<table>
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<tr>
<th>Day</th>
<th>Lesson</th>
<th>Key Vocabulary</th>
<th>Language Functions</th>
<th>Materials</th>
<th>Instruction</th>
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<tr>
<td>1</td>
<td>Lesson 1 (TG pages 72–73)</td>
<td>boy, girl, friends, park</td>
<td>Identifying people, identifying places, identifying objects</td>
<td>Big Book 2 Best Friends!</td>
<td>Venn Diagram&lt;br&gt; ORAL FLUENCY&lt;br&gt; Introduce the Big Book CONCEPTS ABOUT PRINT&lt;br&gt; Frontload Vocabulary VOCABULARY DEVELOPMENT&lt;br&gt; Let’s Predict!&lt;br&gt; READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs</td>
<td>Multiple Intelligences&lt;br&gt; Interpersonal A Day at the Park Materials: Drawing paper, crayons</td>
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<td>Lesson 2 (TG pages 74–81)</td>
<td>arm, eyes, leg, mouth, nose, dress, pants, sandals, shirt, shoes, sweater</td>
<td>Identifying gender, identifying people and objects</td>
<td>Big Book 2 Best Friends! Blackline Master 2.1&lt;br&gt; Activity Pad (page 17) crayons&lt;br&gt; Preparation (TG page 74)</td>
<td>Review the Story&lt;br&gt; LITERARY RESPONSE&lt;br&gt; Read the Story&lt;br&gt; READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs</td>
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<td>balloon, bike, skate, boy, girl, different, same</td>
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<td>cap, dress, pants, sandals, shirt, shoes, skirt, sweater</td>
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<td>Story Chart&lt;br&gt; LITERARY RESPONSE&lt;br&gt; Let’s Retell!&lt;br&gt; LITERARY RESPONSE Targeting Proficiency Levels Meeting Individual Needs&lt;br&gt; Let’s Practice!&lt;br&gt; VOCABULARY DEVELOPMENT</td>
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<td>apple arm cake candle dog dress table toy</td>
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<td>The Alphabet Song LISTENING COMPREHENSION Letters C, D, T, and A WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs Beginning Sounds PHONEMIC AWARENESS</td>
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<td>Student Book (page 36) Activity Pad (page 27)</td>
<td>Listen and Find ORAL LANGUAGE DEVELOPMENT Sight Words ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Let’s Practice! PHONEMIC AWARENESS Targeting Proficiency Levels Meeting Individual Needs</td>
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<td>Spotlight on Content</td>
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<td>Let’s Practice!</td>
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<td>18</td>
<td>Lesson 18 (TG pages 112–113)</td>
<td>feet</td>
<td>Expressing preferences</td>
<td>Student Book (page 41)</td>
<td>My Feet</td>
<td>Multiple Intelligences</td>
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<td>Let’s Practice!</td>
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</table>
UNIT OVERVIEW

Spotlight on Reading

Fiction

Spotlight on Language
☆ Describing myself and others
☆ Saying how I feel
☆ Parts of the body
☆ Clothes

Spotlight on Content

Language Arts
Letters D, C, T, and A
Big and Little Letters
Sight Words

Math
Numbers 1 to 6

Social Studies
Feelings

Science
The Five Senses

Music
The Hokey Pokey

Art
Glittering Feet and Toes!

Introduce the Theme

Have students open their Student Books to pages 24 and 25. Play Track 9 or read the poem out loud. Ask students to look at the picture and count the people. Then have them count the number of men, women, and children. Have students describe what is happening at the park. Ask students to talk about their experiences at the park—who they go with and what they like to do there.

Track 9

(See Student Book page 25.)
Theme-Related Vocabulary

Assess student language levels related to the theme.

Point to different children on Student Book page 24 and have students identify their gender: Is he a boy or a girl?

Have students identify different people on page 24 by their hair color or by the length of their hair: Point to someone with brown hair. Point to someone with long hair.

Point to different people on page 24 and have students describe them: What is he wearing?

Have students identify different people on page 24 by their clothing: Point to someone wearing shorts. Point to someone wearing a dress.

Point to different people on page 24 and have students describe what they are wearing: What is he wearing?

Point to the boy on page 25 and have students identify his facial features and their own: Point to the boy’s eyes. Point to your eyes.

Spotlight Thematic Library

Use the following books to provide additional reading practice and develop thematic vocabulary:

Stories and Rhymes 1:
“Humpty Dumpty”
“On My Head”

Spotlight Online

To provide regular practice and reinforcement in phonemic awareness, phonics, vocabulary development, and reading comprehension, select lessons that correspond to your students’ needs from the Spotlight Online Lesson Library.

Spotlight Assessments

Assess students’ progress in listening, speaking, reading, and writing after students have completed Unit 2 with Spotlight Assessments Level K.
**Key Vocabulary**
- boy
- girl
- friends
- park

**Functions and Forms**
- Identifying people
  - He is a boy.
  - She is a girl.
- Identifying places
  - Where are the people?
  - At the park.
- Identifying objects
  - This is a ball.

**English Language Development Skills**

**Listening**
- Answer simple questions.

**Speaking**
- Share information and ideas.
- Describe people, places, things, locations, and actions.

**Reading**
- Identify front cover, back cover, and title page of a book.
- Identify title, name of author, and name of illustrator.
- Use pictures and context to make predictions about story content.

**Writing**
- Write by moving from left to right and from top to bottom.

---

**Venn Diagram**

**ORAL FLUENCY**

Explain to students that the story is about how two best friends are the same and different. Draw a Venn diagram on the board. Explain that the intersecting section of the circles is where we list things that are the same, and that the outer circles to the left and the right are where we list things that are different. Select a girl and a boy from the class to compare. Make statements about how they are the same and different. Draw some of the things in the Venn diagram.

**Introduce the Big Book**

**CONCEPTS ABOUT PRINT**

Display the cover of Big Book 2 *Best Friends!* Point to the front and back covers of the book. Show where the book begins and ends. Have students identify the title, the author, and the illustrator. Open Big Book 2 to page 1 and have students identify the title of the story again.

**Frontload Vocabulary**

**VOCABULARY DEVELOPMENT**

Display Big Book 2, pages 2 and 3. Point to the pictures in the *Key Words* section on page 2 and present the new vocabulary. Ask students to come up and point to the girl and the boy on page 3. Point to and name the fathers on page 2 as well.

**Let’s Predict!**

**READING COMPREHENSION**

Display Big Book 2, pages 2 and 3. Ask students the questions in the *Let’s Predict!* box. Have them use the illustrations to make predictions about the story.

---

**Targeting Proficiency Levels**

**Beginning**
- Name key words on the pages and have students come up and point to them in the book.

**Intermediate**
- Have students think about each question silently and then discuss their answers with a partner.

**Advanced**
- Have students describe the two fathers and the objects they have with them.

**Meeting Individual Needs**

Provide reinforcement and additional vocabulary practice for students with disabilities that affect the processing of oral language.
Picture Read the Book

Introduce the story, *Best Friends!*, by sharing the pictures on each page with the students. Point to and identify the characters on each page: *This is Kurt. These are the fathers*. Develop the following vocabulary by pointing to items on the Big Book pages: *bike, skates, slide, swing, balloon, banana*.

Invite students to come up and identify items in the Big Book: *This is a ball. These are skates*. Describe activities: *The children are playing. He is swinging. The dads are waving good-bye*. Then display different pages of the story at random and have students mime the actions of the different people that you describe.

VOCABULARY DEVELOPMENT

Let’s Predict!
1. Who is the story about?
2. Where are the characters?
3. What do you do at the park?

Materials:
Drawing paper, crayons.

Distribute materials. Have students draw pictures of themselves at the park doing the activity of their choice. Write the Key Words from the story on the board and have students label their pictures with the words. Have students present their pictures to the class. Ask students questions about their pictures to guide them.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>1</td>
<td>Levels 1–4</td>
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<td>Level 5</td>
<td>Levels 1 and 2</td>
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<tr>
<td>2</td>
<td>Levels 1–2</td>
<td>Levels 1–4</td>
<td>Levels 4 and 5</td>
<td>Levels 1–3</td>
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<tr>
<td>5</td>
<td>Levels 1–3</td>
<td>Levels 1 and 2</td>
<td>Level 1</td>
<td>Levels 1 and 2</td>
</tr>
</tbody>
</table>
Review the Story
Display the *Character Puppets*. (See Preparation.) Have students identify the characters and mention three things they remember about them.

