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

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Picture Cards</th>
<th>Song</th>
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</thead>
<tbody>
<tr>
<td>hospital</td>
<td>bus</td>
<td>“Wheels on the Bus”</td>
</tr>
<tr>
<td>park</td>
<td>girl</td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>post office</td>
<td>quarter</td>
<td></td>
</tr>
<tr>
<td>library</td>
<td>frog</td>
<td></td>
</tr>
<tr>
<td>street</td>
<td>truck</td>
<td></td>
</tr>
</tbody>
</table>

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.

Sand, Water, and More
Pretend and Learn

Community Words

Reteach Vocabulary Display the street Concept Word Card. This is a street. Let’s say it together: street. Have children turn to a partner and say street. Ask volunteers to say the word. Tell children that a street is a road that cars drive on in a city or town. They are going to learn names of things we can see on a street.

Develop Language Help children learn the names of things seen on a street. Display the dog Picture Card.

Routine Card 8

I Say, We Say, You Say

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

Display the street Concept Word Card again. What can you see from the street? I see a dog.

Continue the routine with frog and girl, using the Picture Cards for oral and visual cues. Have children point to and say tree and sidewalk.

Produce Language Close the activity by taking children to a window to look outside to identify things they see on a street near your school.

Make It Harder!

**ELP INTERMEDIATE** Have children tell about different kinds of vehicles they see driving on a street. Provide Picture Cards truck and bus as visual cues.

**ELP ADVANCED / ADVANCED HIGH** Have children tell a story about something they have seen on a street.

Words to the Wise

Whenever possible, provide books and other print resources that reflect children’s cultural backgrounds, alongside rich English language print resources. In this way, children’s strengths and experiences serve as the starting point for new experiences and instruction.

Texas Outcomes

II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
My Community

**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. **Tell me about the community you made.** When children point to a building, road, or other feature, say: **My community has a road.** Have children say it with you and then repeat it on their own. Repeat for each feature in their community.

Continue scaffolding play with these sentence frames:

**Tell me about the community you made.** My community has a _______.

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Make It Harder!

**Intermediate**

Switch roles and have children ask you to find features in the community.

**Advanced / Advanced High**

Have children explain how people get from one place to another in the community they built. Ask questions that lead children to describe a route, such as, **How do people get from the house to the school?**

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Texas Outcomes

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

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Wheels on the Bus

**Develop Vocabulary** Use “Wheels on the Bus” (page 33) to review vocabulary in the song: bus, horn, money, driver, baby. Have the Picture Cards bus and quarter on display to use as visual cues for some of the words. (Use quarter to represent the word money.)

Sing the song one time through, doing the motions and pointing to the picture cues for bus and money. Point to the bus Picture Card. **What drives on a street?** Give children time to respond, and then frame their response into sentences. **A bus drives on a street.**

**Say it with me:** A bus drives on a street. You and the children sing the song while doing the motions.

**Feedback**

If... children are not able to produce the word bus,

then... have them point to the picture of the bus.

Continue the activity by humming the song and having children provide the words for the motions. Use the gestures and the Picture Cards 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.

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Make It Harder!

**Intermediate**

Point out that the bus wheels are a round shape. Have children find and name objects in the classroom that are round.

**Advanced**

Have children share their experiences riding on a bus or seeing a bus on a street or at the school.

**Advanced / Advanced High**

Explain that many children ride a bus to school. Have children tell other ways children get to school.

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Texas Outcomes

**III.C.3** Child investigates and demonstrates growing understanding of the sound and intonation of the English language.
Let's Go to a Library **ELP BEGINNING**

**Produce Language** Remind children that they have been learning what is in their community.

**Routine Card 2**

**Team Talk**

1. **Think** Display the library Concept Word Card. This is a library. Say it with me, library. A library is a room or building with books that you can borrow.

2. **Pair** Have children tell a partner what they have seen in a library. Provide this sentence frame: I saw ______ in a library.

3. **Share** Have children share with the group what their partner has seen in a library. Provide this model to help children structure their responses: Estefan saw a puppet show in the library.

**Feedback**

*If...* a child does not understand the concept of library, *then...* take children on a tour of your community, school, or classroom library, emphasizing what is found there.

