support the main idea on this page?

---

**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?

School workers have important jobs.
The teachers teach you.
Discuss

- **Recall**  What does the school nurse do?

- **Making Inferences**  What might the principal be responsible for? Explain to students that an inference question asks the reader to use clues from the text, from the illustrations, and from what the reader already knows to figure out something that is not directly explained in the text.

- **Comparing and Contrasting**  How is your school like the one on this page? Explain to students that comparing is telling how two or more things, events, or characters are alike. Contrasting is the opposite. Contrasting is telling how the things, events, or characters are different.

**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 school workers are mentioned on this page?

- **Making Inferences** When might you see a server? Remind students that an inference question asks the reader to use clues from the text, from the illustrations, and from what the reader already knows to figure out something that is not directly explained in the text.

- **Fantasy and Reality** Is this text fantasy or reality? 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: Is this text about real things or make-believe things?

---

**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?
Discuss

- **Recall** What school worker is described on this page?
- **Making Inferences** Why is a custodian’s job important?
- **Author’s Purpose** What is the author’s purpose for writing? Explain to students that when an author writes a text, he or she has a purpose for writing it: to explain, to inform, to persuade, or to entertain. There may be more than one purpose for writing. Ask: Why do you think the author wrote this text?

**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** What school location is described on this page?

- **Compare and Contrasting** How is your classroom the same as the one on this page? How is it different? Remind students that comparing is telling how two or more things, events, or characters are alike. Contrasting is the opposite. Contrasting is telling how the things, events, or characters are different.

- **Main Idea and Details** What is the main idea on this page? What is a detail that supports it?

---

**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?*
Discuss

- **Recall** What school locations are described on this page?
- **Making Inferences** Why might the nurse need to have her own office?
- **Comparing and Contrasting** How are the school principal and the school nurse alike? How are they different? To help students compare and contrast, ask: Where do they work? What do they do?

---

**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?
Discuss

- **Recall** What school locations are mentioned on this page?
- **Making Inferences** Why is food served in the cafeteria?
- **Comparing and Contrasting** How is your school like the one on this page? How is it different? To help students compare and contrast, ask: Does your school have the locations on this page?

**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?
Discuss

► Recall What are places in a school called?

► Cause and Effect What is an effect of school workers doing their jobs well? Explain to students that a cause is why something happened and an effect is the result of that cause. Ask: How do school workers affect the school?

► Author’s Purpose How does the author want you to feel about school workers? Remind students that when an author writes a text, he or she has a purpose for writing it: to explain, to inform, to persuade, or to entertain. There may be more than one purpose for writing.

Confirming Predictions

READING COMPREHENSION

Ask students to take out their Prediction Charts and read them silently. Then, ask: Were your predictions right? Did you know what the text was about? Encourage students to answer in a phrase or sentence. Read the predictions aloud, and decide together which predictions were accurate. Ask students to refer back to the text for clues to support their answers.

Multiple Intelligences

Visual/Spatial

Web Notes

Draw a model of a web graphic organizer on the board for students to copy into their notebooks. Have them use their webs to record main ideas and supporting details for each section of this reading. Demonstrate how to write one of the main topics in the center circle of each web: either Workers or Locations. Explain that as students read about each of these topics, they can list the examples in the outer circles.

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
cafeteria  classroom  librarian
locations  nurse  office
principal  server  workers

Functions and Forms
- Explaining
  In the cafeteria, I eat my lunch.
- Asking clarifying questions
  What do food servers do?

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, to help students practice critical thinking, challenge them to tell you why it is important to know who their school workers are and where they work. You may want to have them work with a partner or discuss this as a class. You may also want them to practice writing their answers in complete sentences.

Sound It Out

PHONEMIC AWARENESS

Reading -tion may be challenging for beginning students. Write the word location on the board. Say it and have students repeat. Point out that -tion has the sound /sh[Schwa]n/. Ask students to think of other words that end with -tion. Write these words on the board, and have the whole class practice saying them aloud.
Retelling

Tell students that to retell is to tell the text in their own words. Have students look at each page of the text and identify what is being shown in the picture.

