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**Foreword**

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

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

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

**References**


**Beginning English Language Learners**

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

**Components**

**Student Book**

This component features the following:

- **Spotlight on Reading** provides a reading passage for students to use as a springboard for literacy skills, vocabulary development, reading comprehension strategies, and oral fluency practice.

- **Spotlight on Language** includes a text, thematically linked to the Spotlight on Reading section, that teachers can use to extract vocabulary and skills without naming them in order to foster a more natural learning environment. It is an opportunity for dual processing of input and dual processing of student output to practicing reading and listening comprehension and oral and written production.

- **Spotlight on Content** offers activities in language arts, math, social studies, and science to expose students to grade-level-appropriate academic vocabulary.

- **Picture Dictionary** is a concept-based reference section designed to help students apply vocabulary in context to enrich understanding and facilitate language acquisition.
Teacher’s Edition
This component, which also contains a comprehensive Scope and Sequence chart and Unit Planner, features the following:

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

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

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

**Audio CD** contains recordings of the stories, dialogues, chants, and directions that appear in every lesson.
## Unit Planner

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UNIT OVERVIEW

Spotlight on Reading
Fiction

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

Spotlight on Content
 Letters B and P
 Numbers 1, 2, and 3
 Our Flag
 Shapes

Project
 My School Day

Unit Objectives

✓ Discuss school activities.
✓ Discuss daily routines and activities at school.
✓ Learn greetings.
✓ Practice letters, numbers, and colors.
Introduce the Theme

**FLUENCY**

Tell students that they will be learning about school in this unit. Go over the unit objectives included on the Student Book page. You may also use objects in your classroom that can contribute to the introduction of the theme. Play the track. Then, read the riddle on the page, and have students listen to you. Repeat the riddle again together with students, line by line. Elicit *school bus* as the answer to the riddle. To ensure comprehension, ask students to point out objects in the room that have similar attributes. For example, say:

*What is something that is yellow? Point to or tell me what you see in this room that is yellow.*

*What is a wheel? What is something in this room with wheels? What kinds of things have wheels?*  

*Who goes to school every day? What do you see at school each day when you arrive?*

**Theme-Related Vocabulary**

**ORAL LANGUAGE DEVELOPMENT**

Assess students’ language levels related to the theme by pointing to pictures in the book, objects around the classroom, or photo cards. Have students identify people in the book. Say: *Point to Sam. Point to the teacher.* Have students identify different activities in the book and on the *School* photo cards that show activities. Ask: *What is Sam doing here? What is this activity? What other activities do you do at school?*

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I will learn to talk about:

- daily routines
- greetings
- letters, numbers, and colors

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Unit Preparation

- Collect pictures of words that start with *s* and words that do not start with *s*.
- Collect chart paper, construction paper, and alphabet blocks or magnets (enough for each pair of students to have a full set).
- Prepare a worksheet with three numbered boxes that students can draw in and the title *What I Do When I Get Home*.
- Write each of the key words for Lesson 3 at the top of a separate piece of paper, and make photocopies of each (one set per student).
- Write the words and numbers for 1–3 on index cards. Make two sets.
**Key Vocabulary**

school  teacher  blocks  paints

**Functions and Forms**

- Identifying
  
  *That is Sam. Sam is at school.*

**Frontload Vocabulary**

**WRITING STRATEGIES**

Use *School* photo cards that show workers and activities to elicit the key vocabulary words. Write the key words on the board. Read each word aloud to students, and have them repeat the word after you. Then, show the picture for each word, and have students call out the word.

**Let’s Predict!**

**READING COMPREHENSION**

Explain to students that predicting is guessing what the story is going to be about. Read the title of the story, and ask students what they think the story might be about. Have them draw their predictions on a piece of paper. Invite students to share their predictions with the class. Record students’ predictions on chart paper. Save this chart and student drawings for use at the end of this lesson.

**How to Read an Image**

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

READING COMPREHENSION

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

Discuss

- **Recall** Where is Sam going? 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.

- **Making Inferences** Who greets Sam at the door? Explain to students that this question asks them to make inferences. To make inferences is to figure out something that was not said in the text. It cannot be found in the words. Students must use clues from the words, from the illustrations, and from what they already know.