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

- **hospital** A hospital is where ______.
- **house** People ______ in a house.
- **park** I saw ______ in a park.
- **post office** People ______ in a post office.
- **street** I saw ______ on a street.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children continue the conversation by telling about a book they saw in a library.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell things that they have done in a library: I saw a puppet show, and I got to check out a book at the library.

**Words to the Wise**

When introducing a new English word, find out if the new word is simply a new label for a concept that is already familiar to children, or if the concept itself must be taught. Children will have less difficulty learning a new English word if they have background knowledge of the concept behind it.

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Please and Thank You **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 would like to buy something. What should I say? Use sentence prompts to have children help you be a polite customer. I need to buy some rice. I will tell the clerk, Could I have some rice, please? Encourage children to say please when asking for something. After they have made their purchases, review saying thank you as they are handed the bag. Repeat the conversation when children are acting as the store clerk, modeling polite conversation. May I help you find something? Thank you for shopping with us. If they have trouble saying please and thank you, say each word or phrase, have children say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**

Pair English learners with English language native speakers to practice the dialogue between a store clerk and a customer.

**ELP ADVANCED / ADVANCED HIGH**

Have children share their experiences with shopping in a store.

**Texas Outcomes**

**IL.E.8** Child attempts to use new vocabulary and grammar in speech.

**IL.E.7** Child uses single 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.

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<tr>
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<td>mop</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>police officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
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</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.

Media and Technology
Math

Kinds of Jobs

**ELP BEGINNING**

Reteach Vocabulary  Display the job Concept Word Card. This person is doing a job.
Let’s say it together: job. Have children turn to a partner and say job. Ask volunteers to say the word. Tell children that a job is the work a person does. They are going to learn about different jobs that grown-ups do.

Develop Language  Help children learn the names of items used for different jobs. Display the mop Picture Card.

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

1. **I Say**  This is a mop, mop. Listen as I say the word, mop.

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

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

Display the job Concept Word Card again. What is one item used at a job? A mop is one item a grown-up can use.

Make It Harder!

**ELP INTERMEDIATE**

Display the Concept Word cards and have children use the job titles to complete this sentence frame: A ________ is doing a job.

**ELP ADVANCED**

Have children name jobs and tell something they know about each one.

**ELP ADVANCED / ADVANCED HIGH**

Have children name jobs and tell where the person doing this job works. Then have them choose a job and tell an experience they’ve had with someone doing this job.

**Words to the Wise**

Reinforce understanding of new words and concepts through the use of synonyms, cognates, paraphrasing, and visual cues.

**Texas Outcomes**

IL.4.A. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Loud or Soft **ELP** BEGINNING

**Scaffold Play** As children engage in independent play in the Media and Technology Center, scaffold their play and help them produce language. Engage the children in conversation. Which tractor makes a loud sound? When children point to the picture of the yellow tractor, say: The yellow tractor makes a loud sound. Have children say it with you and then repeat it on their own. Which tractor makes a soft sound? When children point to the picture of Otis, say: Otis makes a soft sound. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

What makes a loud sound? _____ makes a loud sound.

What makes a soft sound? _____ makes a soft sound.

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Make It Harder!

**ELP** INTERMEDIATE

Switch roles and have children ask you about soft and loud characters in the story.

**ELP** ADVANCED / ADVANCED HIGH

Have children name other things that make loud sounds and ones that make soft sounds.

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**Texas Outcomes**

**I.E.C.7.** Child uses single words and simple phrases to communicate meaning in social situations. **I.E.C.8.** Child attempts to use new vocabulary and grammar in speech.

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I’ve Been Workin’ on the Railroad **ELP** BEGINNING

**Develop Vocabulary** Use “I’ve Been Workin’ on the Railroad” (page 111) as a jumping off point for teaching vocabulary about trains. Have the Picture Card for train on display to use as a visual cue.

