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

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

- Concept Word Cards
  - Concept Words: brother, grandparent, family, mother, father, sister

- Song: “Are You Sleeping”

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

Math

Family Words ELP BEGINNING

Reteach Vocabulary
Display the family Concept Word Card. This is a family. Let’s say it together: family. Have children turn to a partner and say family. Ask volunteers to say the word. Tell children that a family is a group of people, usually parents and their children, as well as other people. They are going to learn names of people in a family.

Develop Language
Help children learn the names of family members. Display the mother and father Concept Word Cards.

Routine Card 8

I Say, We Say, You Say

1. I Say This person is a mother, mother. Listen as I say the word, mother.

2. We Say Let’s say it together, mother. Point to the mother in the picture. Have the children point to her and say mother.

3. You Say Let me hear you say mother. Have volunteers say mother. If children are hesitant to speak in the group, have them turn to a partner to say mother.

Display the family Concept Word Card again. Who do you see in the family? I see a mother in this family.

Continue the routine with father, using the father Concept Word Card for oral and visual cues. Have children point to and say father.

Produce Language
Close the activity by having each child identify the mother and father in the family Concept Word Card.

Make It Harder!

ELP INTERMEDIATE

Have children name their family members using Concept Words. Olivia is my sister.

ELP ADVANCED / ADVANCED HIGH

Have children tell what their mothers and fathers do. If they are not comfortable sharing their own experiences, have them tell about a mother and father from a story.

Words to the Wise

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

- family = familia
- mother = madre

Texas Outcomes

H.N.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
**Who Is That?**  
**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. Who is in your family? When children point to a person, say: *This is my* [mother, father, sister, etc.] Have children say it with you and then repeat it on their own. Repeat for each person in their paintings.

Continue scaffolding play with these sentence frames:
- Where are you? I am by my _____.
- Where is your mother? Mother is by my _____.

**Make It Harder!**

**ELP INTERMEDIATE**

Encourage pairs of children to use their paintings to describe their family members.

**ELP ADVANCED / ADVANCED HIGH**

Have children identify ways family members are the same and ways they are different.

**Words to the Wise**

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

**Texas Outcomes**

II.C.5. Child develops listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

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**Are You Sleeping?**  
**ELP BEGINNING**

**Develop Vocabulary** Use “Are You Sleeping?” (page 33) to review vocabulary in the song: sleeping, brother, bells, ringing. Have the Concept Word Card brother and a small bell on display to use as visual cues for some of the words.

As you sing the song, close your eyes for sleeping, point to the picture for brother, and ring the bell for bells are ringing. Set your head on your hand and close your eyes. When I do this, what am I doing? Give children time to respond, and then frame their response into sentences. You are sleeping. Say it with me: *You are sleeping.* Ring the bell. When I do this, what am I doing? Give children time to respond, and then frame their response into sentences. You are ringing a bell. Say it with me: *You are ringing a bell.* Review that the picture shows a brother. Sing the song with the children doing the motions.

**Feedback**

**If** children are not able to produce the word brother in the song, 
**then** have them point to the brother in the picture.

Continue the activity by humming the song and having children provide the words for the motions. Use the gestures, Concept Card Word, and the bell to provide cues to help children produce the words.

**Produce Language** After you have sung the song together, let the group of children sing the song. Do the motions while children sing the words. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children explain why the bell was ringing and how it affected Brother John.

**ELP ADVANCED**

Have children substitute different family member names for Brother John and sing the song again.

**ELP ADVANCED / ADVANCED HIGH**

Have children share what wakes them up in the morning and what they do when they first wake up.

**Words to the Wise**

Consonant clusters with /l/ are difficult for speakers of East Asian languages. Say leap slowly and have children repeat. Then add the /s/ and say sleep slowly and have children repeat.

**Texas Outcomes**

II.C.3. Child investigates and demonstrates growing understanding of the sound and intonation of the English language.
Brothers and Sisters **ELP** BEGINNING

**Produce Language** Remind children that they have been learning who is in their families.

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**Routine Card 2**

**Team Talk**

1. **Think** Display the *brother* Concept Word Card. This is a brother. Say it with me, *brother*. A brother is a boy who has the same parents as you. Say the word *brother*. Display the *sister* Concept Word Card. This is a sister. Say it with me, *sister*. A sister is a girl who has the same parents as you. Say the word *sister*.