- **Draw Conclusions** Who might be walking with Sam? Why do you think she is walking with him? Tell students that this question is asking them to draw conclusions. Explain to students that drawing conclusions is using information in the text to say something new. They may make a statement or a judgment.

**Beyond Words**

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

- **Recall** What is Sam’s teacher’s name? Remind students that to recall is to remember something that was said in the text. It must be something found in the words.

- **Making Inferences** Which character in this picture is the teacher? Remind students that to make inferences is to figure out something that was not said in the text. It cannot be found in the words. Students must use clues from the words, from the illustrations, and from what they already know.

- **Fantasy and Reality** Do you think this story is about 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: Do you think this is a true story? Could it be a true story? Why or why not?

Miss Bond is Sam’s **teacher**. She says, “Good morning.”

**Reading an Image**

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

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

- **Recall** What is Miss Bond doing?

- **Making Inferences** What might the book be about?

- **Cause and Effect** What do the students do when Miss Bond reads? Explain to students that this is a cause and effect question. Explain that a cause explains why something happened. An effect is the result of a cause.

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**Reading an Image**

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

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

It is time for a story.
Miss Bond reads to the class.
Discuss

- **Recall**  What is Sam playing with?

- **Making Inferences**  What is Sam doing with the blocks?

- **Sequence**  What did Sam do before he played with blocks? Explain to students that this question is about sequence. Sequence is the order in which things happen in a story.

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**Reading an Image**

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

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

- **Recall** What is Sam doing?
- **Main Idea and Details** What does Sam use to paint with? Tell students this question asks about the main idea and details. Explain that the main idea is the most important point. It is often found in the first sentence. Explain that details support the main idea.
- **Making Inferences** What is Sam painting?

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**Reading an Image**

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

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

Sam paints a picture.
Sam likes art.
Discuss

- Recall What is Sam doing now?

- Making Inferences What does Sam have for lunch?

- Comparing and Contrasting How is Sam’s lunch different from his classmates’ lunches?

Explain to students that comparing is telling how two or more things, events, or characters are similar. Contrasting is the opposite. Contrasting is how the things, events, or characters are different.

Reading an Image

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

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

It is time for lunch. Sam eats with his friends.
Discuss

- **Recall** What is it time for?

- **Drawing Conclusions** Do you think Sam is tired? Remind students that drawing conclusions is using information in the text to say something new. They may make a statement or a judgment. The statement or judgment must be supported by the words of the text.

- **Sequence** Which happens first: nap time or lunch? Remind students that sequence is the order of events in a story. Explain that words such as today and after are clues about the order in which things happen in a story.

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**Reading an Image**

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

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

Nap time is after lunch. Sam sleeps on a mat.
Discuss

- **Recall** What is Sam learning to do?
- **Making Inferences** What is Sam writing?
- **Comparing and Contrasting** How are writing and painting alike? How are they different? Remind students that comparing is telling how two or more things, events, or characters are similar. Contrasting is the opposite. Contrasting is telling how the things, events, or characters are different.

Reading an Image

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

- Who are the characters you see on this page?
- Where are these characters located?
- What are the characters doing in this picture?
- What are some other details you notice about the characters or other elements you see in this picture?
The school day is over.
Sam goes home.

Discuss

- **Recall** Where is Sam going?
- **Making Inferences** What is Sam doing with his hand? What do you think it means?
- **Author’s Purpose** Why do you think the author wrote this story? Tell students that this questions asks about the author’s purpose, or why the author wrote the text. The purpose could simply be to tell a story, or it could be to teach a lesson or message to the reader.

Confirming Predictions

Reading Comprehension

Take out the chart paper with students’ predictions, and redistribute the drawings students made. Review each prediction, and challenge students to use examples from the story to prove that they were correct or incorrect. For example, say: Sara, you thought the story would be about the little boy. Five people agreed with you. Raise your hand if you think that Sara’s prediction was correct. How do you know it was correct?