Read the Story

**Predict** Use commands and questions to develop prediction skills.

**Read** Read the text on each page out loud. Then run your finger under the words and read it again.

**Discuss** Use commands and questions to develop comprehension and language.

### Materials

- Big Book 2 *Best Friends!*
- Blackline Master 2.1
- Activity Pad (page 17)
- crayons

### Preparation

- Color and cut out the *Character Puppets* on Blackline Master 2.1.

### Key Words

- girl
- boy
- park
- friends

### Let’s Predict!

1. Who is the story about?
2. Where are the characters?
3. What do you do at the park?

### Discuss

- Point to the girl.
- Point to the boy.
- What are the children doing?
- Do you like to go to the park? Why?
**Predict**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Page 4</strong></td>
<td><strong>Page 4</strong></td>
<td><strong>Page 4</strong></td>
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<tr>
<td>Point to the girls.</td>
<td>What is the boy doing?</td>
<td>Where do you think they are?</td>
</tr>
<tr>
<td>Point to the boys.</td>
<td>Does the girl know the boy?</td>
<td>What is a best friend?</td>
</tr>
<tr>
<td><strong>Page 5</strong></td>
<td><strong>Page 5</strong></td>
<td><strong>Page 5</strong></td>
</tr>
<tr>
<td>Point to the balloons.</td>
<td>What are they doing?</td>
<td>What are they doing?</td>
</tr>
<tr>
<td>(Point to the bananas.)</td>
<td>Are the balloons the same?</td>
<td>What things do both children have?</td>
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**Discuss**

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<tr>
<td><strong>Page 4</strong></td>
<td><strong>Page 4</strong></td>
<td><strong>Page 4</strong></td>
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<tr>
<td>(Point to each of the children.)</td>
<td>Who is Diana’s best friend?</td>
<td>What is Kurt doing?</td>
</tr>
<tr>
<td>Is this Kurt? Is this Diana?</td>
<td>Where is Kurt?</td>
<td>Why do you think they are best friends?</td>
</tr>
<tr>
<td><strong>Page 5</strong></td>
<td><strong>Page 5</strong></td>
<td><strong>Page 5</strong></td>
</tr>
<tr>
<td>Are Kurt and Diana the same?</td>
<td>Do Kurt and Diana like the same things?</td>
<td>Are Kurt and Diana the same?</td>
</tr>
<tr>
<td>Do Diana and Kurt both like bananas?</td>
<td>What things do they like?</td>
<td>Why are they the same?</td>
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</table>
### Predict

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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Page 6</strong>&lt;br&gt;Are Diana and Kurt playing?&lt;br&gt;Are they hanging on the rings?&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;Point to Diana’s arm.&lt;br&gt;Point to Kurt’s arm.&lt;br&gt;Point to the game.</td>
<td><strong>Page 6</strong>&lt;br&gt;What are Diana and Kurt doing?&lt;br&gt;Are Kurt and Diana doing the same thing?&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;Are they playing?&lt;br&gt;What is the name of the game?&lt;br&gt;Can you play hopscotch?</td>
<td><strong>Page 6</strong>&lt;br&gt;What are Diana and Kurt doing?&lt;br&gt;What parts of their bodies are they using?&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;What are Diana and Kurt doing?&lt;br&gt;Do you know how to play hopscotch?&lt;br&gt;How do you play it?</td>
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### Discuss

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<tr>
<td><strong>Page 6</strong>&lt;br&gt;Point to Diana’s arms.&lt;br&gt;Show me your arms.&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;Point to Kurt’s legs.&lt;br&gt;Show me your legs.</td>
<td><strong>Page 6</strong>&lt;br&gt;How many arms does Kurt have?&lt;br&gt;How many arms do you have?&lt;br&gt;Is it the same?&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;How many legs do Kurt and Diana have?&lt;br&gt;How many legs do you have?&lt;br&gt;Is it the same?</td>
<td><strong>Page 6</strong>&lt;br&gt;What two things do Diana and Kurt have that are the same?&lt;br&gt;How are they using their arms in the picture?&lt;br&gt;<strong>Page 7</strong>&lt;br&gt;Do Kurt and Diana have the same number of legs?&lt;br&gt;What do you do with your legs?</td>
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## Predict

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<tr>
<td><strong>Page 8</strong></td>
<td><strong>Page 8</strong></td>
<td><strong>Page 8</strong></td>
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<tr>
<td>▶ Is Kurt happy?</td>
<td>▶ Are Kurt and Diana’s faces the same?</td>
<td>▶ What else is the same about Kurt and Diana?</td>
</tr>
<tr>
<td>▶ Is Diana happy?</td>
<td>▶ Do they look happy?</td>
<td>▶ Why do you think they are happy?</td>
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<tr>
<td><strong>Page 9</strong></td>
<td><strong>Page 9</strong></td>
<td><strong>Page 9</strong></td>
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<tr>
<td>▶ Point to Kurt’s legs.</td>
<td>▶ How do you know they are happy?</td>
<td>▶ What is Diana doing?</td>
</tr>
<tr>
<td>▶ Point to Diana’s arms.</td>
<td></td>
<td>▶ What is Kurt doing?</td>
</tr>
<tr>
<td>▶ Are bikes and skates the same?</td>
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<td>▶ Do you prefer to skate or to ride a bike?</td>
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## Discuss

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<td><strong>Page 8</strong></td>
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<tr>
<td>▶ Point to Diana’s nose.</td>
<td>▶ How many eyes does Kurt have?</td>
<td>▶ Describe Diana’s face.</td>
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<tr>
<td>▶ Show me your nose.</td>
<td>▶ Are Kurt and Diana the same?</td>
<td>▶ Describe Kurt’s face.</td>
</tr>
<tr>
<td>▶ Point to Kurt’s eyes.</td>
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<td>▶ What do you use your mouth for?</td>
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<td>▶ Show me your eyes.</td>
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<td><strong>Page 9</strong></td>
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<tr>
<td>▶ Are Diana and Kurt different?</td>
<td>▶ Are Diana and Kurt doing the same thing?</td>
<td>▶ Why are Kurt and Diana different?</td>
</tr>
<tr>
<td>▶ Point to the skates.</td>
<td>▶ Are they doing different things?</td>
<td>▶ Are you like Kurt or like Diana?</td>
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**Predict**

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<tr>
<td><strong>Page 10</strong></td>
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<tr>
<td>Point to the doors.</td>
<td>Where are they going?</td>
<td>Why are they going into different bathrooms?</td>
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<tr>
<td>Are they the same?</td>
<td>Are they going to use the same bathroom?</td>
<td>Which bathroom do you use?</td>
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<tr>
<td><strong>Page 11</strong></td>
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<tr>
<td>Point to the birds.</td>
<td>Are Diana and Kurt swinging or sitting?</td>
<td>What are Diana and Kurt doing?</td>
</tr>
<tr>
<td>Are the birds eating?</td>
<td>Who are they feeding?</td>
<td>Why are they holding up their fingers?</td>
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**Discuss**

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<td><strong>Page 10</strong></td>
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<tr>
<td>Point to the boys’ bathroom.</td>
<td>Does Kurt use the girls’ bathroom?</td>
<td>Why is Diana using the girls’ bathroom?</td>
</tr>
<tr>
<td>Point to the girls’ bathroom.</td>
<td>Does Diana use the boys’ bathroom?</td>
<td>What is something that makes Kurt and Diana different?</td>
</tr>
<tr>
<td><strong>Page 11</strong></td>
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</tr>
<tr>
<td>Point to the child that is six.</td>
<td>How old is Kurt?</td>
<td>Count how many fingers Diana is holding up. Is she six or five?</td>
</tr>
<tr>
<td>Show me how old you are.</td>
<td>How old is Diana?</td>
<td>Who is younger, Kurt or Diana?</td>
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Predict