2. **Pair** Have children tell a partner how many brothers and sisters they have. Provide this sentence frame: I have ______.

3. **Share** Have children share their partner's response with the group. Provide this model to help children structure their responses: Lin has one brother and two sisters.

**Feedback**

If... a child cannot count and articulate the number of siblings, then... allow the child to draw stick figures and provide the child with a sentence to repeat after you.

Continue the routine with the remaining Concept Words and sentence frames such as these:

- **family** I have ______ in my family.
- **father** A father is a ______.
- **grandparent** I call my grandparents ______.
- **mother** A mother is a ______.

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**Make It Harder!**

**ELP** INTERMEDIATE

Have children continue the conversation by responding to their partner and asking a question:
You have one brother. What is his name?

**ELP** ADVANCED / ADVANCED HIGH

Have children continue the conversation during Pair and produce longer responses during Share by having children tell things that each family member likes to do.

**Words to the Wise**

Give children the opportunity to repeat words before attempting a task that uses the new words. Repetition helps support understanding of the words.

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**Texas Outcomes**

**II.E.6** Child attempts to use new vocabulary and grammar in speech.

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Same and Different **ELP** BEGINNING

**Scaffold Play** As children engage in independent play in the Math Center, scaffold their play to help them produce language and develop vocabulary. These two yellow counters are the same. What other counters are the same? Use sentence prompts to have children practice using the words *same* and *different*. These five cubes are different. These two counters are the same. Encourage children to tell if manipulatives are the same or different. If they cannot determine if items are the same or different, say it, have them repeat it with you, and then have them say it on their own.

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**Make It Harder!**

**ELP** INTERMEDIATE

As children sort the counters, have them describe each one.

**ELP** ADVANCED / ADVANCED HIGH

Pair English learners with English language native speakers and have them explain why they sorted counters into the groups they did.

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**Texas Outcomes**

**II.E.7** Child uses simple words and simple phrases to communicate meaning in social situations.
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
Concept Word Cards
- baby
- grown-up
- care
- hug
- child
- tear

Song
“Hush Little Baby”

During Center Time

Days 2, 5
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.

Construction Zone
Pretend and Learn

Family Words ELP BEGINNING

Reteach Vocabulary Display the child Concept Word Card. This is a child. Let’s say it together: child. Have children turn to a partner and say child. Ask volunteers to say the word. Tell children that a child is a little girl or boy. They are going to learn more words for family members.

Develop Language Help children learn the names of family members. Display the baby and grown-up Concept Word Cards.

Routine Card 8
I Say, We Say, You Say

1. I Say This is a baby, baby. Listen as I say the word, baby.
2. We Say Let’s say it together, baby. Point to the baby in the picture. Have the children move their arms as if holding a baby and say baby.
3. You Say Let me hear you say baby. Have volunteers say baby. If children are hesitant to speak in the group, have them turn to a partner to say baby.

Make It Harder!

ELP INTERMEDIATE
Have children tell how a baby, child, and grown-up are different in size.

ELP ADVANCED / ADVANCED HIGH
Have children tell ways a grown-up cares for a baby and then ways a grown-up cares for a child.

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 cognate is a good place to start.

baby = bebé

Texas Outcomes
IL4.7 Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Describe Your House  

**Scaffold Play** As children engage in independent play in the Construction Zone, scaffold their play and help them produce language. Engage the children in conversation. *Where is the door to your house?* When children point to the door of the house they constructed, say: *This is the door to my house.* Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

*Where is the ______ to your house?*

*This is the ______ to my house.*

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**Make It Harder!**

**Intermediate**

Have children tell who lives in the house and what they like to do there.

