English Language Development Lessons

OWL provides daily English language development lessons for English language learners. These lessons are used during Small Group and Center time. The ELD lessons are written for children at the Beginning Level of English Proficiency. Lesson modifications are provided for other levels of proficiency.

Levels of English Proficiency

**ELP BEGINNING**

Beginning English language learners understand very little spoken English and speak very little to no English. These children:
- struggle to understand simple conversations and discussions
- may remain silent, watching others for cues, rather than trying to speak English
- speak using single words and short phrases to get immediate needs met
- lack the knowledge of English grammar necessary to connect ideas and speak in sentences
- have difficulty pronouncing English words

**ELP INTERMEDIATE**

Intermediate English language learners can usually understand simple spoken English and speak English commonly heard. These children:
- usually understand simple directions, conversations, and discussions on familiar topics
- can request a speaker to repeat, slow down, or rephrase something that they haven’t understood
- are able to participate in short conversations
- speak simply, using basic vocabulary
- use mostly simple sentence structures
- use pronunciation that can usually be understood by people who are used to interacting with English language learners

**ELP ADVANCED**

Advanced English language learners can understand and speak age-appropriate English, with some support. These children:
- usually understand longer, more elaborate directions, conversations, and discussions
- understand most main points and important details
- will request a speaker to repeat, slow down, or rephrase something they haven’t understood
- can participate comfortably in most conversations and classroom discussions
- understand and use basic sentence structures
- use pronunciation that can usually be understood

**ELP ADVANCED HIGH**

Advanced high ELLs have the ability to understand and speak English, with a minimal amount of support. These children:
- understand language at a level nearly comparable to native English-speaking children
- rarely need to ask a speaker to repeat, slow down, or rephrase the English they hear
- communicate effectively
- use English grammar structures and complex sentences
- may mispronounce words but not in a way that interferes with communication

Unit 1 • Week 1

English Language Development

Extend the language-rich environment of your classroom with daily lessons for English Language Learners that focus on language acquisition and production.

During Small Groups

Develop Vocabulary and Produce Language
Provide English language learners with additional vocabulary development and opportunities to produce language in a variety of contexts.

Materials

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Picture Cards</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>crayon</td>
<td>&quot;What Are You Wearing?&quot;</td>
</tr>
<tr>
<td>girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom</td>
<td>desk</td>
<td></td>
</tr>
<tr>
<td>grow</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>different</td>
<td>pen</td>
<td></td>
</tr>
<tr>
<td>same</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During Center Time

Language Structure and Production
Scaffold children’s play during Center Time to help English language learners use new vocabulary in context and learn the structure of English in an informal setting.

Art
Pretend and Learn

Classroom Words ELPh BEGINNING

Reteach Vocabulary Display the Concept Word Card classroom. This is a classroom. Let’s say it together: classroom. Have children turn to a partner, point to the picture, and say classroom. Ask volunteers to say the word. Tell children that a classroom is a room in a school where children learn and play.

Develop Language Help children learn the names of things they might see in your classroom. Display the Picture Card table.

I Say, We Say, You Say

1. I Say This is a table. Listen as I say the word, table.
2. We Say Let's say it together, table. Find a table in your classroom. Point to it. Have the children say table and point to a table.
3. You Say Let me hear you say table. Have volunteers say table. If children are hesitant to speak in the group, have them turn to a partner to say table.

Display the Concept Word Card classroom again. What do you see in a classroom? I see a table in a classroom.

Display the Picture Cards crayon, pen, and desk. For each, ask Is this a _______? Have children nod yes/no in response.

Produce Language Close the activity by taking children out of the classroom. Then open the classroom door and have them repeat This is a classroom as they walk into the room. Have children show understanding of language being spoken by teachers and peers by pointing to objects in the classroom and naming each object.

Make It Harder!

ELPh INTERMEDIATE

Page through the Trade Book Call Me Alex! and have children identify objects in Alex’s classroom by completing the sentence frame I see ______ in Alex’s classroom.

ELPh ADVANCED / ADVANCED HIGH

Have partners play a searching game, describing a classroom object they see for a partner to guess. Encourage them to describe the object by telling how it is used.

Words to the Wise

Use children’s home language as a base to support the development of English oral language. If the child speaks Spanish, the following cognates are good places to start.

table = tabla

Texas Outcomes

TLA3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Show Me  

**ELP** BEGINNING

**Scaffold Play** As children engage in independent play in the Art Center, scaffold their play and help them produce language. Engage the children in conversation. Show me a crayon. When children point to a crayon, say: This is a red crayon. Have children attempt to use new vocabulary and correct grammar by saying the sentence with you and then on their own.