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<tr>
<td><strong>Page 12</strong></td>
<td><strong>Page 12</strong></td>
<td><strong>Page 12</strong></td>
</tr>
<tr>
<td>Point to Kurt’s arms.</td>
<td>What is on Kurt’s arm?</td>
<td>Why do you think Kurt is playing with a bird?</td>
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<tr>
<td>Point to the bird.</td>
<td>What is he doing?</td>
<td>What else is he going to do?</td>
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<tr>
<td><strong>Page 13</strong></td>
<td><strong>Page 13</strong></td>
<td><strong>Page 13</strong></td>
</tr>
<tr>
<td>Point to Diana.</td>
<td>What is Diana doing?</td>
<td>What is Diana doing?</td>
</tr>
<tr>
<td>Is she swinging?</td>
<td>Is she wearing her cap?</td>
<td>Is she wearing her cap?</td>
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<tr>
<td>Is she wearing pants?</td>
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Discuss

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<tr>
<td><strong>Page 12</strong></td>
<td><strong>Page 12</strong></td>
<td><strong>Page 12</strong></td>
</tr>
<tr>
<td>Point to the shirt.</td>
<td>Is Kurt wearing pants?</td>
<td>What is Kurt wearing?</td>
</tr>
<tr>
<td>Point to Kurt’s pants.</td>
<td>Are you wearing pants?</td>
<td>What are you wearing?</td>
</tr>
<tr>
<td>Point to your shoes.</td>
<td>Point to your pants.</td>
<td>Are you wearing the same clothes?</td>
</tr>
<tr>
<td><strong>Page 13</strong></td>
<td><strong>Page 13</strong></td>
<td><strong>Page 13</strong></td>
</tr>
<tr>
<td>Point to Diana’s dress.</td>
<td>Is Diana wearing a dress?</td>
<td>What is Diana wearing?</td>
</tr>
<tr>
<td>Point to Diana’s sweater.</td>
<td>Are you wearing a dress?</td>
<td>What are you wearing?</td>
</tr>
<tr>
<td>Point to Diana’s sandals.</td>
<td>Point to your shirt.</td>
<td>Are you wearing the same clothes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the same? What is different?</td>
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</table>
### Predict

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<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
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<tbody>
<tr>
<td><strong>Page 14</strong></td>
<td>Point to Kurt’s dad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point to Diana’s dad.</td>
<td></td>
</tr>
<tr>
<td><strong>Page 15</strong></td>
<td>Are they at the park?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are they going home?</td>
<td></td>
</tr>
<tr>
<td><strong>Page 14</strong></td>
<td>What are Kurt and Diana doing?</td>
<td>Why do think Kurt and Diana are so happy?</td>
</tr>
<tr>
<td></td>
<td>Are they happy?</td>
<td>Where are they going?</td>
</tr>
<tr>
<td><strong>Page 15</strong></td>
<td>Where are they going?</td>
<td></td>
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<tr>
<td></td>
<td>Why?</td>
<td>What is going on in the picture?</td>
</tr>
<tr>
<td><strong>Page 15</strong></td>
<td>What is going on in the picture?</td>
<td>What do you think will happen next?</td>
</tr>
</tbody>
</table>

### Discuss

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Page 14</strong></td>
<td>(Point to Kurt and Diana.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are their clothes different?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are Kurt and Diana the same?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are they different?</td>
<td></td>
</tr>
<tr>
<td><strong>Page 15</strong></td>
<td>Wave your arm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say good-bye.</td>
<td></td>
</tr>
<tr>
<td><strong>Page 14</strong></td>
<td>What is the same about Diana and Kurt?</td>
<td>What do you think it means that Diana and Kurt are different and the same?</td>
</tr>
<tr>
<td></td>
<td>What is the same about you and your best friend?</td>
<td></td>
</tr>
<tr>
<td><strong>Page 15</strong></td>
<td>Is Diana waving her hand?</td>
<td>Why are they waving?</td>
</tr>
<tr>
<td></td>
<td>What does it mean?</td>
<td>Where are they going?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will they play again some other day? Why?</td>
</tr>
</tbody>
</table>
Let's Practice!

Detach and distribute Activity Pad page 17. Instruct students to write their names on their pages. Have students draw and color pictures of their best friends and of themselves.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students draw the pictures. Point to each picture and ask students to identify it: Who’s this? Me. Who’s this? My best friend, Sam.</td>
<td>Have students share their pictures with a partner: This is me. This is my best friend, Sam.</td>
<td>Have students share their pictures with the class and say how they and their friends are the same or different: I am five. Mary is six. We are different. I am a boy. Sam is a boy. We are the same.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

Assist students who are experiencing minor difficulties cutting or coloring by walking around the classroom and providing help.

Multiple Intelligences

Bodily/Kinesthetic

Girls and Boys

Ask a boy and a girl to stand at the front. Point to each student and state his or her gender. Then ask students to point first to the girl and then to the boy. Repeat this game several times using different combinations of student groups and genders.

Give commands for girls and boys to follow: Girls, stand up.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication  Listening: Levels 1–3; Speaking: Levels 1 and 3; Reading: Level 5; Writing: Level 1.

Standard 2 Language Arts  Listening: Levels 1 and 2; Speaking: Levels 1, 3, and 5; Reading: Levels 4 and 5; Writing: Levels 1 and 2.

Standard 5 Social Studies  Listening: Level 1; Speaking: Levels 1 and 3; Reading: Level 1; Writing: Levels 1 and 2.
**Key Vocabulary**
- balloon
- boy
- different
- bike
- girl
- same
- skate

**Functions and Forms**
- Comparing people
  - *We are different.*
  - *We are the same.*

**English Language Development Skills**

**Listening**
- ★ Understand and follow oral directions.
- ★ Answer simple questions.

**Speaking**
- ★ Retell stories.
- ★ Share information and ideas.

**Reading**
- ★ Ask and answer questions about essential elements of a text.
- ★ Identify characters, settings, and important events.

---

**Review the Story**

Display Big Book 2 Best Friends! Reread the story to the class. Have students identify the main characters and the school locations as they appear in the story.

---

**Let’s Check!**

Have students open their Student Books to page 26. Read question 1 and have students identify the picture of Diana and Kurt. Read question 2 and have students identify the things that are the same about Diana and Kurt in each picture frame. Read question 3 and have students identify the things that are different between the two figures and the two caps.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Have students identify the options on the pages before they answer the</td>
</tr>
<tr>
<td></td>
<td>questions: *Look at number 1. Point to the boy and girl. Point to Kurt and</td>
</tr>
<tr>
<td></td>
<td>Diana. Who is the story about?</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Divide students into pairs. Have students share their answers with a</td>
</tr>
<tr>
<td></td>
<td>partner.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Read the questions out loud and have students answer them with full</td>
</tr>
<tr>
<td></td>
<td>sentences.</td>
</tr>
</tbody>
</table>

---

**Meeting Individual Needs**

Enrich instruction for advanced students by having them tell a partner what happened in each picture.

---

**Materials**
- ✓ Student Book (page 26)
- ✓ Big Book 2 Best Friends!
- ✓ Class CD (Track 10)
- ✓ Blackline Master 2.2

---

**Preparation**
- ★ Photocopy Blackline Master 2.2 (1 per student).
**Personal Response**

**ORAL FLUENCY**

Read the story *Best Friends!* or play Track 10 while you display the corresponding pages of Big Book 2. Ask individual students to tell you which pages they like best and to show the class those pages. Have students draw a picture of the part of the story they liked best. Then have them help you place the pictures they drew in story order to retell the story, filling in any parts for which there are no pictures.

**Track 10**

(See Big Book 2.)

**Home Connection**

Distribute Blackline Master 2.2. Have each student make a story booklet. Staple. Describe specific pages and have students show them to you. Ask individual students to use the booklet to retell the story. Have students take their booklets home and share the story with a family member or caregiver.

**Multiple Intelligences**

**Verbal/Linguistic**

**Things I Like**

Materials: Drawing paper, crayons.

Distribute drawing paper and crayons. Have students draw a picture of themselves with three things they like. Then have students share their pictures with the class and find people that like the same things.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication** Listening: Levels 1–3; Speaking: Levels 1, 3, and 4; Reading: Level 5; Writing: Level 1.
- **Standard 2 Language Arts** Listening: Levels 1–3; Speaking: Levels 1, 3, and 5; Reading: Level 4; Writing: Level 1.
Story Chart

Draw a three-column chart on the board. Label the columns *Characters, Actions, and Places*. Complete the chart by asking students questions: *Who are the main characters in the story? Where are they? What do they do at the park? What is the park like?* Complete the chart using words and pictures.