Sing the song one time through. Explain that people work on the railroad. The conductor takes the tickets. Mimic taking tickets. When I do this, what job am I doing? Give children time to respond, and then frame their response into sentences. A conductor is a job on the railroad. Say it with me: A conductor is a job on the railroad. Explain that the engineer drives the train and blows the horn. Mimic driving the train and blowing the horn. When I do this, what job am I doing? Give children time to respond, and then frame their response into sentences. An engineer is a job on the railroad. Say it with me: An engineer is a job on the railroad. You and the children sing the song together.

**Feedback**

If... children are not able to produce the word railroad, then... have them point to the picture of the train.

Continue the activity by singing the song and making motions to go with it (e.g., pulling a whistle for blow; putting hand beside mouth for shouting).

**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.

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Make It Harder!

**ELP** INTERMEDIATE

Have children use the train Picture Card to point to and identify different parts of the train.

**ELP** ADVANCED / ADVANCED HIGH

Set up chairs as if they were seats on a train. Have children take turns being the conductor taking tickets from passengers. Encourage children to engage in conversation as they do their job.

**Words to the Wise**

There are few compound words in Spanish. To help children understand compounds, say the word railroad as two small words. Have children repeat each word and then say the compound word together.

**Texas Outcomes**

**I.E.C.3.** Child investigates and demonstrates growing understanding of the sound and intonation of the English language. **I.E.C.7.** Child uses single words and simple phrases to communicate meaning in social situations.
Let’s Go to a Doctor  

**Produce Language** Remind children that they have been learning about jobs in our community.

**Routine Card 2**

**Team Talk**

1. **Think** Display the doctor Concept Word Card. This is a doctor. Say it with me, doctor. A doctor is a person who helps you when you are sick.

2. **Pair** Have children tell a partner what they know about what a doctor does. Provide this sentence frame: A doctor _______.

3. **Share** Have children share with the group what their partner knows about a doctor. Provide this model to help children structure their responses: Cam said that a doctor has a job in a hospital.

**Feedback**

If... a child does not understand the concept of “doctor,” then... role play things that a doctor does such as, listening with a stethoscope, giving a shot, and applying a bandage.

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

- **bus driver**: A bus driver _______.
- **job**: I would like a job being a _______.
- **mail carrier**: A mail carrier _______.
- **police officer**: A police officer _______.
- **teacher**: A teacher _______.

**Make It Harder!**

**ELD INTERMEDIATE**

Have children tell about a time they have gone to a doctor.

**ELD ADVANCED / ADVANCED HIGH**

Have children name other jobs that are done in a doctor’s office or a hospital.

**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.

- **doctor** = doctor
- **police** = la policía

**Texas Outcomes**

I.E.8. Child attempts to use new vocabulary and grammar in speech.

Over and Under  

**Scaffold Play** As children engage in independent play in the Math Center, scaffold their play to help them produce language and develop vocabulary. Where is your block? Use sentence prompts to have children describe location. The block is under the animal. Encourage children to use location words like over and under. If they cannot tell the location, tell them the location, have children say it with you, and then have them say it on their own. Repeat several times for each vocabulary word.

Make It Harder!

**ELD INTERMEDIATE**

Have the child give you directions for you to follow using the block and plastic animal.

**ELD ADVANCED / ADVANCED HIGH**

Have children repeat the activity using location words beside, between, in front of, near, and far.

**Texas Outcomes**

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.

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<tr>
<td>mall</td>
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<td></td>
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<td></td>
<td>dime</td>
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<tr>
<td></td>
<td>man</td>
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</tbody>
</table>

**Zoo Words**

**ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word Card zoo. This is a zoo. Let’s say it together: zoo. Have children turn to a partner and say zoo. Ask volunteers to say the word. Tell children that a zoo is a place where people can go to see many animals. They are going to learn the names of some animals we can see in the zoo.

**Develop Language** Help children learn the names of animals they might see in the zoo. Display the bear Picture Card.

**Routine Card 8**

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

1. **I Say** This is a bear, bear. Listen as I say the word, bear.
2. **We Say** Let’s say it together, bear. What sound does a bear make? Grr. The bear says grr. Have the children say bear and growl like a bear.
3. **You Say** Let me hear you say bear. Have volunteers say bear. If children are hesitant to speak in the group, have them turn to a partner to say bear.

Display the zoo Concept Word Card again. What do you see in the zoo? I see a bear in the zoo.