**Advanced**

Have children match house features to those in the classroom. Use sentence frames: *This is the door in my house. This is the door in my classroom.*

**Advanced / Advanced High**

Have children tell how they built their houses. Prompt them to tell the steps, in order, using order words like *first, next, then, and finally.*

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**Texas Outcomes**

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

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Hush Little Baby  

**Develop Vocabulary** Use “Hush Little Baby” (page 111) to review vocabulary in the song: *hush, little, baby, Papa, buy.* Have the Concept Word Card for *baby* on display to use as a visual cue. Instruct the children to be noisy and then to be quiet. Use the word *hush* to get them to be quiet. Have children repeat the word *hush* in whispery voices.

Hum the song, point to the picture of the baby, and do rocking baby motions. *When I do this, what am I doing?* Give children time to respond, and then frame their response into sentences. *I am rocking a little baby. I want the baby to hush. Say it with me.* *I am rocking a little baby. I want the baby to hush.* Sing the song making motions and have children sing as much as they can.

**Feedback**

*If...* children are not able to produce the words *buy* or *Papa* in the song, *then...* have them point to the pictures.

Continue the activity by singing the song and having children provide the words *little baby* and *Papa.*

**Produce Language** Sing the song again, prompting children to join in on the first and last lines.

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**Make It Harder!**

**Intermediate**

Besides rocking a baby, have children describe other ways babies are cared for.

**Advanced / Advanced High**

Have children name gifts they would like to buy for a baby. Substitute their responses for the lyrics in the song and have children sing the song.

**Words to the Wise**

In Spanish, there is no equivalent for the English sound */u/. Children may need additional modeling to say the words *hush* and *hug.*

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**Texas Outcomes**

**II.E.8.** Child attempts to use new vocabulary and grammar in speech.
I Like to Hug  **ELP BEGINNING**

**Produce Language** Remind children that they have been learning how people in families care for each other.

**Routine Card 2**

**Team Talk**

1. **Think** Display the **hug** Concept Word Card. The brother and sister hug. Say it with me, **hug**. When you hug someone, you hold him or her in your arms to show love. Have children hug themselves and say the word **hug**.

2. **Pair** Have children tell a partner how they feel when they get a hug. Provide this sentence frame: **A hug makes me feel** __________.

3. **Share** Have children share their partner’s response with the group. Provide this model to help children structure their responses: **A hug makes Carlos feel happy**.

**Feedback**

If... a child cannot express feelings with words, then... remind children of the words they learned in Unit 1 Week 4 by using Concept Word Cards 19–24.

Continue the routine with the remaining Concept Words and sentence frames such as these.

- **baby** A baby can ______.
- **care** I care for ______.
- **child** A child can ______.
- **grown-up** A grown-up can ______.
- **tear** I get tears in my eyes when ______.

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**Being a Grown-Up  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. I’m a grown-up. What will I do? Use sentence prompts to have children decide what to do. I see that the teddy bear is sick. I will care for him. I will rock him and sing him to sleep. Encourage children to describe what they are doing in the center. If they cannot name the activity, say it for them in simple language, have them repeat it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children continue the conversation by responding to their partner and asking a question:

A hug makes you feel happy. Who do you like to hug?

**ELP ADVANCED / ADVANCED HIGH**

Have children continue the conversation during Pair and produce longer responses during Share by having children tell whom they have hugged today.

**Words to the Wise**

Group children of similar proficiency levels in groups of two to three to facilitate instructional conversations.

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**Texas Outcomes**

**I.E.3.** Child shows understanding of the new language being spoken by English-speaking teachers and peers. **I.E.7.** Child uses single words and simple phrases to communicate meaning in social situations.

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**Day 4**

**Small Group**

**Day 5**

**Center Time**
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**

- **Concept Word Cards**
  - clean
  - cook
  - inside
- **Song**
  - "Here We Go 'Round the Mulberry Bush"

**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.

- **Sand, Water, and More**
  - Pretend and Learn

**Work Words ELP BEGINNING**

**Reteach Vocabulary** Display the work Concept Word Card. They are doing work. Let’s say it together: work. Have children turn to a partner and say work. Ask volunteers to say the word. Tell children that to work is to do a job. They are going to learn words about work.