Continue scaffolding play with these sentence frames:

Show me a ______. This is a ______.

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**Day 2**

**Center Time**

**ELP** INTERMEDIATE

Switch roles and have children ask you to locate items in the center.

**ELP** ADVANCED / ADVANCED HIGH

Ask children to tell each other what they did in the Art Center. Encourage them to use any new classroom words they learned on Day 1.

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**Words to the Wise**

Pair English learners with native English speakers so they can hear English spoken in regular conversation.

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**Texas Outcomes**

**II.A.3.** Child shows understanding of the new language being spoken by English-speaking teachers and peers. **II.E.6.** Child attempts to use new vocabulary and grammar in speech.

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What Are You Wearing?  

**ELP** BEGINNING

**Develop Vocabulary** Use “What Are You Wearing?” (page 33) to teach vocabulary in the song: dress, shirt, coat, hat. Display dress-up clothes including a dress, shirt, coat, and hat.

Say the first line of the song, pointing to the dress each time you say the word. Let a volunteer put the dress on and sing the line again, using that child’s name and pointing to the dress each time you sing the word. Have children repeat the line after you.

Ask the volunteer: What are you wearing? Give the child time to respond, and then frame the response into a question and answer structure. I am wearing a dress. Say it with me: What are you wearing? I am wearing a dress. Together with children sing the first verse of the song, using the volunteer’s name and pointing to the dress.

**Feedback**

If... children are not able to sing the verse,
then... have them just point to the dress, shirt, coat, or hat as you sing the words.

Continue the activity by having different volunteers wear different items of clothing. Have children use single words, simple phrases, and complete sentences to communicate meaning. Use gestures and repetition to get children to produce the words.

**Produce Language** After you have done each verse for an item of clothing, have children sing the song with the article of clothing in front of them. Point to each item of clothing while children sing the words. Chime in with words as needed.

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**Day 3**

**Small Group**

**ELP** INTERMEDIATE

In addition to the clothing in the song, have children try to name other pieces of clothing, including socks, shoes, pants, and shorts.

**ELP** ADVANCED

Have pairs of children hold a conversation in which one asks “What are you wearing?” and the other replies with a complete sentence. Have pairs trade roles and repeat.

**ELP** ADVANCED / ADVANCED HIGH

Work with children to make up other verses for the song using different children and the clothing they are wearing that day.

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**Texas Outcomes**

**II.E.7.** Child uses single words and simple phrases to communicate meaning in social situations.
**Is It the Same or Different?**

**Produce Language** Remind children that they have been learning about who they are and what makes them different from everyone else.

**Routine Card 2**

**Team Talk**

1. **Think** Display Concept Word Cards *same* and *different*. These ducks look alike. The ducks are the same. Say the word, *same*. Point to the *different* card. The ducks are different. Say the word, *different*.

2. **Pair** Have children tell if two crayons look the same or different. Provide this sentence frame: The crayons are _______. Repeat for *different*.

3. **Share** Have children hold up two crayons and tell whether they look the same or different. Provide this model to help children structure their responses. The crayons are ________.

**Feedback**

If... a child is not able to say *same* and *different*, then... have the child give thumbs up if two objects are the same and thumbs down if they are different.

Have children show understanding of language being spoken by the teacher and peers by continuing the routine with more Concept Words and sentence frames such as these:

- boy is a boy.
- classroom I see a ______ in my classroom.
- different ______ is different from ______.
- girl ______ is a girl.
- grow A ______ can grow taller.
- same A ______ is the same color as a ______.

**Compare Objects**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their play to help them produce language and develop listening vocabulary. *Are these the same? Are these different?* Use sentence prompts to compare objects in the center. *Are these two hats the same or different?* Encourage children to respond with a thumbs up if they are the same and a thumbs down if they are different. After their response, say the word *same* or *different*, have them say it with you, and then have them say it on their own.

Continue to ask children to compare other objects in the center that are same and different, by naming object names such as two identical plates or a fork and a spoon.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children continue the activity by comparing their clothing. Have pairs find ways their clothing is the same and ways it is different. Encourage them to concentrate on color.