Continue the routine with elephant, kangaroo, and snake, using oral and visual cues. Children can mimic the trunk on an elephant, hop like a kangaroo, and hiss like a snake. After naming the animals, have each child choose a card to name.

**Produce Language** Close the activity by having each child mimic the sound or motion of one of the animals. Have the other children identify the animal by pointing to the picture and saying the name of the animal.

**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.

**Pretend and Learn**

**Day 1**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE**

Display the Picture Cards and have children use the animals’ names to complete this sentence frame: I see a ______ in the zoo.

**ELP ADVANCED / ADVANCED HIGH**

Have children name the animals and tell something they know about each animal.

**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**

**ELD.6** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
Where Can I Find It? **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. Where is the cereal? When children point to the cereal on the shelf, say: The cereal is on the shelf. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:
Where is the _____? The _____ is on the shelf.

**Make It Harder!**

**ELP INTERMEDIATE**
Switch roles and have children ask you where an item is in the center.

**ELP ADVANCED / ADVANCED HIGH**
Encourage children to interact with one another in the center, asking each other where items are in the center.

**Words to the Wise**
Pair English learners with native English speakers so they can hear English spoken in regular conversations.

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

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The Wheels on the Bus **ELP BEGINNING**

**Develop Vocabulary** Use the “Wheels on the Bus” (page 189) to teach vocabulary in the song: wheels, people, horn, driver, baby. Have the Picture Cards bus, dime, man, and woman on display to use as visual cues for some of the words. (Use the dime to represent money in the song.)

Hum the song, point to the wheels on the picture of the bus, and do the motion for the wheels, circling your fists in a round and round motion. When I do this, which part of the bus is it? Give children time to respond, and then frame their response into sentences. These are wheels. Wheels go around. Say it with me: These are wheels. Wheels go around. You and the children sing the verse of the song while doing the motions.

**Feedback**
If... children are not able to produce the word wheels,
then... have them point to the wheels on the picture of the bus.

Continue the activity by humming the remaining verses of the song and having children provide the name of the object for the motion. Use either the Picture Cards or gestures to provide visual cues 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.

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**
In addition to naming the words in the song, have children try to name other things that have wheels, other places where you find people, or other places where you use money.

**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 conversations.

**Texas Outcomes**
I.E.S. Child attempts to use new vocabulary and grammar in speech.
Let’s Go to a Restaurant

Produce Language Remind children that they have been learning about places in their community. Display the restaurant Concept Word Card.

Routine Card 2

Team Talk

1. Think Display the restaurant Concept Word Card. This is a restaurant. Say it with me, restaurant. People go to a restaurant to eat. Say the word, restaurant.

2. Pair Have children tell a partner what they like to eat in a restaurant. Provide this sentence frame: I like to eat ______.

3. Share Have children share with the group what their partner likes to eat in a restaurant. Provide this model to help children structure their responses: Jordan likes to eat pizza.

Feedback
If... a child uses an incomplete sentence, then... model the response in the sentence structure 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 pizza too. What kind of pizza do you like?

ELP ADVANCED / ADVANCED HIGH
Have children continue the conversation during Pair and produce longer responses during Share: Jordan likes to eat pizza, but I like to eat hamburgers.

Words to the Wise
In Spanish, there is no equivalent for the English sounds /l/, /r/, and /z/. Children may need additional modeling to say the words gym, movie theater, and zoo.

Texas Outcomes
I.E.S. Child attempts to use new vocabulary and grammar in speech.

I’m Hungry!

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 hungry. What can I eat? Use sentence prompts to have children help you choose food to eat. Yum, the banana will be good. Now I need something to drink. The milk will taste very good. Encourage children to say the names of the foods they are offering. 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
You choose foods for the children and have children respond with a sentence such as: A hot dog will be good or I don’t like hot dogs. May I have a banana instead?

ELP ADVANCED / ADVANCED HIGH
Pair English learners with English language native speakers to help choose each other’s lunches.