Multiple Intelligences

Naturalist

Weather Check

Discuss with students how weather relates to mood and how mood in a story can be influenced by the weather shown in the pictures. Ask students to look out the window and tell how they feel when they see the weather outside. (For example, if it is sunny, they may want to be outside running and playing) Next, ask them to look at the picture on Student Book pages 6–7. Ask them to describe the weather and talk about how the weather in the picture makes them feel about the story. Record answers on chart paper, and revisit the chart as you read more stories later in the year.

Reading an Image

Have students look at the picture on Student Book page 15. Ask:

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

1. [Image of a girl and a boy]

2. [Image of a girl and a house]

3. [Image of a school and a house]

4. [Image of a child eating and a sandwich]

Let’s Check!

1. Who is Sam? 2. Who is the teacher? 3. Where does Sam spend his day? 4. What does Sam do at lunch?

Allow students time to think about each answer. Have them choose the correct picture to answer the question correctly.

Sound It Out

Write the letter s on the board. Say the /s/ sound, and have students repeat. Model walking to a picture pair, naming the items, and selecting the word with /s/. For example, say: Sandwich. Fish. Which word starts with /s/? Ssssandwich, or ffffish? Pick up the picture of the sandwich, and take it back to your desk. Then, have each student repeat the process with a different picture pair. Finally, ask students to stand up one at a time to show their picture and say the word that starts with /s/. If time allows, you may wish to challenge students to find words from the story that start with the /s/ sound (Sam, school, sleep).
Let’s Reflect!

ORAL LANGUAGE DEVELOPMENT

Explain to students that to reflect is to think something over. Write the following prompt on the board and read it aloud: *What do you like to do at school? Draw it. Tell why you like it.* Remind students of the activities that Sam did in the story. Ask: *Are these activities similar to what your class does each day? What other activities do you do in class that Sam didn’t do in the story?* Next, allow time for students to draw their pictures. Then, have them share their explanations of why they like that school activity.

Let’s Reflect!

Logical/Mathematical

What I Do When I Get Home

Start a discussion with students about what they think Sam does as soon as he gets home. Ask students to share some of the things they do when they get home from school. Then, display your completed *What I Do When I Get Home* worksheet for the class. Read the pictures as if they were a story, modeling how to order events. Distribute blank *What I Do When I Get Home* worksheets, and have students fill them in. When students have finished, invite them to share their work with the class.

Let’s Retell!

Ask students to use the pictures to retell the story. Explain to students that to retell is to tell the story in their own words. Have students identify some of the things Sam did at school. Then, help students identify the order in which he did these things. Ask: *What happened after Sam got to school? Who greeted him at the door? What did he do next?*
Key Vocabulary
- good-bye
- good morning
- good night
- hello
- name

Functions and Forms
- Asking informational questions
  - What is your name?
- Describing actions
  - I say “good morning” to my teacher.

Materials
- CD track
- key word sheets (one set per student)

Preparation
- Write each of the key words at the top of a separate piece of paper, and make copies.

Gather students in a circle. Write the key words on the board. Read each word aloud to the class. Review what each word means and when it is said. Sit down in the circle with students. Model the correct use of each word by saying it to the student to your right. Have each student, in turn, practice saying it to the person to his or her right, until each student has had a turn. For example, say:

- Hello, __________!
- My name is __________. What is your name?
- Good-bye, __________! See you later.
- Good-night, __________! Sleep well.

Let’s Connect!

Listen to Miss Bond and Sam.

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.

Track script:
- Miss Bond: Good morning. I am Miss Bond. What is your name?
- Sam: Hello. My name is Sam.
Let’s Apply!
LISTENING COMPREHENSION STRATEGIES
Ask: Whom do you say good morning to? On a piece of paper, have students draw the person. Then, have them write good morning and the person’s name. Ask students to discuss how they start each morning. Then, allow them to share their pictures with the group.

Vocabulary Review
VOCABULARY DEVELOPMENT
Review the vocabulary presented in the Frontload Vocabulary activity. Distribute the prepared key word sheets. Have students draw pictures of themselves using each of the key words. For example, say: Draw a picture of yourself saying “good night” to someone. Then, have students classify the terms by what you say when you arrive and what you say when you leave.