**ELP ADVANCED / ADVANCED HIGH**

Have children continue the conversation during Pair and produce longer responses during Share: *These crayons are the same because both are orange. These crayons are different because one is orange and one is blue.*

**Words to the Wise**

Use children's home language as a base to support the development of English oral language. If the child speaks Spanish, the following cognates are good places to start.

*different = diferente*

**Comparison**

**Texas Outcomes**

**ILA.3** Child shows understanding of the new language being spoken by English-speaking teachers and peers.

**ELP INTERMEDIATE**

Direct the child to find two items of clothing that are the same. Then, find two that are different. Have children respond in complete sentences that tell what they found, such as: *These two hats are the same. The dress and shirt are different.***

**ELP ADVANCED / ADVANCED HIGH**

Have two children in dress-up clothes tell how they are dressed the same and how they are dressed differently.

**Texas Outcomes**

**ILA.6** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
English Language Development

Extend the language-rich environment of your classroom with daily lessons for English Language Learners that focus on language acquisition and production.

**Develop Vocabulary and Produce Language**
Provide English language learners with additional vocabulary development and opportunities to produce language in a variety of contexts.

**Materials**
- Concept Word Cards: friend, fun, game
- Big Book: My Friends
- Song: "The More We Get Together"

**During Small Groups**

**Days 1, 3, 4**

**Language Structure and Production**
Scaffold children's play during Center Time to help English language learners use new vocabulary in context and learn the structure of English in an informal setting.

**Media and Technology**
Pretend and Learn

**Fun Things to Do (ELP BEGINNING)**

**Reteach Vocabulary** Display the Concept Word Card *fun*. To increase children's listening vocabulary, say *This shows children having fun*. Let's say it together: *fun*. Have children turn to a partner and say *fun*. Ask volunteers to say the word. Tell children that they have fun when they are having a good time. These children are having fun swimming together.

**Develop Language** Help children learn the names of activities they might think are fun. Display Concept Word Cards *play* and *game*.

**Routine Card 8 I Say, We Say, You Say**

1. **I Say** The boys *play*. Listen as I say the word, *play*.
2. **We Say** Let's say it together, *play*. What does your face look like when you *play*? We *smile* when we *play*.
3. **You Say** Let me hear you say *play*. Have volunteers say *play*. If children are hesitant to speak in the group, have them turn to a partner to say *play*.

Develop vocabulary of object names and common English phrases by displaying the Concept Word Cards *fun* and *play*. How do you have fun? *I play*.

Continue the routine with *game*, using oral and visual cues. If needed, children may use nonverbal communication by pointing to games in the classroom.

**Produce Language** Close the activity by having pairs of children role play a game. Then ask each pair, *What do you do for fun?* Prompt each child to answer *I play a game*.

**Make It Harder!**

**ELP INTERMEDIATE**
Display the Concept Word Cards and have children smile and complete the sentence frame: *I smile when I _______.*

**ELP ADVANCED / ADVANCED HIGH**
Have children name things they like to do for fun and tell one detail about it, such as where they do it or with whom they do it.

**Texas Outcomes**

**IL.06** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. **IL.06** Child engages in various forms of nonverbal communication with those who do not speak her home language.
**What Do Friends Like to Do?**

**Scaffold Play** Begin by reteaching the Concept Word *friend*. Display the Concept Word Card *friend*. This shows two friends. Let’s say it together: *friend*. Tell children that a friend is someone you get along with and like to do things with.

As children engage in independent play in the Media and Technology Center, interacting with the Big Book *My Friends*, scaffold their activity and help them produce language. Children can show understanding of language being spoken by teachers and peers by engaging in conversation. What do friends like to do? When children point to an illustration of two friends, say: They are friends. Friends like to play. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

What do friends like to do? Friends like to _______.

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**Make It Harder!**

**ELP INTERMEDIATE**

Have children identify the friends on each spread in *My Friends* and describe what the pairs are doing.

**ELP ADVANCED / ADVANCED HIGH**

Ask children what they like to do with their friends. Encourage children to respond in complete sentences.

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**Words to the Wise**

Home-language literacy skills can promote English language development. You can use the Spanish word and have the child repeat the new word in English. For example: mi amigo, my friend.

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**Texas Outcomes**

II.4.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.

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**The More We Get Together**

**Develop Vocabulary** Use “The More We Get Together” (page 111) to teach vocabulary in the song: together, happier, friends. Have the Concept Word Cards together, friend, and happy on display to use as visual cues for some of the words.