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 school locations. You may want to make a list of school workers and locations from the text to remind students and to serve as prompts for their writing. You may model a sample response.

Multiple Intelligences

Intrapersonal

Asking Clarifying Questions

Explain to students that a clarifying question is a question that you ask when you do not understand something. Allow time for students to review the text, and ask them to individually list clarifying questions they have. Then, answer students’ questions as a class. Model a few questions for students to use, such as: What does _____ mean?

Retelling

Use the pictures to talk about school workers and locations.
Key Vocabulary
activities  clubs  interests  join  teams

Functions and Forms
- Describing actions
  I play soccer at my school.
- Interpreting
  This song is about winning.

Materials
✔ School photo cards
✔ CD track
✔ index cards (at least 14 per student)

Frontload Vocabulary
VOCABULARY DEVELOPMENT
Use School photo cards that show activities to elicit the key vocabulary words. Hold up each card, name the activity, pantomime it, and have students chorally recite each word. Then, review the cards again, naming clubs and teams that do the activities. Write these associations on the board, and leave them up for the duration of this lesson.

Spotlight on Language
Connecting
A  Read along and listen to learn about activities at school.

There are many activities, or things to do, at school.
Students play, read, paint, write, eat, and learn.

After school, students can join different groups.
There are clubs for drama, service, and other interests.

There are teams for sports like soccer and football.

B  Answer the questions.
1. What clubs might you join at your school?
2. What sports might you join a team for?
3. What school activities might you try?

LISTENING COMPREHENSION STRATEGIES
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. Help students use words and phrases from the Connecting and Focusing activities to label their pictures.

Vocabulary Review
VOCABULARY DEVELOPMENT
Have students make flash cards of the words they have learned so far in this unit. Provide each student with index cards. Explain that on one side they should write the word. On the other side, they should sketch a picture.

Applying
ORAL LANGUAGE DEVELOPMENT
Read the directions aloud. Then, help students complete the activity.

Focusing
Read each sentence. Choose the correct word.

1. What activities do you like to participate ______?
2. I like to learn about history ______ school.
3. Are you a member ______ any clubs?
4. I am ______ the debate club and the chess club.
5. Do you play ______ any sports teams?

Musical/Rhythmic
School Activities Songs
Ask students to list some school activities they like and some clubs or teams they are interested in. Have them work together as a group to write a song about school activities. Tell them that they can set it to the tune of a song they all know or they can make up their own tune for their song. When they have finished it, give them time to rehearse before they sing the song for you.

Focusing
Explain to students that prepositions are words that show relationships between two nouns or between a noun and a verb. Give them examples that include the students and their immediate environment. For example, say: Tomas is sitting on the chair. The book is lying on the table. On shows the relationship between Tomas and his chair; and between the book and the table. Read the directions aloud. Then, help students complete the activity.
Lesson 4

Key Vocabulary
beginning  end  events  first
last  middle  next  plot
sequence

Functions and Forms
- Sequencing
  *This is the beginning of the story.*
- Expressing and supporting opinions
  *I like this story because it is funny.*

Materials
- comic strips that each show an easily identifiable beginning, middle, and end

Frontload Vocabulary
VOCABULARY DEVELOPMENT
To introduce the concepts related to plot, display comic strips. Ask students to identify the beginning, middle, and end of the story in each. Point to the beginning of each comic strip, and say: *Beginning*. Have students repeat. Continue with *middle* and *end*.

Spotlight on Content

Plot

Copy and complete each sentence.
1. The _____ of a story tells what happens first.
2. The _____ of a story tells what happens last.
3. The _____ is the sequence of events in a story.

LITERARY ANALYSIS

Explain to students that all stories have a plot. Say: *The plot is what happens in a story. The plot has a beginning, a middle, and an end. Characters in a story do things in a certain order. This order is the sequence of events. The sequence of events is part of the plot of a story.* Help students to see how the illustrations on the page can help them to understand plot and sequence of events. Show students the beginning, the middle, and the end of this “story” about a hiker. Have them tell a short story about his journey. Use the words *first*, *next*, and *last* to help them tell their stories. Then, read the directions aloud with the class, and model the first question of the activity. Ask students to copy and complete the activity on a separate piece of paper.
Writing a Plot

A Think of your favorite story. What is the plot? Draw or write the beginning, middle, and end.