Multiple Intelligences
Musical/Rhythmic
“Where Is Thumbkin?”
Have students practice greetings by singing and participating in this well-known fingerplay. Start with your hands behind your back. Sing:
Where is Thumbkin? Where is Thumbkin?
Here I am.
(Bring forward right hand with thumb extended.)
Here I am.
(Bring forward left hand with thumb extended.)
How are you today, sir?
(Wiggle right thumb as if it’s talking.)
Very fine, I thank you.
(Wiggle left thumb as if it’s talking.)
Run away.
(Hide right hand behind your back.)
Run away.
(Hide left hand behind your back.)
Then, repeat for each of the other fingers: Where is pointer/middle finger/ring finger/pinkie?

Let’s Focus!
ORAL LANGUAGE DEVELOPMENT
Tell students that for this activity they will have to match each greeting with the correct illustration. Then, read each word and ask students to draw a line with their finger from each greeting to the matching picture.
### Key Vocabulary
- ball  
- bed  
- bell  
- boat  
- book  
- bus  
- paint  
- peas  
- pig  
- pot

### Functions and Forms
- Describing people, places, and things
  *The letter b makes a “buh” sound. The letter p makes a “puh” sound.*
- Identifying
  *That is a bus. This is a pencil.*

### Frontload Vocabulary

#### VOCABULARY DEVELOPMENT

Use *School* photo cards that show supplies and *Community* photo cards that show transportation to elicit the key vocabulary words. Show each image to students, and challenge them to tell you the word for each one. Go through the cards again, saying the word for each card as you hold it up. Next, shuffle the cards. Hold them up one at a time, and invite students to call out the word for that card.

### Materials
- ✓ School and Community photo cards
- ✓ alphabet blocks or magnets (enough for each pair of students to have a full set)

### Letters B and P

**PHONEMIC AWARENESS**

Write the letters B, b, P, and p on the board. Point to B and b. While pointing to the letters, say: *What sound does the letter b make?* Allow students the opportunity to respond. While exaggerating the lip movement used to make the sound, say: *The letter b makes a “buh” sound. B sounds like “bub.” Repeat after me: “Bub, bub, bub.”* Repeat the question to students several times, indicating choral recitation of *bub bub bub* in response each time. Repeat the same for the letter p. Say: *What sound does the letter p make? “Pub, pub, pub.”*
Starting Sounds

Point to the letters B and b on the board. Remind students that these make a /b/ sound. Point to the letters P and p. Remind students that these make a /p/ sound. Model for students how to read the first word, adding each sound as the missing starting sound. Say: Buh, buh, big. Pub, pub, pig. Point to the illustration of the pig, and ask: Which word matches this picture? Repeat for a second word if necessary, but then allow students to take turns completing the words with the correct starting sounds for each picture. Finally, have students draw and write their own b and p words.

Vocabulary Review

**Vocabulary Development**

Review the vocabulary presented in the Frontload Vocabulary activity. Attach the photo cards used in the Frontload Vocabulary activity to the board. Split students into five groups. Explain that you are going to give each group hints as to the word you are thinking of, and they will have to work together to guess the key word. Use the following hints:

- **(Book)** This word starts with the letter b. It has a cover and many pages. Inside, it has words and pictures. You read it. What is it?
- **(Paint)** This word starts with the letter p. It comes in many colors. You use it to make pictures. If you spill it, it makes a mess. What is it?
- **(Bus)** This word starts with the letter b. It also carries people. It can take you to school. Some are yellow. What is it?
- **(Pencil)** This word starts with the letter p. You use this to write with. What is it?

**Multiple Intelligences**

**Verbal/Linguistic**

Word Building Blocks

Distribute alphabet blocks or magnets, and invite students to work in pairs to create words. Students may create words they have learned so far in this unit, use the blocks to write their names just like Sam and his friends did in the story, or make other words they know. Encourage students to create up to five different words. Circulate among the students, and ask them to read their words to you. Some students may create sounds or word blends that are not actual words. Encourage such creativity by asking students to sound out these word creations or tell you the sounds that each of the letters makes.
**Key Vocabulary**
count number one
two
three

**Functions and Forms**
- Explaining
  *There are three pigs.*
- Identifying
  *This is the number three.*

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**
Write the key words on the board. Then, read each word aloud slowly, enunciating carefully, and have students chorally recite the words after you. Then, have students write each word three times on a separate sheet of paper. When students are able to write and say each word, discuss what numbers are and what we use them for.