**Develop Language** Help children learn words related to work. Display the clean and cook Concept Word Cards.

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

1. **I Say** She cooks, cooks. Listen as I say the word, cooks.
2. **We Say** Let’s say it together, cooks. She cooks dinner. Have the children pantomime stirring a pot and say cooks.
3. **You Say** Let me hear you say cooks. Have volunteers say cooks. If children are hesitant to speak in the group, have them turn to a partner to say cooks.

Display the work Concept Word Card again. What work are they doing? They work by digging in the garden.

Continue the routine with clean, using the clean Concept Word Card for oral and visual cues. Children can mimic cleaning by pretending to wipe off their tables. Then have children choose a Concept Word Card and act out the chore for other children to guess.

**Produce Language** Close the activity by having children clean a part of the classroom together. As they work, have them repeat the following sentences: We work together. We clean the tables.

**Make It Harder!**

**ELP INTERMEDIATE**
Have children tell how to cook a food they like. Accept all directions as long as they show an understanding of the concept of cooking.

**ELP ADVANCED / ADVANCED HIGH**
Have children describe what they see in the Concept Word Cards clean, cook, and work. Encourage them to provide as many details as they can.

**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.

**Texas Outcomes**

**IL.06** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
Cleaning Up  **ELP BEGINNING**

**Scaffold Play**  As children engage in independent play in the Sand, Water, and More Center, scaffold their play and help them produce language. Engage the children in conversation. What are you cleaning? When children point to the dishes, say: I am washing the dishes. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

What work can you do? I can _____.
I clean because ______.

**Make It Harder!**

**ELP INTERMEDIATE**

Have each child tell a partner how to wash dishes.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell different chores that they can do to keep the classroom clean.

**Words to the Wise**

In Spanish, there is no equivalent for the English sound /sh/. Children may need additional modeling to say the words wash and dish.

**Texas Outcomes**

II.B.3. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.

Here We Go ’Round the Mulberry Bush  **ELP BEGINNING**

**Develop Vocabulary**  Use “Here We Go ’Round the Mulberry Bush” (page 189) to review vocabulary in the song: wash, clothes, iron, scrub.

Explain to children that this is a song about work. Pantomime washing clothes and say the song lyric, This is the way we wash our clothes. What am I doing? Give children time to respond, and then frame their response into sentences. I am washing our clothes. Say it with me: I am washing our clothes. Repeat for each chore in the song. Guide children in singing the song while doing the motions.

**Feedback**

If... children are not able to produce the verbs wash, iron, scrub, then... have them just do the motions as you sing.

Continue the activity by singing verses that include chores the children are more familiar with, such as, wash the table.

**Produce Language**  After you have done all of the verses together, have children sing the song. You hum the song and do the motions while children sing the words. Chime in with words if needed.

**Make It Harder!**

**ELP INTERMEDIATE**

In addition to the chores in the song, have children try to name other kinds of work they know of that people do at school and at home.

**ELP ADVANCED / ADVANCED HIGH**

Have children sing the song with the motions and then make up additional verses to the song, along with the motions.

**Words to the Wise**

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

**Texas Outcomes**

II.E.7. Child attempts to use new vocabulary and grammar in speech.
Inside and Outside

Produce Language: Remind children that they have been learning how everyone in a family helps.

Routine Card 2

Team Talk

1. **Think**: Display the inside and outside Concept Word Cards. Point to the inside card. This is inside a house. The inside part is where you sleep. Say the word, inside. Point to the outside card. This is outside a house. The outside part is where we go to run and play. Say the word, outside.

2. **Pair**: Have children tell a partner what they do inside and outside. Provide these sentence frames: I ______ inside. I ______ outside.

3. **Share**: Have children share their partner’s response with the group. Provide this model to help children structure their responses: Ava sleeps inside. She plays soccer outside.

**Feedback**
If... a child cannot remember two responses, then... separate inside and outside into two activities.

Continue the routine with other Concept Words and sentence frames such as these:

- **chore**: I help with chores by ______.
- **clean**: I know how to clean ______.
- **cook**: I would like to cook ______.
- **work**: I do ______ work.

Make It Harder!

**ELP INTERMEDIATE**
Have children continue the conversation by responding to their partner and asking a question: I like to play soccer too. Where do you play?