B What do you do every morning? Write the sequence of events. Tell it in time order.

Vocabulary Review

Speaking Strategies

Break the class into small groups, and have them go over their morning routines. Ask them to generalize some of the things they have sequenced and come up with a list that applies to everyone in the group. Then, have the members of each group present their agreed-upon list to the class. Be sure that they use the following vocabulary from the lesson: beginning, middle, end, first, next, and last.

Multiple Intelligences

Interpersonal
Talking About Plots

Have students exchange their story charts from activity A on Student Book page 21. Ask partners to talk about the stories they chose to write about. Allow a few minutes for the pairs of students to discuss both stories, and then have them choose which of the two is more representative of a plotline. Then, have students in each pair describe the plot they selected and explain how it is representative of a good plot. Encourage students to use the story chart as a guide.

Writing a Plot

Before students complete activity A, have them form pairs to discuss their favorite stories. Doing so will help them complete the activity. Encourage students to tell the beginning, middle, and end of the story. Then, encourage them to tell why they like the story. Have students save their completed story charts for the Multiple Intelligences activity. Next, help students complete activity B. You may wish to start as a class with a sentence starter, such as: When I wake up in the morning, I go to the bathroom and brush my teeth. Then, I...
Key Vocabulary
fourth  fractions  half  parts
quarter  third  whole

Functions and Forms
- Comparing and contrasting
  Jim ate \( \frac{3}{8} \) of the pizza and Sara ate \( \frac{1}{6} \) of the pizza.
- Explaining
  An orange can be divided into equal parts.

Materials
✓ large sheets of construction paper (one per small group)
✓ apple pie (or other food that can be cut into parts) and knife for dividing it equally (optional)

Frontload Vocabulary
VOCABULARY DEVELOPMENT
Before reading this section, review ordinal numbers with students. Write first through tenth on the board in numbers and words. Echo read them with students. Then, point to them at random, asking volunteers to identify them. Finally, erase the words and repeat the activity.

Parts of a Whole
Explain to students that fractions are parts of a whole. When a whole is divided into two equal parts, each part is called a half. When a whole is divided into three equal parts, each part is called a third. When a whole is divided into four equal parts, each part is called a fourth or a quarter. Next, point out each picture at the bottom of the page, and explain to students how to name the parts of the whole. Then, help them answer the question at the end of the text.
Using Fractions

A. Look at each chocolate bar. Tell how many friends could share it.

B. Look at the pictures. Tell how much of the pie is missing. How many pieces are missing? How many parts were in the whole?

1. Tomas ate _______ of the pizza.
2. Sara ate _______ of the pizza.
3. Matt ate _______ of the pizza.
4. Linda ate _______ of the pizza.

Key Words
- fourth
- fractions
- half
- parts
- quarter
- third
- whole

Vocabulary Review

VOCABULARY DEVELOPMENT

Break the class into four groups. Provide each group with a large sheet of construction paper. Assign each group a fraction discussed on Student Book page 22 (whole, half, third, quarter). Have the members of each group fold and tear their paper into the number of parts assigned, and have them demonstrate for the class how the pieces are equal and how the parts, when reassembled, form the whole.

Multiple Intelligences

Naturalist

Parts and Wholes in Nature

Ask students to observe natural objects that can be divided into equal parts. If possible, have them bring in the objects and demonstrate how to divide them into parts. You may wish to bring in a food example, such as an apple pie that can be cut into equal slices.
Key Vocabulary
enjoy friend friendship help
share spend treat

Functions and Forms
- Expressing and supporting opinions
  Alicia is a good friend, because she helps me.
- Describing people, places, and things
  Alicia is tall.

Frontload Vocabulary
VOCABULARY DEVELOPMENT
Write the key vocabulary on the board. Read each word aloud, slowly and deliberately enunciating each syllable. Then, have students repeat the words after you. Next, help students locate the words in a dictionary. Finally, have them write a definition of each word in their own words.