Let’s Retell!

Have students open their Student Books to page 27. Draw a Venn diagram on the board. Attach the *Diana Character Puppet* to the board next to the circle on the left, and attach the *Kurt Character Puppet* to the board next to the circle on the right. Elicit responses from students that tell how Diana and Kurt are similar and different. Write responses in the corresponding sections. Ask students to complete the Venn diagrams on their books.

Materials

- Student Book (page 27)
- Activity Pad (page 18)
- Big Book 2 *Best Friends*
- *Character Puppets* (from Blackline Master 2.1)

Targeting Proficiency Levels

**Beginning**

Have students draw pictures in their Venn diagrams. Then ask them to blend the sound in one or two words.

**Intermediate**

Have students copy the words in their Venn diagrams. Have them read some of the words as they copy them.

**Advanced**

Have students copy the words in their Venn diagrams. Have them read as many words as they can.

Meeting Individual Needs

Simplify instruction for students who exhibit, or have been identified as having, learning disabilities and cannot comprehend the concepts of *same* and *different*. Allow them to focus on one concept at a time.
Let’s Practice!

**VOCABULARY DEVELOPMENT**

Detach and distribute Activity Pad page 18. Instruct students to write their names on their pages. In each row, have students put an X on the items that are different from the sample picture and circle the items that are the same.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Name the items in each row and have students point to them and repeat. Then have them say if they are the same or different.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Have students point to the items in each row and name them. Then have students say if they are the same or different before they put an X or draw a circle.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Have individual students come up and name the items in each row: <em>This is a shirt. This is a skirt. They are different.</em></td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

Assist students who are experiencing minor difficulties understanding a concept by pairing them with students who understand it.

---

**Multiple Intelligences**

**Bodily/Kinesthetic Sorting**

Have one girl and one boy stand at the front of the room. Point to each student and state his or her gender: *He’s a boy. She’s a girl.* Then ask students to group themselves according to gender: *All the boys stand here. All the girls stand over here.* Repeat the procedure with four-, five-, and six-year-olds and students wearing specific articles of clothing.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication** Listening: Levels 1–3; Speaking: Levels 1, 3, and 4; Writing: Levels 1 and 2.
- **Standard 2 Language Arts** Listening: Levels 1–3; Speaking: Levels 1, 3, and 5; Reading: Level 1; Writing: Level 1.
**Key Vocabulary**

*boy*  
*he*  
*me*

*girl*  
*I*  
*she*

**Functions and Forms**

- Identifying oneself and others
  
  *He is a boy.*
  
  *She is a girl.*
  
  *I’m a boy.*

**English Language Development Skills**

**Listening**

- Understand and follow oral directions.

**Speaking**

- Use simple repetitive phrases.
- Describe people.

**Writing**

- Write consonant-vowel-consonant words.
- Write by moving from left to right and from top to bottom.

---

**Total Physical Response**

Give separate commands for boys and girls to follow: *Girls, stand up!*  
*Boys, sit down!*  
*Girls, wave good-bye!*  
*Boys, raise your hands!*  
*Girls, jump!*  
*Boys, run in place!* Demonstrate each command the first time only.

---

**Let’s Connect!**

Have students open their Student Books to page 28. Ask students to point to the picture of Kurt in their books. Review the language form: *He’s a boy.* Have students echo. Repeat the procedure with the other boy and the two girls. Have students circle the boys and the girls in the picture, using the color key. Tell students to complete the sentence frame at the bottom of the page with their gender. Walk around and have students read their sentences to you.

**Targeting Proficiency Levels**

**Beginning**

Display one *Character Puppet* at a time and have students name it chorally: *boy or girl.* Then have different students identify their own gender by pointing to themselves: *boy or girl.*

**Intermediate**

Ask students to hold up one *Character Puppet* and state its gender: *She’s a girl.* *He’s a boy.* Then have students point to themselves and identify their gender: *I’m boy.*  
*I’m a girl.*

**Advanced**

Display the two *Character Puppets.* State the characters’ names and then ask students about their gender: *Which is the girl?* Have students answer with full sentences.

---

**Meeting Individual Needs**

Simplify instruction for students who exhibit difficulties reading by inviting them to repeat the sentence frame after you read it to them.
Identify Gender

ORAL FLUENCY

Sit with students in a circle. Have students point to themselves and identify their gender: I’m a girl. I’m a boy. Then have students point to the students on their right and state the students’ genders: She’s a girl./ He’s a boy. Model first by pointing to yourself and then the student on your right.
Key Vocabulary
- cake
- candles
- five
- six

Functions and Forms
- Identifying oneself and others
  - He is a boy.
  - She is a girl.
  - I am a boy.
  - I am a girl.
  - This is me.
- Asking and answering questions about age
  - How old are you?
  - I am six years old.
  - How old is he?
  - He is five years old.

English Language Development Skills

Listening
- Understand and follow oral directions.
- Answer simple questions.

Speaking
- Use complete sentences when speaking.
- Ask and answer simple questions.
- Describe people.

Reading
- Connect to life experiences the information and events in texts.
- Follow words from left to right and from top to bottom.

Writing
- Write by moving from left to right and from top to bottom.

Materials
- Big Book 2 Best Friends!
- Student Book (page 29)
- Activity Pad (page 19)
- scissors
- crayons

Scaffold Language

ORAL LANGUAGE DEVELOPMENT

Display Big Book 2, page 11. Identify the characters. Point to Diana and ask How old is Diana? Count the fingers that Diana is holding up and say She’s five years old. Repeat with Kurt. Then ask students their age and have them hold up their fingers to show how old they are: How old are you? I am …

Let’s Focus!

Have students open their Student Books to page 29. Explain that each picture is from the children’s birthday parties. Ask students to point to the picture of Diana in their books. Help students count the candles on the cake and say how old Diana is. Then have students complete the sentence under the cake. Read out the sentence. Repeat the procedure with Kurt. Ask students to draw the corresponding number of candles on the last cake to represent their age and to complete the last sentence.

Targeting Proficiency Levels

- Beginning
  - Have students respond to age questions by holding up the appropriate number of fingers.
- Intermediate
  - Divide the class into pairs. Have students ask their partners how old they are.
- Advanced
  - Have students retell a personal birthday experience to a partner.

Meeting Individual Needs

Simplify instruction for students who exhibit, or have been identified as having, learning disabilities and cannot recognize numbers. Provide them with additional practice using manipulatives.
Let’s Practice!

Let’s Practice!

Detach and distribute Activity Pad page 19. Distribute scissors and crayons. Have students use the page to make a minibook. Ask students to write their names at the bottom of page 1. Then have them write their age on the sentence frame on page 2 and draw the corresponding number of candles on the cake. Next, ask students to put an X in the box for their gender on page 3. Finally, have them draw a self-portrait on page 4.

Targeting Proficiency Levels

Beginning

Sit with students in a circle and read aloud each of their minibooks.

Intermediate

Have students “read” their minibooks to two friends.

Advanced

Have students do track reading of the mini-book with their fingers.

Meeting Individual Needs

Enrich instruction for advanced students by having them complete the minibook and share it with the class.

Multiple Intelligences

Naturalist

How Old Is a Tree?

Materials: Real cross sections of trees.

Display a cross section of a tree with three to five tree rings. Explain to students that this is how trees show their age, adding a new ring each year. Have students count the rings aloud and then draw their own cross section.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication  Listening: Levels 2–4; Speaking: Levels 1, 3, and 4; Reading: Levels 1, 2, and 4; Writing: Levels 2–4.

Standard 2 Language Arts  Listening: Levels 1 and 3; Speaking: Levels 1–3; Reading: Level 3; Writing: Levels 1–3.