**Materials**

- index cards (12)

**Preparation**

- Make a set of memory cards. Write the words and numbers for 1–3 on index cards. Make two sets for a total of 12 cards.

**Numbers 1, 2, and 3**

*VOCABULARY DEVELOPMENT*

Explain to students that numbers are symbols in math. Say: *Numbers tell how many of something there are.* Read the directions aloud. Model tracing the first number. Have students complete the activity, tracing the numbers and words in their books with their fingers. Then, have them write the numbers and words on a separate sheet of paper.
**Counting to Three**

Explain to students that when they count, they find out how many of something there are. Read the three example sentences aloud to the class. For each example provided, model for students how to count the soccer balls. Next, lead students through a brief round of “Simon Says.” Explain the rules of the game. Take this opportunity to briefly introduce the parts of the body. Then, ask students to count how many of each body part they have. Ask: How many eyes do you have? How many ears do you have? How many hands do you have? How many mouths do you have? Continue asking questions until each student has had a chance to count body parts and provide an answer.

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**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Review the vocabulary presented in the Frontload Vocabulary activity. Next, set out the prepared index cards, face down, and play a memory game. Have students turn over a card, say aloud what they see on the face of the card, turn over a second card, and say aloud what they see on the second card. If the cards are the same, they may keep their pair of cards. If the cards are not the same, they must turn the cards back over and let the next student have a turn. Continue until each student has found a pair. You may need to start the game over or use a larger set of cards, depending on the number of students.

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**Multiple Intelligences**

**Intrapersonal**

**Three Things About Me**

Invite students to create a three-part picture journal about themselves. For part 1, have each student draw a picture of his or her home. For part 2, have each student draw a picture of his or her family. For part 3, have each student draw a self-portrait with a best friend, a pet, or a favorite activity. Ask students to number each page. Staple each student’s pages together.
Key Vocabulary
- country
- flag
- stars
- stripes
- symbol

Functions and Forms
- Identifying
  - *This is a flag. Those are stars.*
- Describing people, places, and things
  - *The flag is red, white, and blue.*

Materials
- USA photo cards
- American flag
- construction paper of different colors

Frontload Vocabulary

VOCABULARY DEVELOPMENT
Display USA photo cards that show symbols and landmarks to elicit the key vocabulary words. Write the key words on the board. Show students an American flag, and identify the flag, its stars, and its stripes. Then, read the key words on the board. Start a discussion about each word. Define each key word as a class, and help students write the definitions in their notebooks.

Our Flag

VOCABULARY DEVELOPMENT
Tell students that a flag is a symbol of a country. Say: *The colors and shapes tell the country’s history. They tell what is important to people who live there.* Ask: *How many stars are there on this flag? How many stripes are there? What colors are the stripes? What color are the stars? What other color do you see?* Next, count the stars and the stripes aloud with the class. You may wish to explain the flag’s symbolism as follows: *There are fifty stars on the flag. There are fifty states in the United States of America. There are thirteen stripes on the flag. When the country was founded, it had only thirteen colonies. The colors also mean something. Red means brave. White means pure. And blue means fair.*
Vocabulary Review

Review the vocabulary presented in the Frontload Vocabulary activity. Have partners share their flags and descriptions from the previous activity. Then, have each student describe his or her partner’s flags and symbols. Ask students to try to use each of the key words in their descriptions.

Multiple Intelligences

Visual/Spatial
Flag Categories

Have students sit in a circle on the floor of the classroom. Gather students’ flags into a pile in the center of the circle. Tell the class that you are going to figure out ways to group the flags to display them in the class. First, group them into piles by background color (what color the back piece of construction paper is). Then, talk to students about other ways to group the flags: alphabetically, by students’ gender, by symbols, and so on. When the class finds a grouping that everyone likes, use it to display the flags in class.