Have children stand in a circle somewhat far apart, not touching. Then have them come in a bit closer to one another, almost touching shoulders. When we do this, are we together or not together? Give children time to respond, and then frame their response into the song lyrics. The more we get together, the happier we’ll be. Sing it with me: The more we get together, the happier we’ll be. Sing the first verse of the song with the children, using proper sound and intonation. Have them stand shoulder to shoulder. Have them take a few steps backward and point to the words your and my in the next two lines of the song. Finally, they touch shoulders as they sing the last two lines.

**Feedback**

If... children are not able to sing the words to the song as they do the motions, then... have them point to a Concept Word Card each time you sing the words together and friend.

Repeat the song, doing all the motions and singing together.

**Produce Language** When you have completed singing the song once or twice, have the group sing the song. Lead children with the motions while they sing the words. Chime in as needed.

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**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**

Ask children to describe what makes the singer of the song happy.

**ELP ADVANCED HIGH**

Have children name other actions they could do together with friends, like laugh or play. Help them frame their responses into song lyrics that fit the melody. Have children perform their new verses.

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**Words to the Wise**

Stimulating activities, like those that involve hand motions and singing, facilitate language development.

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**Texas Outcomes**

II.E.2. Child investigates and demonstrates growing understanding of the sound and intonation of the English language. II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
What Is a Friend? **ELP** **BEGINNING**

**Produce Language** Remind children that they have been learning about what a friend is.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *friend*. These two girls are friends. Say it with me, friend. A friend is someone you get along with. Say the word, friend.

2. **Pair** Have children tell a partner what they like to do with a friend. Provide this sentence frame: My friend and I like to _______.

3. **Share** Have children share with the group what their partner likes to do with a friend. Provide this model to help children structure their responses: Lupe and her friend like to play with blocks.

**Feedback**

If... a child stumbles with an unfamiliar verb, then... allow the child to act it out and have the child say the word with you.

Have children use new vocabulary and correct grammar by continuing the routine with the remaining concept words and sentence frames such as these.

<table>
<thead>
<tr>
<th>fun</th>
<th>It is fun to ______.</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>________ is a fun game.</td>
</tr>
<tr>
<td>laugh</td>
<td>My friend makes me laugh when ______.</td>
</tr>
<tr>
<td>play</td>
<td>My friend and I play ______.</td>
</tr>
<tr>
<td>together</td>
<td>My friend ______ and I are together.</td>
</tr>
</tbody>
</table>

**Texas Outcomes**

IELS. Child attempts to use new vocabulary and grammar in speech.

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What Is Your Friend Wearing? **ELP** **BEGINNING**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their play to help them produce language and develop listening vocabulary.

Who are you playing with? What is your friend wearing? Use sentence prompts to have children describe what costume their friend is wearing. Have them use object names or common phrases to describe the clothing. I see that Li has on a big hat. Li’s friend Carlos wears a big hat too. What else should your friend wear? Encourage children to say the names of the clothing they choose. If they cannot name the piece of clothing, say it, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP** **INTERMEDIATE**

Choose a costume for the children and have them respond with a sentence such as: A big hat would be good or May I have the coat and gloves?

**ELP** **ADVANCED / ADVANCED HIGH**

Encourage children to role play with their friends. Prompt them to ask each other questions and respond to the questions in a conversational fashion.

**Texas Outcomes**

IELS. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
English Language Development

Extend the language-rich environment of your classroom with daily lessons for English Language Learners that focus on language acquisition and production.

**During Small Groups**

**Develop Vocabulary and Produce Language**
Provide English language learners with additional vocabulary development and opportunities to produce language in a variety of contexts.

**Materials**

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Trade Book</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>listen</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>help</td>
<td>share</td>
<td></td>
</tr>
<tr>
<td>Oscar is Cold</td>
<td></td>
<td></td>
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<tr>
<td>“The More We Get”</td>
<td></td>
<td></td>
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<tr>
<td>Together”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**During Center Time**

**Language Structure and Production**
Scaffold children’s play during Center Time to help English language learners use new vocabulary in context and learn the structure of English in an informal setting.

Art
Library and Listening

**Giving Help**

**ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word Card *help*. This picture shows a mother giving help to her child. Let’s say it together: *help*. Have children turn to a partner and say *help*. Ask volunteers to say the word. Tell children that they help someone by making it easier for them to do something. They are going to talk about ways they help other people.