Standard 3 Math  Listening: Levels 2 and 4; Speaking: Levels 1–4; Reading: Levels 1 and 3; Writing: Levels 1 and 2.
**Spotlight on Language**

**Lesson 7**

**Key Vocabulary**
arm  eye  hair  head  mouth
ear  feet  hand  leg  nose

**Functions and Forms**
- Describing oneself and others
  - *She has brown hair.*
  - *She has brown eyes.*
  - *I have …*

**English Language Development Skills**

**Listening**
- Understand and follow oral directions.
- Answer simple questions.

**Speaking**
- Ask and answer simple questions.
- Describe people.

---

**Simon Says**

Play Simon Says focusing on touching different parts of the body. Hold up the *Body* Poster Cutouts and point to the corresponding part of the body as you give students commands: *Simon says touch your ears*. Repeat each part of the body at least twice during the game.

---

**Let’s Connect!**

Have students open their Student Books to page 30. First, have students identify Diana and her dad. Then have them identify Kurt and his dad. Tell students that each person looks different because they have different physical features. Touch your own hair and describe it. Then have students describe Diana: *What does Diana look like? Point to Diana’s hair. She has brown hair. Point to her eyes. She has brown eyes.* Repeat the procedure with the remaining characters. Have students draw a picture of themselves in the box on the left and a picture of a friend in the box on the right. Then have them color the icons in each box according to the hair and eye color.

---

**Materials**
- Students Book (page 30)
- Poster Cutouts (*Body*)
- Blackline Master 2.3
- crayons

**Preparation**
- Photocopy Blackline Master 2.3 (1 per student).

---

**Targeting Proficiency Levels**

**Beginning**
Have students describe their pictures to the class.

**Intermediate**
Divide the class into pairs. Have students ask and answer questions about their partners’ pictures.

**Advanced**
Divide the class into groups of three. Have students take turns role-playing an interview. One student asks another to describe the third person in the group.

---

**Meeting Individual Needs**
Assist students who are experiencing minor difficulties with understanding by walking around the classroom and verifying that they are following directions. Provide students with more time if needed.
Describe a Partner

Divide the class into pairs. Ask individual pairs to come to the front of the room. Have pairs present and describe each other to the class: *This is David. He has brown hair. He has brown eyes.*

Home Connection

Distribute Blackline Master 2.3. Name different parts of the body and have students point to them on the page. Have students take the page home to complete. Tell them to complete the drawing and color the picture. Have students tell a family member or caregiver about the different parts of the girl’s body.

Multiple Intelligences

Bodily/Kinesthetic
Moving My Body

Have students focus on one body part at a time and practice using it in as many ways as they can.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

*Standard 1 Communication* Listening: Level 2; Speaking: Levels 1 and 3; Writing: Level 1.

*Standard 2 Language Arts* Listening: Levels 1–3; Speaking: Levels 1–4; Writing: Level 1.
Key Vocabulary
arm feet hand leg

Functions and Forms
- Identifying parts of the body
  - This is his hand.
  - This is my leg.
  - It is her arm.

English Language Development Skills
Listening
- Understand and follow oral directions.
- Answer simple questions.
- Listen to information and identify important details.

Speaking
- Ask and answer simple questions.
- Recognize and use complete sentences when speaking.
- Share information.
- Describe people.

Reading
- Ask and answer questions about essential elements of a text.

Vocabulary Development

With the class, review the parts of the body in the Key Vocabulary. Point to your leg and say *This is my leg.* Have students echo. Ask them to show you their leg while you point to your leg. Repeat the procedure with *arm, feet, and hand.*

Materials
- Student Book (page 31)
- Activity Pad (page 21)
- Character Puppets
- crayons
- scissors

Let’s Focus!

Have students open their Student Books to page 31. Discuss the scene with the class. Use the *Character Puppets* to introduce what each person is doing in the activity: *I’m Kurt. I’m catching the ball with my hands.* Point to one of his hands and state: *This is his hand.* Have students repeat. Repeat with the Diana puppet and the different parts of the body. Ask students to match the parts of the body pictured around the scene with the characters in the scene.

Targeting Proficiency Levels

**Beginning**

- Review the names of the parts of the body: *These are my legs.* Have students point to and name each part of the body as it is mentioned.

**Intermediate**

- Divide the class into pairs. Have students point to the pictures in the book and ask and answer questions about the parts of the body: *What’s this? It’s her arm. It’s his leg.*

**Advanced**

- As students point to each part of the body, have them mention what they can do with that body part: *I can run with my legs.*

Meeting Individual Needs

Provide reinforcement and additional practice for students with disabilities who are having difficulty recognizing the different body parts. Focus on one body part at a time.
Let’s Practice!  

**ORAL LANGUAGE DEVELOPMENT**

Detach and distribute Activity Pad page 21. Distribute crayons and scissors. Divide the class into pairs. Have students color and cut out their cards. Ask them to shuffle together their word cards and place them face down in a pile. Then have them shuffle together their parts of the body cards and place them face down in another pile. Have one student turn a card over from each pile. Ask the student to make a sentence using the word and the part of the body that appear on the cards.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the words and parts of the body on the cards and have students hold them up.</td>
<td></td>
<td>Have students point to the appropriate part of their body or that of their partners.</td>
<td>Have students use the words and pictures on the cards to ask their partners questions.</td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

Simplify instruction for students who are having difficulty making sentences by allowing them to name the parts of the body that appear on the cards.

---

**Multiple Intelligences**

**Intrapersonal**

**What I Like about My Body**

Have students tell the class what they like about their body and what physical activities they like to do.

**Activity Pad (page 21)**

**Standards**

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**English as a Second Language**

- **Standard 1 Communication**  Listening: Level 1–3; Speaking: Levels 1–4; Reading: Levels 1 and 3; Writing: Level 1.
- **Standard 2 Language Arts**  Listening: Levels 1–3; Speaking: Levels 1–4; Reading: Level 3; Writing: Level 1.
- **Standard 4 Science**  Listening: Levels 1–3; Speaking: Levels 2 and 3; Reading: Level 1; Writing: Level 1.
Key Vocabulary
blouse  shirt  sweater  orange
dress  shorts  T-shirt  purple
ejacket  skirt  blue  red
pants  socks  green  yellow

Functions and Forms
- Identifying and describing clothes
  This is a sweater.
  What color is the cap?
  It is red.
- Identifying and describing what people are wearing
  I am wearing shoes.
  He is wearing a shirt.
  She is wearing a red dress.

English Language Development Skills
Listening
★ Understand and follow oral directions.
★ Answer simple questions.
Speaking
★ Describe things.
★ Ask and answer simple questions.

Walking the Catwalk
Tell students you need two volunteers, a boy and a girl, to become “fashion models.” Have one of the volunteers walk in front of the class. Ask the class to describe what the volunteer is wearing: What’s she wearing? She’s wearing a dress. Repeat the procedure with other students.

Let’s Connect!

Have students open their Student Books to page 32. Distribute crayons. Tell the class that each child is wearing something different. Display the sweater Poster Cutout and have students identify it:
What’s this? This is a sweater. Ask students to point to the girl wearing a sweater in their book. Repeat using all the Clothes Poster Cutouts. Then point to each character on the page and help students describe what he or she is wearing: What’s he wearing? He’s wearing a jacket, a T-shirt, shorts, tennis shoes, and socks. Next have students color each article of clothing around the picture to match what the character is wearing in the picture.

Materials
✔ Student Book (page 32)
✔ Poster Cutouts (Clothes)
✔ crayons

Targeting Proficiency Levels

Beginning
Name different articles of clothing with their color and have students point to them: Point to the blue skirt.

Intermediate
Have students ask and answer questions about the color of the clothes: What color is the skirt? It’s blue.

Advanced
Have students describe two articles of clothing that a character in the picture is wearing: He’s wearing a green T-shirt and a black jacket.

Meeting Individual Needs
Enrich instruction for advanced students by having them tell a partner about their favorite things to wear.
**Let’s Connect!**

**What are they wearing?**

Instructions: Review the names of the articles of clothing. Have students describe what each character is wearing. Ask students to color the clothing to match what the characters are wearing.