Other Flags

Explain to students that all countries have flags. Add that states, cities, and some businesses have flags, too. Remind students that the symbols on flags have special meanings. Point to the flag of the Olympic Games on Student Book page 25. Ask students to count and identify the colors of the flag. Then, tell them that the five colors and white background of the flag of the Olympic Games have at least one color of every country’s flag in the world. Next, distribute construction paper, and invite students to design and decorate their own flags. Have them explain their symbols and colors to the class.
**Key Vocabulary**
circle  shape  square  triangle

**Functions and Forms**
- Describing people, places, and things
  *The ball looks like a circle.*
- Comparing and contrasting
  *The box and the square are the same shape.*

**Materials**
✓ large index cards (four)

**Preparation**
- Create key word cards using large index cards. Make cards for *circle*, *square*, and *triangle* by writing each word at the top of the card and drawing a large shape underneath the word. For the *shape* card, draw all three shapes (a circle, a triangle, and a square) underneath the word.

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**
Start a discussion about science. Explain how scientists watch the world around them and then use words to describe what they see. Tell students that to describe is to tell what something is like. Explain that one way to describe something is by telling what shape it is. Share the key word cards that you prepared in advance. Read each card, and have the class repeat the word after you. Then, challenge students to find objects around the room in each shape.

**Shapes**

**VOCABULARY DEVELOPMENT**
Explain to students that one way of describing objects is to tell what shape it is. Say: *Circles, squares, and triangles are shapes.* Next, tell students that they are going to identify the shapes of different things. Have each student take a turn identifying the object in the activity and then the shape that it looks like. Go through questions 1–3 several times if necessary to allow every student a turn to identify an object’s shape.
**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

To review vocabulary from this lesson, play a game of scientific “I Spy” with students. Explain to students that you are all going to work as scientists. Explain that you will be the head scientist who will describe the shape of something that you see around the classroom, and students will have to guess what it is.

For example, say: *I spy with my scientific eye something square. It has a knob on it. What is it? (A door.)*

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**Describing Objects**

Read the directions aloud. Ask students to count how many objects in the picture are circles, how many objects are squares, and how many objects are triangles. Record students’ answers on the board. Then, ask students to draw the three shapes on a separate sheet of paper and to then record the count next to each shape. Finally, discuss with students ways to describe the shapes of objects. Help them use and understand words such as *pointy, round, flat, sharp, soft, smooth, rough,* and other adjectives that describe the appearance or feel of an object.
Key Vocabulary
bus    paint    play    story    teacher

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

Materials
✓ chart paper

Reuse and Recycle
VOCABULARY DEVELOPMENT

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

Project

My School Day Book

Steps
1. Make the cover.

Supplies
- paper
- pencils
- crayons
- stapler

My School Day Book
VOCABULARY DEVELOPMENT

Read the directions aloud to students. Ask students to describe to you what needs to be done in each step: What does step one tell us that we need to do? Then, work through the steps with students. Suggested cut for better fit. Write on the board the following list of suggested activities students might like to do, so they can copy from the board into their books: greet the teacher, listen to a story, nap, eat lunch, play with blocks, paint a picture, learn to write. Read this list with students. Help them to choose one activity for each page and illustrate it. When students have finished their books, help them staple the pages together.
2. Think of five school activities you like.
3. Draw each activity.
4. Staple the pages.

Present Your School Day Book

Invite students to share their books with the class. Encourage them to use descriptive words to tell about what they drew on the covers of their books. Ask students what they are doing in their self-portraits. As they page through their books, encourage students to tell you and the class what they do throughout their day at school and why they like particular activities.

SPEAKING STRATEGIES

Multiple Intelligences

Intrapersonal

Write a Class Story

Explain to students that you are going to work together to write a class story. Tell them that you are going to start by writing the first sentence, and then each student will get a chance to add at least one sentence. Write each sentence on chart paper. When the story is finished, read it back to the class. Hang the class story in the classroom for all to see. You might start the story with this sentence: My first day of school was so much fun.
big adj. large in size
blocks n. a set of solid pieces of material (usually wood) with flat sides that children use to build with

bus n. a large vehicle that can carry many people

circle n. a round shape with no corners or edges

count v. to name the consecutive numbers and add one by one so as to find the total
country n. a nation or its territory

flag n. a piece of cloth with a special design that is used as a symbol

good-bye n. a general concluding remark when parting
good morning n. a greeting at the start of the day
good night n. a remark at parting when the end of the day
greeting n. what is said to address someone upon arrival or meeting with expressions of kind wishes