Friendship
Friends are people who like and trust each other.
Their relationship is called friendship.
Friends share what they know.
Friends like and respect each other.
They treat each other kindly.
Friends help each other.
They give each other advice.
They may enjoy the same activities.
Friends spend time together.

LISTENING COMPREHENSION STRATEGIES
Read the passage aloud, pointing out the key words as you come across them in the text. Check for comprehension as you read by engaging students in active-listening techniques. Have them ask and answer questions orally as you pause between statements in the text. Then, ask for volunteers to discuss the main idea and any details that support what they think the main idea is.
Verbal/Linguistic
Oral Presentation

Ask students to take out their drawing and writing from activity B on Student Book page 25. Explain that they will use their work to make an oral presentation about the friends they chose. Review skills such as speaking clearly, making eye contact, and using notes and visual aides. Model a presentation, recording your notes on the board for beginning students to use as cloze sentences for their own presentations. Intermediate students can use your sentences as a guide. Challenge advanced students to write their own phrases and sentences.

Vocabulary Review

Distribute index cards, and ask students to add the new key words to their flash cards. Then, ask them to go through all their flash cards, placing them in piles according to categories. When students finish categorizing all their cards, ask them each to share their categories with a partner.

Multiple Intelligences

Ask students to take out their drawing and writing from activity B on Student Book page 25. Explain that they will use their work to make an oral presentation about the friends they chose. Review skills such as speaking clearly, making eye contact, and using notes and visual aides. Model a presentation, recording your notes on the board for beginning students to use as cloze sentences for their own presentations. Intermediate students can use your sentences as a guide. Challenge advanced students to write their own phrases and sentences.

Defining a Friend

A. Look at the pictures. Answer the questions.

1. What do friends do together?
2. What do friends share?
3. What do friends do for each other?

B. Who is your best friend? Why is he or she a good friend?
Draw your friend. Write about your friend.

Pete is a cool guy. We play baseball together. Sometimes he shares his snacks with me. I like to go to his house. He has fun games there.

Defining a Friend

Read the directions aloud with the class, and model 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. Have students save their writing and drawing from activity B for the Multiple Intelligences activity.
**Key Vocabulary**

experiment   guess   question   test

**Functions and Forms**

- Comparing and contrasting
  - *This ball is larger than that ball.*
- Interpreting
  - *I think the smaller ball goes faster because it rolls more times.*

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Write the key vocabulary on the board. Read each word aloud, slowly and deliberately enunciating each syllable. Next, have students chorally recite the words after you. Show students that each of the key vocabulary words can be both an action and a thing. Then, have students write two sentences for each of the new words: one sentence for the noun form and one for the verb form. Ask volunteers to share their sentences with the class.

---

**An Experiment**

Lin has a big ball and a small ball. She thinks the big ball will roll faster. Lin does an experiment to test her idea.

First, Lin asks a question: Which ball is faster, the big ball or the small ball?
Next, she guesses an answer: The big ball is faster.
Then, she tests her guess. She rolls both balls down the same hill. Lin repeats the test many times. She writes what happens.
Last, Lin answers her question. Her guess was incorrect. The small ball rolled faster.

Think of another way Lin could have tested her idea.

---

**Listening Comprehension Strategies**

Read the text aloud, pointing out the key words as you come across them. Read the question aloud with the class, perhaps offering your own idea for another kind of experiment before eliciting ideas from the group. Check that students understand the task they are to complete. Ask students to copy and complete the activity on a separate piece of paper.
Invent an Experiment

**A** Circle the correct answer.

1. An experiment is a
   a. ball.
   b. test.
   c. science.

2. In an experiment, first you
   a. finish the experiment.
   b. ask a question.
   c. guess an answer.

3. After you ask a question, you
   a. finish the experiment.
   b. ask a question.
   c. guess an answer.

**B** Think of a new experiment. Follow the same steps as Lin did.

1. Ask a question.
2. Guess what you think the answer will be.
3. Test your guess.
4. Think about what you saw. Write about it.
5. Answer the question. Was your guess correct or incorrect?