---

**Making Comparisons**

**ORAL LANGUAGE DEVELOPMENT**

Ask a student to name an item he or she is wearing. Then have the student compare the item he or she is wearing to an item one of the characters in the scene is wearing: *I’m wearing a shirt. Kurt is wearing a shirt. I’m wearing a dress. Diana is wearing a dress.*

---

**Multiple Intelligences**

**Interpersonal**

**School Uniform**

**Materials:** Drawing paper, crayons.

Divide the class into groups. Tell students that they are going to invent a school uniform or a new school uniform if their school already has one. Tell each group they have to agree on a boys’ uniform, a girls’ uniform, and the colors of the different articles of clothing. Then have each group present their uniforms to the class. Have the class vote on the best uniforms.

---

**Standards**

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**English as a Second Language**

**Standard 1 Communication**  Listening: Levels 1 and 2; Speaking: Levels 2, 4, and 5.

**Standard 2 Language Arts**  Listening: Levels 1–3; Speaking: Levels 1–3 and 5.

**Standard 4 Science**  Listening: Levels 1–3; Speaking: Levels 1–3; Reading: Level 1.

**Standard 5 Social Studies**  Listening: Levels 1 and 3; Speaking: Levels 1, 2, and 5; Reading: Level 1.
Key Vocabulary
blouse    orange    shirt    socks
blue      pants     shoes    yellow
dress     purple    shorts   green
red       skirt

Functions and Forms
- Identifying and describing clothes
  What color is Diana’s cap? It is red.
- Identifying and describing what people are wearing
  I am wearing shoes.
  He is wearing a shirt.
  She is wearing a red dress.

English Language Development Skills
Listening
★ Understand and follow oral directions.
★ Answer simple questions.
Speaking
★ Describe people and things.
★ Share information.

Materials
✔ Student Book (page 33)
✔ Activity Pad (pages 23 and 24)
✔ Poster Cutouts (Clothes)
✔ scissors
✔ crayons (blue, yellow, green, orange, red, purple)

Total Physical Response
LISTENING COMPREHENSION
Distribute crayons. (See Materials.) Name a color and have students hold up a crayon of that color: Hold up the orange crayon. Repeat with the other colors.

Let’s Focus!
ORAL FLUENCY
Have students open their Student Books to page 33. Review the colors of the crayons at the bottom of the page: Point to the orange crayon. Point to Diana’s cap and have students say what color it is: What color is Diana’s cap? It’s red. Have students repeat. Continue with other articles of clothing. Have students color the uniform of the ice-cream man and the popsicles according to the color key.

Targeting Proficiency Levels

Meeting Individual Needs
Provide reinforcement and additional practice for students who are having difficulty identifying the colors. Ask them to identify items of each color around the classroom.
Let’s Practice!

Detach and distribute Activity Pad pages 23 and 24. Distribute crayons and scissors. Display the paper person on both pages. Ask students to color and cut out the paper person of their choice along with the corresponding articles of clothing.

Targeting Proficiency Levels

**Beginning**

Have students name the clothes they chose. Then ask them the color of each article of clothing.

**Intermediate**

Divide the class into pairs. Have students dress their paper people, and then describe what their paper person is wearing.

**Advanced**

Divide the class into pairs. Have students ask and answer questions about their partners’ paper people.

Meeting Individual Needs

Assist students who are experiencing minor difficulties cutting out the people and the clothes by having an aide provide them with individual assistance, or by enlisting parents to come in and help.

Multiple Intelligences

**Intrapersonal**

My Favorite Outfit Journal

Have students draw a picture of a special outfit that has personal meaning for them. Have them dictate to you why it is special and write the words under their picture. Put all the pictures together to make a journal for display in the classroom.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1 Communication**

Listening: Levels 2 and 3; Speaking: Levels 1, 3, and 4.

**Standard 2 Language Arts**

Listening: Levels 1–3; Speaking: Levels 1 and 3.

**Standard 4 Science**

Listening: Levels 1–4; Speaking: Levels 1–3.

**Standard 5 Social Studies**

Listening: Levels 1 and 3; Speaking: Levels 1, 2, and 5.
The Alphabet Song

Play Track 8 and have students review the alphabet.

Track 8

(See Student Book page 22.)

Letters D, C, T, and A

Have students open their Student Books to page 34. Point to the letters in the four corners of the page and name them. Return to the letter D. Ask students what sound the letter makes. Point to the dog and have students identify it and say what the beginning sound is: What's this? A dog. What's the beginning sound? /d/. Then have students trace the capital D and the small d. Repeat with the other letters.

Name the items in the middle of the page and have students point to them. Have students say the beginning sound of each item, and then match it to the correct letter.

Beginning Intermediate Advanced

Beginner Group students who exhibit, or have been identified as having, learning disabilities and cannot recognize letters or letter sounds and provide additional practice. Enhance phonemic awareness by focusing on only two letters at a time.

Materials

- Student Book (page 34)
- Class CD (Track 8)
- Blackline Master 2.4

Preparation

- Photocopy Blackline Master 2.4 (1 per student)
Our Bodies, Our Clothes!

Unit 2

Beginning Sounds

PHONEMIC AWARENESS

Play a game about beginning sounds with students. Explain that you are going to say a word and point to a student. He or she has to repeat the word and say its beginning sound. Use the following unit vocabulary: arm, ankle, cake, cap, dad, different, toes, taste. Model using the first word.

Home Connection

Distribute Blackline Master 2.4. Name the letters on the page and have students point to them. Have students name things that start with the beginning sound of each letter.

Tell students to take the pages home. Ask them to trace each letter and draw a picture of something they have at home that starts with the beginning sound of each letter.

Musical

The Letter Song

(sung to Three Blind Mice)

Material: Class CD (Track 11).

Play Track 11 and have students listen to the song. Play the track again and teach students the song. Repeat the song, adapting it to the letters C, T, and A.

Track 11 The Letter Song

This is letter d.
Its sound is /d/.
Many words begin with d.
Doctor, diaper, duck, and doe.
D–D–D.
D–D–D.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Levels 2 and 3; Speaking: Levels 1 and 5; Reading: Level 2; Writing: Level 1.

Standard 2 Language Arts Listening: Levels 1–3; Speaking: Levels 1–3; Reading: Levels 2 and 3; Writing: Level 1.
Key Vocabulary
apple  cake  door  T-shirt

Functions and Forms
- Identifying letters and sounds
  This is the letter D.
  It sounds /d/.

English Language Development Skills
Listening
- Understand and follow oral directions.

Speaking
- Distinguish and classify words into beginning sounds.

Reading
- Recognize and name uppercase and lowercase letters.

Writing
- Write uppercase and lowercase letters.
- Write by moving from left to right and from top to bottom.

Materials
- Student Book (page 35)
- Activity Pad (page 25)
- Index cards (4)
- Alphabet book
- Crayons
- Scissors

Big and Little Letters
- Concepts about print
  Have students open their Student Books to page 35. Ask them to trace the letters with their fingers in their books while you provide instructions for forming the letters. Then have students trace in pencil the uppercase and lowercase of each letter and complete each line. Ask students to draw a picture of something that starts with the beginning sound of each letter.

Total Physical Response
- Listening comprehension
  Read aloud an alphabet book and have children wiggle their fingers when you say the letters c, t, d, and a.

Targeting Proficiency Levels

Meet Individual Needs
- Simplify instruction for students who are having difficulty with letter formation by allowing them to focus first on the formation of capital letters.
Let’s Practice!

Detach and distribute Activity Pad page 25. Distribute crayons and scissors. Have students color the pictures and cut out the cards. Divide the class into pairs. Have students shuffle together their game cards and spread them out face down between them. Have one student turn over three cards. If the student completes a set (a lowercase letter, the same letter uppercase, and a picture with the beginning sound of that letter), he or she keeps the set and goes again. If not, the other player takes a turn. The player with the most sets at the end of the game wins.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students match lowercase and uppercase letters.</td>
<td>Have students state the sound for the letter.</td>
<td>Have students name the letters and the pictures on the cards.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

Provide verbal cues to help students who exhibit, or have been identified as having, learning disabilities and cannot find the matching cards.
Key Vocabulary
he  she  eyes  boy
I  you  nose  girl

Functions and Forms
- Describing physical characteristics
  I have two eyes.
  You have one nose.
  He is a boy.
  She is a girl.

English Language Development Skills
Listening
- Understand and follow oral directions.
Speaking
- Recognize and use complete sentences when speaking.
Reading
- Recognize and name uppercase and lowercase letters.
Writing
- Write by moving from left to right and from top to bottom.
- Write uppercase and lowercase letters.