**Develop Language** Help children learn the names of ways they help others. Display Concept Word Cards *give* and *share*.

**Routine Card 8**

**I Say, We Say, You Say**

1. **I Say** One way to help a friend is to *share*. Listen as I say the word, *share*.
2. **We Say** Let’s say it together, *share*. Let’s pretend to share a sandwich with a friend. Have the children mime sharing a sandwich as they say *share*.
3. **You Say** Let me hear you say *share*. Have volunteers say *share*. If children are hesitant to speak in the group, have them turn to a partner to say *share*.

Display the Concept Word Card *share*. How do you help a friend? *I share*.

Continue to develop vocabulary of object names and common phrases by continuing the routine with *give*, using oral and visual cues. Pairs can mimic giving to each other.

**Produce Language** Close the activity by having pairs of children role play sharing. Then ask each pair, *How do you help your friend?* Prompt each child to answer *I share*.

**Day 1**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell ways they can help in the classroom.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell how someone helped them today.

**Words to the Wise**

In Spanish, there is no equivalent for the English sound /sh/. To help children learn to recognize the sound, provide examples of words and have children identify the words that begin with the /sh/ sound: *share/chair, chip/ship, sheep/cheap*.

**Texas Outcomes**

**I.D.6.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
Show Me **ELP Beginning**

**Scaffold Play** As children engage in independent play in the Art Center, scaffold their play and help them produce language. Engage the children in conversation. **How did Oscar's friend help?** If needed, let children look back in *Oscar is Cold* to help them respond. When children find the character that matches their painting, say: **His friend made a fire.** Have children say the response with you and then repeat it on their own.

To develop vocabulary of object names and common phrases, continue scaffolding play with these sentence frames:

**How did Oscar's friend help?** His friend ________.

**Make It Harder!**

**ELP Intermediate**

Have children identify each of Oscar's friends and one thing they did to help him.

**ELP Advanced**

Have children retell the story in their own words.

**ELP Advanced / Advanced High**

Have children share ways they could help Oscar get warm.

**Texas Outcomes**

**II.C.6.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

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The More We Get Together **ELP Beginning**

**Develop Vocabulary** Use "The More We Get Together" (page 189) to review vocabulary in the song: *together and friends*. Have the Concept Word Cards *together*, *friend*, and *happy* on display to use as visual cues for some of the words. Tell the children that they will learn more about the word *happy* next week.

Sing the song with the children. Display the Concept Word Card *happy* and make a happy face. **When I smile like this, how do I feel?** Encourage children to use single words or simple phrases in their response. Give children time to respond, and then frame their response into sentences. **I feel happy. I smile when I feel happy.** Sing the song again, using a happy tone of voice and making a big smile when you sing the word *happier*.

**Feedback**

If... children are not able to produce the word *happy*,
then... have them point to the Concept Word Card each time you sing the word *happier*.

Repeat the whole song, singing together and making a big smile when you sing the word *happier*.

**Produce Language** After you have completed singing the song once or twice, have the group sing the song, using correct sound and intonation. Chime in as needed.

**Make It Harder!**

**ELP Intermediate / Advanced**

Ask children to describe things that make them feel happy.

**ELP Advanced / Advanced High**

Let children make up their own motions to the song and teach them to the group.

**Words to the Wise**

When introducing a new word in English, make use of how things are said (volume, pitch, rate, and emphasis), using as many cues as possible to help children grasp the meaning.

**Texas Outcomes**

**II.C.3.** Child investigates and demonstrates growing understanding of the sound and intonation of the English language. **II.E.7.** Child uses single words and simple phrases to communicate meaning in social situations.
Listen to Me  **ELP BEGINNING**

**Produce Language**  Remind children that they have been learning about how friends help each other.

**Routine Card 2**

**Team Talk**

1. **Think**  Display the Concept Word Card *listen*. One girl is talking and one girl is listening. When you listen, you pay attention to what someone is saying. Say the word, *listen*.

2. **Pair**  Have children tell a partner what they like to listen to. Provide this sentence frame: I like to listen to ______.

3. **Share**  Have children share their partner’s response with the group. Provide this model to help children structure their responses: Zoe likes to listen to a funny story.

**Feedback**

If... a child uses an incomplete sentence, then... model the response in the sentence structure and have the child say it with you.

