Academic English for success in content and literacy

Newcomer Handbook Practice Book
Newcomers Handbook Practice Book K

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Remind students that this unit of study is about school. Discuss that in this lesson, students were introduced to vocabulary about school. For example, *A school bus is yellow and has wheels. It takes students to school so they can learn.* *Teachers go to school every day to help students learn.* Once you have reviewed the vocabulary of this lesson, instruct students to look at the pictures and identify what they see. Next, help them to read and pronounce the words that identify the pictures. Then, have them trace the first letter of each word with a pencil.
1. school
2. student
3. teacher
4. bus
5. wheels
**Sequence**

Explain to students that sequence is the order in which things happen. Say: *In a story, there is a beginning, a middle, and an end. The beginning is first, and the end is last.* Next, explain to students that it is sometimes helpful to look at information from the story in a different way. This chart can help students to understand the order in which things in the story happened. Help students complete the chart by asking the following questions and eliciting the answers listed in red.

1. Look at the organizer. Circle words that tell about sequence.
   - *first, next, then*

2. What did Sam do first? Draw a picture in the top box.
   - Students’ drawings should show Sam going to school.

3. What did Sam do next? Draw a picture in the middle box.
   - Students’ drawings should show Sam listening to a story.

4. Then what did Sam do? Draw a picture in the bottom box.
   - Students’ drawings should show Sam playing with blocks.
Recall

Explain to students that to recall is to remember something you read. It must be something in the words of the story. Next, remind students that it is sometimes helpful to look at information from the story in a different way. This chart can help students to recall what they read in the story. Help students complete the chart by asking the following questions and eliciting the answers listed in red.

1. Whom is the story about? Recall the story. Trace the name in the middle box.
   
   Students should trace Sam.

2. What did Sam do? Find three boxes that tell what Sam did. Read the boxes.
   
   Students should find and point to the three boxes that say: Sam paints. Sam eats. Sam naps.

   
   Students’ drawings may show any of the following: Sam going to school/home, Sam listening to a story, Sam playing with blocks, Sam eating, Sam writing.
Sam paints.

Sam eats.

Sam naps.
Comparing and Contrasting

Explain to students that comparing is telling how two things are the same. Contrasting is telling how two things are different. Next, remind students that it is sometimes helpful to look at information from the story in a different way. The circles in this Venn diagram can help students to compare things they read about in a story. Help students complete the diagram by asking the following questions and eliciting the answers listed in red.

1. What did Sam use to paint? Trace the *Painting* circle in red. Draw what Sam used to paint on the left side of the red circle.
   
   Students should draw a brush and paints.

2. What did Sam use to write? Trace the *Writing* circle in blue. Draw what Sam used to write on the right side of the blue circle.
   
   Students should draw a pencil.

3. What did Sam use for both painting and writing? Find the *Both* space. See how it is shared by both circles. Draw what Sam used for both painting and writing inside the *Both* space.
   
   Students should draw paper.


**Drawing Conclusions**

Explain to students that sometimes they can better understand what they read if they connect it to their own experiences. Add that if they can relate to a character or tell what they would do in a similar situation, then they can better understand what is happening in the story. Next, remind students that it is sometimes helpful to look at information from a story in a different way. This chart can help students make connections between what they are reading and their own experiences. Help students complete this chart by asking the following questions and eliciting the answers listed in red.

1. Find the *Activity* column. Which did Sam do before nap time? Circle the correct pictures.
   
   Students should circle the pictures for *listen*, *play*, *paint*, and *eat*.

2. Think about what Sam did. How does Sam feel at nap time? Is Sam tired?

3. Find the *How Sam Feels* column. For each activity you circled, draw a picture to show how Sam feels.
   
   Drawings should show that students understand their circled answers.
<table>
<thead>
<tr>
<th>Activity</th>
<th>How Sam Feels</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
<td></td>
</tr>
<tr>
<td>play A</td>
<td></td>
</tr>
<tr>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Explain to students that they are going to practice using the vocabulary they learned through the reading of Sam Goes to School. Help them pronounce the vocabulary words by asking them to repeat after you as you read each word. Next, ask them to identify each picture. Ask students to tell you what they see in each picture. Then, read the first word, and ask students to point to a picture that they think matches the word. You may wish to model for them that the third picture shows a banana, a sandwich, an apple, a lunch box, and a container of milk. Say: That looks like lunch. Point to the picture of lunch and the word lunch. Then, show students how to draw a line to connect the matching pair. Continue asking probing questions as necessary to help students complete the activity. Answers for this activity are provided below.

1. lunch
2. school
3. write
4. play
5. paint
6. teacher
1. lunch

2. school

3. write

4. play

5. paint

6. teacher
Explain to students that this lesson is about what to say when greeting or leaving someone. Tell students that *hello* and *good morning* are things we say when we first encounter someone. Tell them that *good-bye* and *good night* are things we say when we are leaving someone. Also, remind them that sometimes what we decide to say to someone upon meeting or leaving them depends upon the time of day. Explain that would not say “good morning” to someone when it is nighttime, and you would not say “good night” to someone when you wake up in the morning.