Listen and Find

Make statements about different people in the classroom, including yourself, and have students point to the people: He has brown hair. She’s a girl. Then have individual students make sentences about their classmates.

Sight Words

Have students open their Student Books to page 36. Point to and read the pronouns on the page. Have students point to them in their books. Ask a boy, a girl, and another student to stand at the front of the room. Point to the girl, face the class and model saying she. Repeat with the boy and he. Face the other student, point to him or her and say you. Point to yourself and say I. Have students repeat each time you state a pronoun. Ask students to trace the pronouns in each sentence. Then read the sentences and have students match them to the pictures.

Targeting Proficiency Levels

- Beginning
  Read the sentences out loud and have students repeat.

- Intermediate
  Divide the class into groups of four. Have students use the pronouns in a sentence.

- Advanced
  Have students write a short sentence using each of the pronouns and invented spelling.

Meeting Individual Needs

Simplify instruction for students experiencing minor difficulties by having them point to themselves and other students while saying the correct pronoun.
Let’s Practice!

Detach and distribute Activity Pad page 27. Instruct students to write their names on their pages. Read each of the sentence frames and have students trace the words in gray. Ask students to draw a picture to complete each sentence frame. Divide the class into pairs. Then have students read their sentences to their partners.

Targeting Proficiency Levels

**Beginning**

Say each of the words in gray and have students point to them in their books.

**Intermediate**

Have students exchange books with their partners and read their partners’ sentences.

**Advanced**

Invite students to use the words in gray in other sentences.

Meeting Individual Needs

Check understanding of students experiencing minor difficulties by walking around the classroom and verifying that they are following directions. Provide students with more time if needed.

Multiple Intelligences

**Logical/Mathematical**

**Count and Record**

Divide the board into three columns titled: 1, 2, and 10. Ask the class how many eyes they have. Point to your eyes and count. Invite a volunteer to come up and draw two eyes in the second column. Repeat with the other parts of the body: head, hands, fingers, nose, feet, mouth, arms, etc.

Sight Words

1. **I** have two eyes.

2. **You** have one nose.

3. **He** is a boy.

4. **She** is a girl.

**Student Book (page 36)**

**Activity Pad (page 27)**

**Spotlight on Content**

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1 Communication**

Listening: Levels 1–4; Speaking Levels 1, 3, and 4; Reading: Levels 1 and 2; Writing: Levels 1 and 2.

**Standard 2 Language Arts**

Listening: Levels 1 and 2; Speaking: Levels 1, 3, and 4; Reading: Level 3; Writing: Levels 1 and 5.
Build Background

Have students sit on the floor. Write the numbers 4, 5, and 6 on the board. Point to and say each number. Count out loud from 1 to 6 chorally. Use classroom objects to show the quantity for each number.

Materials

✓ Student Book (page 37)
✓ Activity Pad (page 28)
✓ bags containing 4–6 objects

Beginning

Distribute bags. (See Materials). Chorally count the objects in each bag. Have students point to the corresponding number in their books.

Intermediate

Distribute bags. Give students commands for putting different numbers of items in their bags. Ask students how many items they have: How many pencils do you have? I have four pencils.

Advanced

Divide the class into pairs. Have students make groups of four, five, and six small classroom objects. Have students count the objects out loud.

Meeting Individual Needs

Enrich instruction for advanced students by having them write a sentence for each picture. They may use invented spelling when necessary.
Let's Practice!

Detach and distribute Activity Pad page 28. Instruct students to write their names at the top of their pages. Have students name and trace the number in the first row. Then ask them to count and circle the same number of items as the number at the beginning of the row.

**WRITING STRATEGIES**

**Targeting Proficiency Levels**

- **Beginning**
  - Count the items with students. Then have them circle the corresponding number of items.

- **Intermediate**
  - Have students count the items aloud and then circle the corresponding number of shoes.

- **Advanced**
  - Have students identify the different kinds of shoes. Then have them tell you how many items they circled in each row.

**Meeting Individual Needs**

Check understanding of students who are experiencing minor difficulties counting by pairing them with students who can count.

**Multiple Intelligences**

**Musical Count the Beats**

**Materials:** Children's music.

Play children's songs and have students clap to the beat. Then play the songs again, and have students clap and count to the beat in sets of four and six.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication**
  - Listening: Levels 1–4; Speaking: Levels 1, 3, and 4; Reading: Levels 1 and 2; Writing: Levels 1 and 2.

- **Standard 2 Language Arts**
  - Listening: Levels 1 and 2; Speaking: Levels 1, 3, and 4; Reading: Level 3; Writing: Levels 1 and 5.

- **Standard 3 Math**
  - Listening: Levels 2 and 3; Speaking: Levels 2, 4, and 5; Reading: Levels 1 and 3.
Key Vocabulary
happy    mad    scared
hungry    sad    tired

Functions and Forms
- Expressing feelings
  I am happy.
  She feels happy.

English Language Development Skills
Listening
- Listen to information and identify important details.
- Understand and follow oral directions.
- Answer simple questions.
Speaking
- Ask and answer simple questions.
- Describe people.
- Share information and ideas.
Reading
- Follow words from left to right and from top to bottom.
- Distinguish letters from words.
- Connect to life experiences the information and events in texts.
Writing
- Write by moving from left to right and from top to bottom.

Scaffold Language
LISTENING COMPREHENSION
Act out scenarios to present different feelings. Model the language forms as you demonstrate the feelings: I feel sad. I feel mad. Repeat for the other feelings with the following scenarios: gift giving for happy; eating a cookie for hungry; wearing a scary mask for scared; yawning for tired.

Materials
✓ Student Book (page 38)
✓ Activity Pad (page 29)
✓ a cookie
✓ a scary picture or mask
✓ a present

Feelings
ORAL FLUENCY
Have students open their Student Books to page 38. Review the feelings illustrated on the page. Name one of the feelings and have students point to it: sad. Then ask students if they feel sad and have them put an X in that box if they do. Continue with the other feelings.

Targeting Proficiency Levels

Beginning
Have individual students act out one of the feelings in their books and have the class guess the feeling: Are you happy? Yes, I’m happy.

Intermediate
Divide the class into pairs. Have students look at their partners’ books and describe how their partners are feeling according to what they marked in their books: She feels sad.

Advanced
Divide the class into pairs. Have students interview their partner about how they feel. Then have students report back to the class.

Meeting Individual Needs
Simplify instruction for students who exhibit, or have been identified as having, learning disabilities and cannot comprehend the concept of feelings. Allow them to focus on one feeling at a time.
Let’s Practice!

Detach and distribute Activity Pad page 29. Instruct students to write their names on their pages. Review the Key Words on the left side of the page. Point to the word Today at the top of the page. Ask students to draw a self-portrait showing how they feel today. Then have them complete the sentence using the corresponding key word.

**Targeting Proficiency Levels**

- **Beginning**: Read each of the feeling words and have students point to them in their books. Have individual students act out each feeling.
- **Intermediate**: Invite students to present their self-portraits to the class.
- **Advanced**: Have students ask and answer questions about each other’s pictures: How are you today? I’m happy.

**Meeting Individual Needs**

Check understanding of students who are experiencing minor difficulties by walking around the classroom and verifying that they are following directions.

**Multiple Intelligences**

- **Intrapersonal**: Feelings Pictures

Have each student fold a sheet of paper in half. Then, on each half of the paper, have them draw a picture of themselves in a situation where they have felt two different feelings.

**Writing Strategies**

**Draw and write.**

<table>
<thead>
<tr>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
<tr>
<td>hungry</td>
</tr>
<tr>
<td>sad</td>
</tr>
<tr>
<td>mad</td>
</tr>
<tr>
<td>scared</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Standards**

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**English as a Second Language**

- **Standard 1 Communication**: Listening: Levels 1 and 3–5; Speaking: Levels 1, 3, and 4; Reading: Levels 1 and 3; Writing: Levels 1–4.
- **Standard 2 Language Arts**: Listening: Levels 1–3; Speaking: Levels 1–3 and 5; Reading Levels 1 and 3; Writing: Levels 1–4.
- **Standard 5 Social Studies**: Listening: Levels 1, 3, and 5; Speaking: Levels 1 and 5; Reading: Levels 1–5; Writing: Levels 1–3.
Key Vocabulary
ears  hands  nose  see  taste
eyes  mouth  hear  smell  touch

Functions and Forms
- Describing senses
  We see with our eyes.
  I see with my eyes.
  I smell with my nose.