**ELP ADVANCED**
Have children continue the conversation during Pair and produce longer responses during Share: I like to play board games inside and running games outside.

**ELP ADVANCED HIGH**
Have children produce sentences where they compare and contrast responses: Ava and I both sleep inside. She plays soccer, but I like to swim.

Words to the Wise

Group children of similar proficiency levels in groups of two to three to facilitate instructional conversations.

Texas Outcomes

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

Caring for a Pet

**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. Hold a stuffed animal. This is my pet dog. What do I do to take care of it? Use sentence prompts to have children tell what work needs to be done. I have to feed it. I have to walk it. Encourage children to tell the work they must do to care for a pet. If they cannot name the activity, say it for them in simple language, have them repeat it with you, and then have them say it on their own.

Make It Harder!

**ELP INTERMEDIATE**
Have children tell what they would do if their pet gets sick.

**ELP ADVANCED / ADVANCED HIGH**
Invite the child to teach another child about appropriate pet care.

Texas Outcomes

**ILE.8**: Child attempts to use new vocabulary and grammar in speech.
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 Card</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>picnic</td>
<td>yawn</td>
<td>“Come on and Join in to the Game”</td>
</tr>
<tr>
<td>playground</td>
<td></td>
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<td>guest</td>
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Days 1, 3, 4

Days 2, 5

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
Writing

Day 1

Playground Words ELP BEGINNING

Reteach Vocabulary Display the playground Concept Word Card. This is a playground. Let’s say it together: playground. Have children turn to a partner and say playground. Ask volunteers to say the word. Tell children a playground is a place to play outside. They are going to learn words that tell about playing on a playground.

Develop Language Help children learn words related to playground play.

Routine Card 8
I Say, We Say, You Say

1. I Say I can swing, swing. Listen as I say the word, swing.

2. We Say Let’s say it together, swing. What sound do I make as I swing? Whee! I say whee when I swing. Have the children say swing and whee!

3. You Say Let me hear you say swing. Have volunteers say swing. If children are hesitant to speak in the group, have them turn to a partner to say swing.

Display the playground Concept Word Card again. What do you do on a playground? I swing. Whee!

Make It Harder!

ELP INTERMEDIATE
Display the playground Concept Word Card and have children tell what they would do if they were playing on that playground.

ELP ADVANCED / ADVANCED HIGH
Have children share a story of something that has happened to them on a playground.

Words to the Wise
Begin all lessons by preteaching the vocabulary so children can more easily focus on new concepts or ideas that will be introduced in the lesson.

Texas Outcomes

ILE.7 Child uses single words and simple phrases to communicate meaning in social situations.
Family Fun  **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. *What does your family do for fun?* When children point to their pictures, say: *My family likes to...* Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:
*What does your family do for fun?* *My family likes to ________.*

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Make It Harder!

**ELP INTERMEDIATE**

Have children use their paintings to tell a story about what happened.

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**ELP ADVANCED / ADVANCED HIGH**

Have children name special days their families celebrate and how they celebrate.

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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**

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

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Come on and Join in to the Game  **ELP BEGINNING**

**Develop Vocabulary**  Use “Come on and Join in to the Game” (page 267) to review vocabulary in the song: *sneeze, yawn, jump, sit.* Have the Picture Card yawn on display to use as a visual cue.

Pantomime sneezing and say the song lyric, *Pretend you are sneezing like me.* Have children pantomime sneezing. *You can sneeze like me. Say it with me: You can sneeze like me.* Repeat for each verb in the song. You and children sing the song while doing the motions.

**Feedback**

*If...* children are not able to produce the verbs,  
*then...* have them just do the motions as you sing.

Continue the activity by humming the remaining verses of the song and having children provide the verb for the motion. Use gestures to provide visual clues to help children produce the words.

**Produce Language**  After you have done all of the verses together, have the group of children sing the song. You hum the song and do the motions while children sing the words. Chime in with words if needed.

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Make It Harder!

**ELP INTERMEDIATE**

Have children name other games they like to play.

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**ELP ADVANCED / ADVANCED HIGH**

Have children name their favorite games and give directions for how to play the game.