**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Revisit the key vocabulary you wrote on the board at the start of this lesson. Ask students to take turns using the key words to tell about the experiments they invented in activity B on Student Book page 27. Be sure they use each vocabulary word as a verb and as a noun. Model for them how to practice using both forms of each word.

**Multiple Intelligences**

**Logical/Mathematical**

**A Proper Experiment**

Ask students to think about why the smaller ball might have rolled faster down the hill. Then, ask them to make logical predictions and explanations. Once they have had time to think about it, have them present their answers to the class.

**Invent an Experiment**

Read the directions aloud with the class, and model the first part 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.
Lesson 8

Key Vocabulary
librarian locations nurse
principal school server
student teacher workers

Functions and Forms
- Describing people, places, and things
  *The principal works in a big office.*
- Making inferences
  *I think the principal uses pens and paper for her job.*

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.

School Workers
VOCABULARY DEVELOPMENT

Chorally read the instructions. Model completing a page of the activity on the board. Point out the sentences in the samples on Student Book pages 28 and 29. Encourage students to label their pictures with phrases and sentences. Help them write their descriptions at the bottom of each page, make a cover page, and staple the pages together to make a book.
My School Workers

Divide the class into groups of four or five students. Have students take turns displaying and presenting their pictures to their group. Ask students to choose a favorite school worker and to explain their choice during the presentation. Allow time for students to plan out their presentations before delivering them. Model doing so, recording your presentation on the board.

3. On each page, write:
   • who the school worker is
   • where he or she is
   • what he or she does
4. Make a cover for your book. Write a title with your school’s name. Draw your school building.
5. Staple the pages together to make a book.

Bodily/Kinesthetic
Charades

Have students display their finished projects at the front of the room. Then, ask volunteers to come up and pantomime being one of the school workers depicted in a project, putting on the clothing displayed and performing the activity. Encourage the rest of the class to guess the school worker and location. The student who first guesses correctly performs the next charade. Continue until all students have had a turn.
activities n. games or exercises that help students learn

beginning n. the first part, or the point at which something starts

cafeteria n. a room in school where students eat

classroom n. a room in school where students learn

clubs n. organized groups that meet together

end n. the last part, or the point

enjoy v. to gain happiness from

events n. things that happen

exchange v. to give and take with another

experiment n. the act of conducting a controlled test

first adj. coming before all others in time, order, or importance

food server n. a person whose job is to set out portions of food for others

fraction n. parts of a whole

friend n. a person you know, like, and trust

friendship n. the state of being friends

guess v. to judge or answer based on little or no information

half n. one of two equal parts

help v. to give what is useful or needed

interests n. things that arouse curiosity or pleasure in someone

join v. to come together with others

last adj. following all others in time, place, or order

librarian n. the person who oversees the place where books, magazines, and records are kept for use but not for sale
locations n. places for a particular use or purpose

middle n. the part halfway between the beginning and the end

next adj. coming immediately after

nurse n. a person whose job is to care for the sick and maintain good health for those who are not sick

office n. a place or room where business is done

parts n. the pieces into which something can be divided

plot n. the main story or sequence of events in a fictional tale or play

principal n. a person whose job is to run and oversee a school

quarter n. one of four equal parts; also called a fourth

question n. something that is asked

school n. a place for teaching and learning

sequence n. the order in which things are or should be connected, related, or dated

share v. to see or enjoy with others

spend v. to allow to pass

stories n. retellings of true events, fictional tales, or the main tales of written works

student n. a person who goes to school to learn

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

teams n. groups that play sports together

test v. to try to show or prove

third n. one of three equal parts

treat v. to use or act toward

whole n. having all its parts, not divided

workers n. people who use strength or ability to do a job
Functions and Forms Index

Asking clarifying questions
What do food servers do? L2

Comparing and contrasting
Jim ate $\frac{3}{8}$ of the pizza, and Sara ate $\frac{1}{6}$ of the pizza. L5
This ball is larger than that ball. L7

Describing actions
I play soccer at my school. L3

Describing people, places, and things
Alicia is tall. L6
The principal works in a big office. L8