English Language Development Skills
Listening
★ Understand and follow oral directions.
★ Answer simple questions.
Speaking
★ Ask and answer simple questions.
Reading
★ Connect to life experiences the information in texts.

The Senses
Introduce the five senses. Point to your eyes and ask What are these?
Answer They’re eyes. Ask students questions about what they do with their eyes: What do we do with our eyes? We see with our eyes. Repeat with the nose, the mouth, the hand, and the ears.

The Five Senses
VOCABULARY DEVELOPMENT
Have students open their Student Books to page 39. Review the icons with the class. Point to each of the photographs and have students identify the sense and the part of the body the people are using. Then have students draw the corresponding icons in the boxes.

Targeting Proficiency Levels

Materials
✓ Student Book (page 39)
✓ Activity Pad (page 30)
✓ objects students can taste, smell, touch, and hear

Making Comparisons
ORAL LANGUAGE DEVELOPMENT
Display objects that students can taste, smell, touch, and hear. Have a student come up and choose an object. Have the class ask the student questions about the object: Can you smell it? Does it smell good? Invite other students to come up and repeat the activity.
Let's Practice!

Detach and distribute Activity Pad page 30. Instruct students to write their names on their pages. Review the five icons and the senses they represent. Ask students to look at the pictures and identify them: What's this? It's pizza. Have students circle the senses they would use with each item.

Targeting Proficiency Levels

- **Beginning**: Do the activity as a whole group and model the target language.
- **Intermediate**: Have students draw an additional object on a separate sheet of paper. Ask them to identify the sense they would use.
- **Advanced**: Have students select one illustration that involves multiple senses and explain to a partner why that is possible.

Meeting Individual Needs

Enrich instructions for advanced students by inviting them to draw a picture for each of the five senses.

**Verbal/Linguistic Cloze Poem**

Read the poem and have students supply the missing words.

**The World and Me**

I see the … of the world.
I smell the … of the world.
I touch the … of the world.
I taste the … of the world.
I hear the … of the world.

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**English as a Second Language**

**Standard 1 Communication**

Listening: Levels 1 and 3–5; Speaking: Levels 1, 3, and 4; Reading: Levels 1 and 3; Writing: Levels 1–4.

**Standard 2 Language Arts**

Listening: Levels 1–3; Speaking: Levels 1–3 and 5; Reading: Levels 1 and 3; Writing: Levels 1–4.

**Standard 4 Science**

Listening: Levels 1–4; Speaking: Levels 1–4; Reading: Levels 2 and 3; Writing Levels 1–3.
Total Physical Response

Review the parts of the body using the Body Poster Cutout. Have students stand in an open space in the classroom. Give students commands related to each part of the body: Touch your feet. Raise your right foot. Raise your left foot. Move your hand. Include stretching and bending movements.

The Hokey Pokey

- Have students open their Student Books to page 40. Review the names of the parts of the body at the bottom of the page. Play Track 12 and have students point to the corresponding pictures of the parts of the body for each verse. Have students stand in a circle. Teach the song and have students reach into the circle and out of the circle with the appropriate body part as they do the Hokey Pokey dance.

Track 12

(See Student Book page 40.)

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>▶ Beginning</th>
<th>▶ Intermediate</th>
<th>▶ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing the song to students and model pointing to each body part as you state the word. Encourage students to mirror your words and movements.</td>
<td>Have students sing the song to a partner and have the partner act it out using the appropriate body part.</td>
<td>Have students change the commands and create their own version of the song. Then have them teach it to the class.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

- Provide additional practice to students who exhibit, or have been identified as having, learning disabilities and cannot recognize the different body parts. Focus on individual body parts.
Let’s Practice!

**ORAL FLUENCY**

Detach and distribute Activity Pad page 31. Distribute sheets of paper, scissors, crayons, and glue. Have students cut out the different pieces of the body puzzle. Then have them assemble the puzzle on a separate sheet of paper by putting the pieces in the correct positions. Ask students to glue the pieces in place, draw in the boy’s face, and color his eyes and hair.

### Targeting Proficiency Levels

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
</tr>
</thead>
</table>
| Name different parts of the body and have students hold up the corresponding puzzle piece. | Have students point to and describe the boy:  
*This is a boy. He has brown eyes. He has blond hair.* | Have students label the different parts of the body on the puzzle. |

### Meeting Individual Needs

Assist students who are experiencing minor difficulties assembling the puzzle by pairing them with students who can assemble it.

### Multiple Intelligences

**Visual/Spatial**

**Hand Puzzle**

**Materials:** Paper, crayons, scissors.

Have students trace their hands on a sheet of paper. Ask them to color the hands and cut them out. Then have them trace simple puzzle patterns on the back of each hand and cut the pieces out. Have pairs exchange puzzles and practice putting them together.

### Standards

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**English as a Second Language**

**Standard 1 Communication**  
Listening: Levels 2–5;  
Speaking: Levels 1, 4, and 5;  
Reading: Level 1.

**Standard 2 Language Arts**  
Listening: Levels 1–3;  
Speaking: Levels 1, 3, and 4;  
Reading: Level 1.

**Standard 4 Science**  
Listening: Levels 1–4;  
Speaking: Levels 1–4;  
Reading: Levels 1–3.
Key Vocabulary
feet   toes

Functions and Forms
- Expressing preferences
  I like my feet because …

English Language Development Skills
Listening
★ Understand and follow oral directions.
Speaking
★ Share information and ideas.
★ Use complete sentences when speaking.

Materials
✔ Student Book (page 41)
✔ Blackline Master 2.5
✔ construction paper
✔ glitter
✔ glue
✔ scissors
✔ sheets of paper
✔ crayons

Preparation
- Photocopy Blackline Master 2.5 (1 per student).

My Feet
Have students take off one shoe. Encourage them to observe the wonders of their own feet and toes. Ask them to count how many toes they have. Have them describe the different sizes of their toes. Have them trace around the shape of their feet with their fingers.

Glittering Feet and Toes!
Have students open their Student Books to page 41. Tell the class that they will be creating a work of art out of their feet. Demonstrate each step of the project. Have students do the first step with a partner, tracing around each other’s feet. Then have them color the feet and toenails. Next have them outline the feet with glue, sprinkle on glitter, and allow the feet to dry. At the bottom of each work of art, write an orally generated statement from each student about his or her feet or toes: I like my feet because they help me run! I have ten pretty toes! Have students share their thoughts about their feet or toes with the class.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate each instruction for the activity and have students follow your lead.</td>
<td>Generate an idea bank for student reference and provide two model sentences. Have students select one sentence.</td>
<td>Generate an idea bank for student reference and allow students to generate their own sentences.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

Assist students who are experiencing minor difficulties completing the art project by having an aide provide individual assistance, or by enlisting parents to come in and help.
Project Presentation

Hang the glittering feet art project on the classroom walls and label the project “Hang 10!” Have students present their work to the whole class.

Home Connection

Distribute Blackline Master 2.5. Point to each of the sense organs on the page and have students identify the organ and the sense: Point to the eye. What do you do with your eyes? Tell students to take the pages home. Ask them to identify things in their home through their senses. In each box, have them draw one thing that they see, taste, hear, smell, and touch. Have students bring their work back to school to share with the class.

Multiple Intelligences

Naturalist

Animal Feet

Materials: Animal books.

Sit in a circle with the class. Display pictures of different animals from the animal books. Ask students if these animals have feet like ours: Do cats have feet? No, they don’t. They have paws. Have students describe the type of feet each animal has. Continue with different animals: horse—hoof, bird—claw, etc.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Levels 2–5; Speaking: Levels 1, 4, and 5.
Standard 2 Language Arts Listening: Levels 1–3; Speaking: Levels 1, 3, and 4.
Standard 4 Science Listening: Levels 1–4; Speaking: Levels 1–4.