Read the questions in activity A aloud, and help students to choose and circle the correct answers. The correct answers are provided below.

For activity B, instruct students to draw a picture in each box that shows the correct time of day to match what is being said in the speech bubbles.

**A** Circle the correct answer.

1. Eva comes in. What does Eva say?
   - **Hello!**
   - **Good-bye!**

2. Eva goes out. What does Eva say?
   - **Hello!**
   - **Good-bye!**

**B** Finish the pictures. Show the correct time of day.

*Students’ pictures should show morning on the left side and night on the right side.*
1. Eva comes in. What does Eva say?

Hello! Good-bye!

2. Eva goes out. What does Eva say?

Hello! Good-bye!

A

B

Good morning!

Good night!
Tell students that the letter $b$ makes a /b/ sound, as in *boy*, *bicycle*, and *box*. Then, tell them that the letter $p$ makes a /p/ sound, as in *push*, *pull*, and *pack*.

Start by having students say the names of the letters aloud after you. Next, have them trace the letters in the spaces provided in activity A. Then, have them identify the pictures shown in activity A and trace the words that identify the pictures.

For activity B, help students identify the pictures again. When they correctly do so, have them repeat the words, stressing the initial sound. Have them identify whether that initial sound is $b$ or $p$, and help them write the correct first letter of each word.

**A** Trace the letters. Trace the words.

**B** Choose letter $b$ or $p$.

1. ![Picture of a book]  
   Trace the word *book*.

2. ![Picture of a pencil]  
   Trace the word *pencil*.

3. ![Picture of a painter]  
   Trace the word *paint*.
Name: ____________________  Date: ____________________

A  

[Images of a ball and a pig with dotted lines to trace]

PPP  Pop__  pig

B  

1.  __    ____ook

2.  __    ____encil

3.  __    ____aint
Numbers 1, 2, and 3

Explain to students that numbers are symbols in math. Say: Numbers tell how many of something there are. Then, explain to students that when they count, they find out how many of something there are. Start by having students trace and identify the numbers 1, 2, and 3. Next, help students cut out the three squares of blocks at the bottom of the page, and have students count how many blocks there are in each picture. Then, ask them to find the correct number that identifies how many blocks there are in each picture. Finally, have students glue each picture into the box with the matching number.
Remind students that all countries have flags. Say: A flag is a symbol of a country’s history. The colors and shapes on a flag all have meaning.

Help students read and pronounce the words in the right column. Then, help them to identify the pictures in the left column and match them each to the correct word. Then, help them draw a line to connect each matching pair.

1. flag
2. country
3. stripes
4. stars
1. stars

2. country

3. stripes

4. flag
Explain to students that one way to describe an object is to identify its shape. Remind them that circles, squares, and triangles are shapes. Draw and label an example of a circle, a square, and a triangle for students to use for reference. Next, have them look at the picture of the house. Ask them to find all the triangles. Have them color each triangle blue. Next, ask them to find all the circles. Have them color each circle yellow. Then, ask them to find all the squares. Have them color each square red. You may challenge students by asking them to count how many of each shape they have colored each color.

Students should count one triangle, two circles, and three squares.
Tell students to look at the pictures and choose the best answer. For each item, ask students to identify what each image is, and read the answer choices aloud where applicable. Help students to identify and understand why each choice is or is not the correct answer.

1. a. home  b. school  c. bus

2. lunch
   a.  b.  c. 

3. a. teacher  b. student  c. friend

4. a. write  b. read  c. eat

5. two 2
   a.  b.  c. 

Level K Review
Name: ____________________ Date: ____________________

1. a. home  b. school  c. bus

2. lunch
   a.  b.  c.  

3. a. teacher  b. student  c. friend

4. a. write  b. read  c. eat

5. two 2
   a.  b.  c.  

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Level K Review
6. Find a circle.

a. b. c.

Remind students that in this unit they learned that it is helpful to look at information from a story in different ways. They looked at their own experiences and connected it to what they read. They also compared two things in the story. Now, they will compare their experiences to what they read in the story. Help them to think about things they do during their school day. Write their ideas on the board. Next, ask them which of those things they remember Sam doing in the story. Write these answers on the board, as well. Read the directions aloud with the class. Then, help them to choose and draw things that are the same.

7. Think about the story. What did Sam do? Think about your day. What do you do? How is your day like Sam’s day? Draw things that are the same.
6. Find a circle.

   a.  
   b.  
   c.  

7. How is your day like Sam’s day? Draw things that are the same.
Explain to students that this page is a short story about what they learned in this unit. Tell students that there are some words missing, and students will need to figure these out and write them on the lines to complete the story. Help students read the story, identify the pictures, and trace the words in the blanks. Then, when the story is complete, have them echo read the story with you once more.
I go to school. I write my name.

I play with blocks.

I learn about shapes.

School is fun!