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**Words to the Wise**

When introducing a new word in English, using actions can help children grasp the meaning of new words.

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**Texas Outcomes**

IEE.8. Child attempts to use new vocabulary and grammar in speech.
At a Picnic

Produce Language: Remind children that they have been learning about things families do together for fun.

Routine Card 2
Team Talk

1. Think: Display the picnic Concept Word Card. This is a family having a picnic. A picnic is a meal eaten outside. Say the word, picnic.
2. Pair: Have children tell a partner what they like to eat at a picnic. Provide this sentence frame: I like to eat ______ at a picnic.
3. Share: Have children share with the group what their partner likes to eat at a picnic. Provide this model to help children structure their responses: Daniel likes to eat sandwiches at a picnic.

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

Make It Harder!

Elp Intermediate
Have children continue the conversation by responding to their partner and asking a question: I like to eat sandwiches too. Where do you like to have picnics?

Elp Advanced
Have children continue the conversation during Pair and produce longer responses during Share: Daniel likes to eat sandwiches at the park across the street.

Elp Advanced High
Have children tell who they would invite, where they would go, and what games they would play at the picnic.

Texas Outcomes
ILE.7. Child uses single words and simple phrases to communicate meaning in social situations.

Picnic Food

Scaffold Play: As children engage in independent play in the Writing Center, scaffold their play to help them produce language and develop vocabulary. I’m going on a picnic. What food is good to eat outside? Use sentence prompts to have children tell about their favorite food. I love carrots. I can eat them outside because they are not messy.
Encourage children to tell why the food would be good on a picnic. If they cannot name the food, say the name of the food, have them say it with you, and then have them say it on their own.

Make It Harder!

Elp Intermediate
Have children look through magazines and grocery ads and identify names of different foods.

Elp Advanced / Advanced High
You choose foods for the children and have them respond with a sentence such as: A hot dog is a good food for a picnic. It is easy to eat outside.

Texas Outcomes
ILE.8. Child attempts to use new vocabulary and grammar in speech.
**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**

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>afraid</td>
</tr>
<tr>
<td>class</td>
<td>grandparent</td>
</tr>
<tr>
<td>girl</td>
<td>laugh</td>
</tr>
</tbody>
</table>

### 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.

- **Science Lab**
- **Art**

### Party Words

**ELP BEGINNING**

- **Reteach Vocabulary** Display the Concept Word Card *party.* This is a party. Let’s say it together: *party.* Have children turn to a partner and say *party.* Ask volunteers to say the word. Tell children a party is a group of people having fun together. They are going to learn words that tell about being at a party.

- **Develop Language** Help children learn words that tell about a party.

#### Routine Card 8: I Say, We Say, You Say

1. **I Say** At a party, people laugh, laugh. Listen as I say the word, laugh.
2. **We Say** Let’s say it together, laugh. Show me how you laugh. We laugh when we are happy. Have the children say laugh and then laugh.
3. **You Say** Let me hear you say laugh. Have volunteers say laugh. If children are hesitant to speak in the group, have them turn to a partner to say laugh.

Display the *party* Concept Word Card again. What do people do at a party? They laugh. Continue the routine with music, using oral and visual cues. Children can mimic playing a musical instrument.

**Produce Language** Close the activity by having pairs of children act out party, laugh, or play music. Have the other children guess what each pair is doing.

**ELP INTERMEDIATE**

Display the Concept Word Cards and have children complete this sentence frame: I like to _____ at a party.

**ELP ADVANCED / ADVANCED HIGH**

Have children share things that people do at a party. Encourage children to use the *party* Concept Word Card for cues and to share their personal experiences.

**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.

- *music = música*
- *party = partido*

**Texas Outcomes**

- **IL.3:** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Living or Nonliving

**Scaffold Play** As children engage in independent play in the Science Lab Center, scaffold their play and help them produce language. Engage the children in conversation. Is an alligator a living thing or nonliving thing? Encourage children to respond in complete sentences, model by saying: An alligator is a living thing. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

- Is _____ a living or a nonliving thing?
- _____ is a _____ thing.