Drawing conclusions
I think this picture is of the beginning of a school day, because the students are walking from the bus to the school. L1

Explaining
In the cafeteria, I eat my lunch. L2
An orange can be divided into equal parts. L5

Expressing and supporting opinions
I like this story because it is funny. L4
Alicia is a good friend, because she helps me. L6

Identifying people, places and things
This person is a principal. L1

Interpreting
This song is about winning. L3
I think the smaller ball goes faster because it rolls more times. L7

Making inferences
I think the principal uses pens and paper for her job. L8

Sequencing
This is the beginning of the story. L4
| **A** | activities (p. 22) |
| **B** | beginning (p. 24) |
| **C** | cafeteria (p. 20)  
classroom (p. 20)  
clubs (p. 22) |
| **E** | end (p. 24)  
enjoy (p. 28)  
events (p. 24)  
exchange (p. 28)  
experiment (p. 30) |
| **F** | first (p. 24)  
fourth (p. 26)  
fractions (p. 26)  
friend (p. 28)  
friendship (p. 28) |
| **G** | guess (p. 30) |
| **H** | half (p. 26)  
help (p. 28) |
| **J** | join (p. 22) |
| **L** | last (p. 24)  
librarian (pp. 20, 32)  
locations (pp. 10, 20, 32) |
| **M** | middle (p. 24) |
| **N** | next (p. 24)  
nurse (pp. 20, 32) |
| **O** | office (p. 20) |
| **P** | parts (p. 26)  
plot (p. 24)  
principal (pp. 20, 32) |
| **Q** | quarter (p. 26)  
question (p. 30) |
| **S** | school (pp. 10, 32)  
sequence (p. 24)  
server (pp. 20, 32)  
share (p. 28)  
spend (p. 28)  
student (p. 32) |
| **T** | tasks (p. 22)  
teacher (p. 32)  
teams (p. 22)  
test (p. 30)  
third (p. 26)  
treat (p. 28) |
| **W** | whole (p. 26)  
workers (pp. 10, 20, 32) |
<table>
<thead>
<tr>
<th>Grade Level</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>K</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>
</tr>
<tr>
<td>1</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>
</tr>
</tbody>
</table>
| 2          | Jenna’s Day At School (Fiction) | Focus on retelling | Using adjectives to describe oneself | Adding and subtracting objects | Understanding the purpose of rules | Defining living things | Draw and label a map of the school with school locations.
<table>
<thead>
<tr>
<th>Grade Level</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Annie’s School Day (Fiction)</td>
<td>Focus on comparatives and superlatives</td>
<td>Identifying parts of a sentence</td>
<td>Understanding number sentences</td>
<td>Identifying school locations</td>
<td>Explaining and justifying experiments</td>
<td>Draw and label school activities.</td>
</tr>
<tr>
<td>4</td>
<td>Sharing Stories (Nonfiction)</td>
<td>Focus on past tense verbs</td>
<td>Describing characters in a story</td>
<td>Tracing solid figures (sphere, cube, pyramid), pointing to, and naming them</td>
<td>Naming modes of transportation</td>
<td>Defining and offering examples of simple machines</td>
<td>Write a narrative story.</td>
</tr>
<tr>
<td>5</td>
<td>Weather (Nonfiction)</td>
<td>Focus on future tense verbs</td>
<td>Identifying the setting of a story</td>
<td>Defining greater than, less that, and equal to symbols</td>
<td>Discussing severe weather events</td>
<td>Describing the appearance and uses of wind vanes</td>
<td>Draw and label pictures of yourself dressed appropriately for a weather event.</td>
</tr>
<tr>
<td>6</td>
<td>School (Nonfiction)</td>
<td>Focus on school vocabulary</td>
<td>Understanding the plot of a story</td>
<td>Understanding parts of a whole (showing a whole, showing parts, counting how many parts)</td>
<td>Defining friendship</td>
<td>Defining an experiment (the scientific method)</td>
<td>Draw and label school workers in their school locations.</td>
</tr>
</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.
**Apply**