Continue the routine. Encourage children to use the remaining Concept Words with correct grammar in sentence frames such as these:

- **class**  I sit by ______ in class.
- **give**  I give ______ to my friend.
- **help**  I help my teacher ______.
- **share**  I will share ______ with a friend.
- **school**  I go to ______ school.

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**Who Is Talking?  ELP BEGINNING**

**Scaffold Play**  As children engage in independent play in the Library and Listening Center, scaffold their play to help them produce language and develop listening vocabulary. Choose a story and take turns with a child making up dialogue for the characters in the book. Children may show understanding of language being spoken by teachers and peers by answer questions such as: Who is talking? Who is listening? Use sentence prompts to have children provide character dialogue using object names or common phrases. Who is talking? Oscar. Oscar says, “Brrr, I am cold.” Who is listening? The hare. The hare says ______. Use the illustrations to stimulate language.

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**Make It Harder!**

**ELP INTERMEDIATE**  Have children continue the conversation by sharing songs they like to listen to.

**ELP ADVANCED / ADVANCED HIGH**  Encourage children to produce longer responses during Pair: I like to listen to my mother sing to me.

**Words to the Wise**

Some English language learners have difficulty learning /l/. They may substitute /r/ or /n/ for /l/. Have children repeat alliterative sentences to practice the /l/ sound such as, Lil listens to Luis sing a lullaby.

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**Texas Outcomes**

**IL.1.8**  Child attempts to use new vocabulary and grammar in speech.

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**Make It Harder!**

**ELP INTERMEDIATE**  Ask the children what they would like to say to the main character in a favorite story.

**ELP ADVANCED / ADVANCED HIGH**  Pair English learners with English language native speakers to make up dialogue for a story.

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**Texas Outcomes**

**IL.A.3**  Child shows understanding of the new language being spoken by English-speaking teachers and peers. **IL.D.6**  Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
English Language Development

Extend the language-rich environment of your classroom with daily lessons for English Language Learners that focus on language acquisition and production.

**During Small Groups**

**Develop Vocabulary and Produce Language**
Provide English language learners with additional vocabulary development and opportunities to produce language in a variety of contexts.

**Materials**

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</thead>
<tbody>
<tr>
<td>afraid</td>
<td>mean</td>
</tr>
<tr>
<td>happy</td>
<td>nice</td>
</tr>
<tr>
<td>mad</td>
<td>sad</td>
</tr>
</tbody>
</table>

**During Center Time**

**Language Structure and Production**
Scaffold children’s play during Center Time to help English language learners use new vocabulary in context and learn the structure of English in an informal setting.

**Pretend and Learn**

**Giving Help ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word Cards happy and sad. This picture shows a happy girl. Let’s say it together: happy. Have children turn to a partner and say happy. Tell children that happy is how you feel when you smile. This picture shows a sad girl. Let’s say it together: sad. Have children turn to a partner and say sad. Tell children that sad is the opposite of happy. Ask volunteers to say the words. Tell children they are going to talk about feelings.

**Develop Language** Help children learn words that describe feelings. Display the Concept Word Cards nice and mean.

**Routine Card 8**

**I Say, We Say, You Say**

1. **I Say** This person is being nice. Listen as I say the word, nice.
2. **We Say** Let’s say it together, nice. When someone is nice to you, you feel happy. Have the children smile and say nice.
3. **You Say** Let me hear you say nice. Have volunteers say nice. If children are hesitant to speak in the group, have them turn to a partner to say nice.

Display the Concept Word Card nice. What makes you feel happy? I am happy when someone is nice to me.

Continue the routine with mean, using oral and visual cues. When someone is mean to me, I feel sad. Have children point to and name nice and mean people in the pictures.

**Produce Language** Close the activity by having each child communicate nonverbally by making a happy face when they say happy and a sad face when they say sad using correct sound and intonation.

**Make It Harder!**

**ELP INTERMEDIATE**
Have children tell about a time they felt happy and a time they felt sad.

**ELP ADVANCED / ADVANCED HIGH**
Have children tell what they do when someone is nice to them and what they do when someone is mean to them.

**Words to the Wise**

When introducing feeling words in English, make use of voice intonation, using as many cues as possible to help children grasp the meaning.

**Texas Outcomes**

IL.C.3. Child investigates and demonstrates growing understanding of the sound and intonation of the English language. E.E.S. Child engages in various forms of nonverbal communication with those who do not speak her home language.
**What Do You Do?** (ELP BEGINNING)

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their play and help them produce language. Engage the children in conversation. **Who are you?** If needed, provide English words for *mother, father, child, brother, sister* or other family relationship. When children have identified their role, say: **I am the mother.** Have children say the response with you and then repeat it on their own.