**Make It Harder!**

**ELP INTERMEDIATE**

Switch roles and have children ask you about the different Picture Cards in the Center.

**ELP ADVANCED / ADVANCED HIGH**

Have children explain their answers. What makes this a living thing? Why is this a nonliving thing?

**Words to the Wise**

Children will feel more comfortable if given the opportunity to repeat new words before attempting to use them. Allow children to repeat living and nonliving before engaging them in conversation.

**Texas Outcomes**

II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.

Are You Sleeping?

**Develop Vocabulary** Use “Are You Sleeping?” (page 33) to review vocabulary in the song, such as: family member names, boy, girl. Have the Concept Word Cards family, grandparent, boy, girl on display to use as visual cues.

Sing the song one time through, pointing to the brother in the family Concept Word Card. Who is sleeping? Give children time to respond, and then frame their responses into sentences. The brother is sleeping. Say it with me: brother.

Sing the song again, but change brother John to Grandmother. Have children identify the grandmother in the picture. Let children volunteer names they use for family members (e.g., grandma, grandpa, mama, papa, mom, dad) and sing the song substituting with family names.

**Feedback**

If... children are not able to produce names of family members, then... have them point to a picture as you sing.

**Produce Language** Have a volunteer pretend to sleep and have children sing the song substituting little girl/little boy for Brother John to refer to the “sleeping” child. Help children with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children name their family members to a partner. Then have them each share their partner’s response. I have _____ people in my family. Luis has _____ people in his family.

**ELP ADVANCED / ADVANCED HIGH**

Have children share what they like to do before they go to sleep at night.

**Words to the Wise**

Home language literacy skills can promote English language development. You can use the Spanish words and have the child repeat the new word in English. For example, niño, boy; niña, girl.

**Texas Outcomes**

II.E.8. Child attempts to use new vocabulary and grammar in speech.
Let’s Go to School  
**ELP BEGINNING**

**Routine Card 2**

**Team Talk**

1. **Think** Display the school and class Concept Word Cards. This is a school. A school is a place where you learn things. Say the word, school. This is a class. A class is a group of students that learn together in a school. Say the word, class.

2. **Pair** Have children tell a partner what class and school they go to. Provide this sentence frame: I am in _____ class at _____ school.

3. **Share** Have children share their partner’s response with the group. Provide this model to help children structure their responses: Kenneth is in Ms. Meagher’s class at Eastside School.

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

Continue the routine with the remaining Concept Words and sentence frames such as these:

- **afraid** I feel afraid when _____.
- **care** I care for _____.
- **chore** One chore I can do is _____.
- **grow** A baby will grow up to be a ______.
- **tears** A baby has tears when _____.
- **trip** I can take a trip in _____.

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Make It Harder!

**ELP INTERMEDIATE**

Have children name someone who is in their class and complete this sentence frame: ______ is in my class at _____ school.

**ELP ADVANCED**

Have children continue the conversation during Pair and produce longer responses during Share: Kenneth is in Ms. Meagher’s class at Eastside School and so is José.

**ELP ADVANCED HIGH**

Have children tell one thing about their class and one about their school: There are 14 children in my class. There is a flag in front of my school.

**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.

- **school** = escuela
- **class** = clase

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**Texas Outcomes**

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

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My Chalk Drawing  
**ELP BEGINNING**

**Scaffold Play** As children engage in independent play in the Art Center, scaffold their play to help them produce language and develop vocabulary. Let’s make a chalk drawing. What colors should I use? Use sentence prompts to have children identify colors. I like purple. I will use purple chalk to make a flower. I will use green for leaves. Encourage children to say the names of the colors they are using. If they cannot name a color, say its name, have them say it with you, and then have them say it on their own.

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**Texas Outcomes**

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

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Make It Harder!

**ELP INTERMEDIATE**

Choose a color and have children respond with the name of the color and something they can draw with it such as: The chalk is yellow. I can draw a yellow sun.

**ELP ADVANCED / ADVANCED HIGH**

Have children describe a classmate’s drawing using color words.
Unit 2 Acknowledgments

Teacher’s Guide

Text
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Planning and Assessment Teacher’s Guide

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