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

---

**Access Prior Knowledge**

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

**Explore**

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

**Connect**

Discuss the context of the sense images on Student Book page 39 as a class. Ask questions such as: *What is the boy doing? Is the girl happy? Why not?* Elicit and list on the board the adjective pairs *bright/dark, loud/quiet, sweet/sour, fragrant/smelly, and soft/rough*. Have students work in pairs to ask and answer questions about the pictures on Student Book page 39.
**Access Prior Knowledge**

Help students recall and discuss what they already know about food groups. Have students draw a picture of foods they know. Tell them to label their drawings in their first languages. Challenge students to draw or write as many foods as possible in two minutes.

**Explore**

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

**Connect**

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

**Apply**

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

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

Explore

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

Interact

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

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

Explore

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

Connect

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

Apply

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

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

Access Prior Knowledge

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

Explore

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

Connect

Discuss the context of the main image on Student Book page 43 as a class. Ask: Who is this? Who are they? Elicit teacher, students, and girl, boy and list these words on the board. Write on the board the cloze sentence The ____ has a ___. Ask: What does the teacher have? Elicit book, stapler, and desk, and demonstrate how to use each in the cloze sentence. Ask: What do the students have? Have students work in pairs to examine the image and name the objects on the students’ desks. Tell students to write a sentence for each object using the cloze sentence on the board.
Access Prior Knowledge
Help students recall and discuss what they already know about school. Ask: Have you ever been to a different school? What did it look like? What did you do? Have students draw a picture showing their previous school and some of the things they did there. Have students with no previous school experience draw a picture of what they think a school should look like. Have students label their drawings in their first languages. Collect the drawings for future use.

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

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

Apply
Have students compare the school on Student Book pages 44–45 to your school and to other schools they know. Draw on the board a simplified floor plan of your school. Orient students to your plan by showing them the main entrance and having them imagine walking into their school. Then, have volunteers come to the board to add and label rooms they know. Help students place on the map any rooms they may not know yet. Have students come to the board and point out ways in which the schools in their drawings compare or contrast with your school and with the school in the book. Ask: What do you think are the most important parts of a school? Why?
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, eliciting words such as ice, cold, flowers, leaves, growing, hot, lose, falling. Pair students, and have them discuss how their season drawings compare to those on Student Book page 51.
**Access Prior Knowledge**

Help students recall and discuss what they already know about weather. Display *Earth* photo cards that show weather. Explain that all of the images are different kinds of weather. Have students repeat the word *weather* three times after you. Then, ask students to draw or write in their first languages a list of all the kinds of weather they know.

**Explore**

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

**Connect**

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

**Apply**

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

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

Access Prior Knowledge

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

Explore

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

Connect

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

Help students recall and discuss what they already know about prepositions of position. Show students a pencil and a cup. Put the pencil in the cup. Say: *The pencil is in the cup. In.* Have students take turns stating the sentence in their first languages, repeating the word for *in* as in your example. Repeat this exercise for the words *out* and *on.* Then, have students make a list in their first languages of any other position words they know. Allow students who cannot write their first languages to express their thoughts by drawing pictures instead.

**Explore**

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

**Connect**

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

**Apply**

Distribute to each student several blank index cards with tape or several self-stick notes. Have students search for ways to use prepositions around the classroom. When they spot an object whose position can be described with a preposition, have them write that preposition on the card or note and attach it to the object. Circulate around the class as students work, and ask questions such as: *How does this show under? What else might this show?* Correct any misunderstandings. Then, ask students to share their examples with one another.
**Apply**

Have students work in pairs or small groups to illustrate sets of related or tricky prepositions. Assign each group one or more of the following sets: above/below, over/under, in/out, on/off, between/around, behind/in front of, near/beside, or against/on. Have students illustrate and label their preposition sets on a piece of paper. Encourage students to use their creativity by thinking of funny examples. If students get stuck on a preposition, encourage them to try demonstrating the preposition by arranging classroom objects and then drawing other objects of their choice in those same positions. You may also have students write a sentence describing each illustration, such as *The hat is on the dog.*

---

**Explore**

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

**Interact**

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