Continue scaffolding play with these sentence frames. Encourage children to use both single words and simple phrases:


dad, what do you like to do? I like to __________.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell what they are wearing and why they chose the clothing they did.

**ELP ADVANCED / ADVANCED HIGH**

Have children name all the members of their pretend families and one thing each person likes to do.

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**Texas Outcomes**

**ITE.7.** Child uses single words and simple phrases to communicate meaning in social situations.

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**If You’re Happy** (ELP BEGINNING)

**Develop Vocabulary** Use “If You’re Happy” (page 267) to review vocabulary in the song: *happy, hands, face, feet, shout.* Have the Concept Word Card for *happy* on display to use as a visual cue for *happy.*

Sing the song one time through doing the motions. Display the Concept Word Card for *happy* and make a happy face. **How do I feel when my face is like this?** Give children time to respond, and then frame their response into sentences. *My face shows I am happy.* Sing the song with the children doing all the motions and using proper intonation.

**Feedback**

If... children are not able to produce the words in the song, then... have them just do the motions.

Continue the activity by naming each motion and having children make it. (e.g., *clap your hands*) Then make the motion and have children name it.

**Produce Language** After you and the children have sung the song once or twice, leave out the words *hands, face, feet,* and *shout.* Do the motions while children sing the words. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Ask children to describe ways they use their feet. Repeat with hands.

**ELP ADVANCED**

Have children tell times they clap their hands, stomp their feet, and shout.

**ELP ADVANCED / ADVANCED HIGH**

Change the lyrics to *sad* and *mad* and have children come up with new motions. Sing the song with the new verses.

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**Texas Outcomes**

**ITE.3.** Child investigates and demonstrates growing understanding of the sound and intonation of the English language. **ITE.7.** Child uses single words and simple phrases to communicate meaning in social situations.
How I Feel **ELP BEGINNING**

**Produce Language** Remind children that they have been learning about how friends get along together.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *mad*. This person feels mad. Say it with me, *mad*. When someone is mad, they feel angry. It is the feeling you have when someone takes your toy. Say the word *mad*.

2. **Pair** Have children tell a partner what makes them feel mad. Provide this sentence frame: I feel *mad* when ________.

3. **Share** Have children share their partner’s response with the group. Provide this model to help children structure their responses: *Emilio feels mad when he has to eat food he doesn’t like.*

**Feedback**

If... a child cannot share an anecdote, then... allow the child to act it out and provide language for the child to use as a model.

Make It Harder!

**ELP INTERMEDIATE**

Have children continue the conversation by comparing which kinds of events make them feel similar ways.

**ELP ADVANCED / ADVANCED HIGH**

Encourage children to continue the conversation during Pair and produce longer responses during Share: *Emilio feels mad when he has to eat food he doesn’t like, but I feel happy when I can try new foods.*

**Words to the Wise**

If you speak the children’s home language, naming the words in their home language will support development of English oral language.

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**Texas Outcomes**

**I.E.E.** Child attempts to use new vocabulary and grammar in speech.

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After School **ELP BEGINNING**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their play to help them produce language and develop vocabulary. *Welcome home from school. What would you like to eat?* Use sentence prompts to have children choose after-school snacks. *I would like a sandwich to eat.* Encourage children to act out fixing the food in the kitchen. Talk with them about the names of the food and what they are doing with it. Encourage children to use correct grammar and new vocabulary. Have children say any new words with you and then say them on their own.

Make It Harder!

**ELP INTERMEDIATE**

Conduct an after-school conversation with the children asking questions such as *What did you do at school today?*

**ELP ADVANCED / ADVANCED HIGH**

Pair English learners with English language native speakers to role play a parent and a child. Set up the scenario that the child has just come home from school, and let children have their own parent/child conversations.

**Texas Outcomes**

**I.E.E.** Child attempts to use new vocabulary and grammar in speech.
Unit 1 Acknowledgments

Teacher’s Guide

Text
**KWL Strategy:** The KWL Interactive Reading Strategy was developed by and is used by permission of Donna Ogle, National-Louis University, Skokie, Illinois, co-author of *Reading Today and Tomorrow*, Holt, Rinehart & Winston Publishers, 1988. (See also the *Reading Teacher*, February 1986, pp. 564–570.)


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