hello n. a general greeting

letter n. one of the marks that are symbols for speech sounds in writing or print and that make up the alphabet

lunch n. a light meal eaten in the middle of the day

name n. a word or words by which a person, place, or thing is known
number n. a word, symbol, or letter used to represent a mathematical quantity

one adj. a single unit or thing

paints v. to make a picture or design by using a mixture of coloring matter and a suitable liquid
pencil *n.* an instrument for writing, drawing, or marking consisting of or containing a slender cylinder or strip of a solid marking substance

pig *n.* a young farm animal in the swine family

play *v.* to engage in sport, recreation or activity for amusement

school *n.* a place for teaching and learning

shape *n.* the outline of a definite form

square *n.* a shape with four equal sides and four equal corners

star *n.* a figure, shape, or thing (as an asterisk or badge) with five or more points

pencil ➔ write

story *n.* a fictional account of incidents or events with a definite beginning, middle, and end

stripes *n.* lines or long, narrow sections differing in color from the background

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

symbol *n.* something that stands for or represents something else

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

three *adj.* having three (more than two but fewer than four) units or members

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

two *adj.* having two (more than one but fewer than three) units or members

wheels *n.* an object shaped like a circle that turns on a central point

write *v.* to form letters or words on a surface
Asking informational questions
What is your name? L3

Comparing and contrasting
The box and the square are the same shape. L7

Describing actions
I say “good morning” to my teacher. L3

Describing people, places, and things
The letter b makes a “buh” sound. The letter p makes a “puh” sound. L4
The flag is red, white, and blue. L6
The ball looks like a circle. L7
My backpack is purple with green zippers. L8

Explaining
There are three pigs in the box. L5

Expressing needs and likes
I like to paint at school. L2

Identifying
That is Sam. Sam is at school. L1
That is a bus. This is a pencil. L4
This is the number three. L5
This is a flag. Those are stars. L6
This is a pencil. L8

Retelling/relating past events
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## Santillana Spotlight on English Newcomer Handbook

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**Access Prior Knowledge**

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

**Explore**

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

**Connect**

Discuss the images on Student Book page 36 as a class. Call on student volunteers to name the word for the illustration of each letter. Write the word on the board, and demonstrate how the sound of the letter begins that word. For example, say: *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.
Access Prior Knowledge

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

Explore

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

Connect

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

Apply

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

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

**Explore**

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

**Connect**

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

**Apply**

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

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

**Access Prior Knowledge**

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

**Explore**

Have students explore Student Book page 39. Point out the second row of small images, and explain that all of these pictures show sense actions. Have students point to the word *senses* at the top of the page and say the word three times. Then, have students point and echo as you read aloud other words on the page. Play a modified game of “Simon Says” with students. List on the board *eyes, see, 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, bay, field, grass, water, pond, mud, fence, barnyard, grow, feed, food. Write the following sentence starters on the board: Where is the ____? Here is the ____. Pair students, and have them use these sentence starters to ask and answer questions about the image on Student Book page 48.

Apply

As a class, brainstorm ways people use farm animals, such as for work, for food, or for materials. Elicit and write on the board the following words: riding, eggs, milk, cheese, meat, wool, feathers, leather. Distribute two blank index cards to each student. Have each student draw and label a farm animal on one card. Tell students to choose from the board a word that names a product of that animal or a way people use the animal, then copy and illustrate that word on the second card. Collect and shuffle all of the cards. Scatter cards face-down on a table, and have students play a memory game to find matching sets of animals and their products or uses.
Access Prior Knowledge
Help students recall and discuss what they already know about animals in the ocean. Select and display Earth photo cards that show animals that are found in the ocean. Ask: Where do these animals live? Elicit ocean. Show students photos of an ocean from a book or an Internet printout. Draw a water line midway up the board. Have students who have visited an ocean add details they saw there, such as waves or seaweed. Have all students take turns adding animals they know live in the ocean. Have students name and label their contributions in their first languages.

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

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

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

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

Explore

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

Connect

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

Apply

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

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

Access Prior Knowledge

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

Explore

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

Connect

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