Texas Outcomes
I.E.S. 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**
- Concept Word Cards: city, country, farm, neighbor, people, restaurant, street, town
- Picture Cards: playground, train
- Song: “The More We Get Together”

#### City Words **ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word Card city. This is a city. Let’s say it together: city. Have children turn to a partner and say city. Ask volunteers to say the word. Tell children that a city is a big town with small and big buildings where many people live and have jobs. They are going to learn about things found in a city.

**Develop Language** Help children learn the names of things they might see in a city. Display the playground Picture Card.

**Routine Card 8**

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

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

Display the city Concept Word Card. What do you see in a city? I see a playground in a city.

Continue the routine with street and restaurant, using the Concept Word Cards for oral and visual cues. After naming things seen in a city, have each child choose a card to name.

**Produce Language** Close the activity by displaying the Trade Book Matthew and Tilly. Page through the book and have children identify the things they see in the city where Matthew and Tilly live.

### 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** Science Lab

### Day 1

**Small Group**

#### Make It Harder!

**ELP INTERMEDIATE**

Have children tell what they would most like to see in a city and why, using this sentence frame: I would like to see ___ in a city because ___.

**ELP ADVANCED / ADVANCED HIGH**

Have children share their city experiences living in/visiting, reading about, or watching a movie or TV show.

**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.

- city = ciudad
- traffic = tráfico
- park = parque

**Texas Outcomes**

**IL.3** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
**Name That Vegetable**  
**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 vegetable are you using? When children point to a vegetable, say: I am using a potato. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames. Use correct intonation when asking questions:

What vegetable are you using now? I am using a _____.

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**Make It Harder!**

**ELP INTERMEDIATE**

Switch roles and have children ask you to find a certain vegetable and make a print with it.

**ELP ADVANCED / ADVANCED HIGH**

Have children name other vegetables they might like to use in future art work and tell why.

**Words to the Wise**

English learners often substitute /bl/ or /fr/ for the sound /vl/. Provide opportunities for children to practice words that begin with /fl/ by providing alliterative sentences such as, Victor sees very big vegetables on a vine.

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**Texas Outcomes**

**II.E.3.** Child investigates and demonstrates growing understanding of the sound and intonation of the English language.

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**The More We Get Together**  
**ELP BEGINNING**

**Develop Vocabulary** Use “The More We Get Together” (page 267) as a jumping off point for teaching vocabulary about people who get together. Have the people Concept Word Card on display to use as a visual cue.

Review the song by singing it one time through and then having children sing it with you. Point to the picture for people. Who likes to get together? Give children time to respond, and then frame their response into a sentence. People like to get together. With children sing the first verse of the song, replacing “the more we” with “people.”

**Feedback**

If... children are not able to produce the word people, then... have them point to the picture of people.

Continue the activity by singing the second verse of the song and having each child point to one another for the word your and themselves for the word my.

**Produce Language** After you have sung all the verses together, let the group of children sing the song. Point to the picture and do the motions while children sing the words. Chime in with words as needed.

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**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell things people can do when they get together, such as have picnics or parties.

**ELP ADVANCED / ADVANCED HIGH**

Have children share a story of something they have done with a group of people, making sure to use the word together.

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**Texas Outcomes**

**II.E.5.** Child engages in various forms of nonverbal communication with those who do not speak her home language.
**Country Words**

**Produce Language** Remind children that they have been learning about kinds of communities people live in.

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**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *country*. This shows the *country*. Say it with me, *country*. The country is the land outside of a city.

2. **Pair** Have children tell a partner what they would see in the country. Provide this sentence frame: *I see _____ in the country.*

3. **Share** Have children share with the group what their partner sees in the country. Provide this model to help children structure their responses: *Diego sees farms in the country.*

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

- **city** I see _____ in a city.
- **farm** I see _____ on a farm.
- **neighbor** I like to _____ with my neighbor.
- **people** I see people at _____.
- **town** I see _____ in a town.

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**Foods I Like (and Don’t Like)**

**Scaffold Play** As children engage in independent play in the Science Lab Center, scaffold their play to help them produce language and develop vocabulary. Have children sort the foods into ones they like and don’t like. **What do you like?** Use sentence prompts to have children name them. *I like beans, apples, and rice.* Encourage children to use correct grammar and more than one food in the sentence. 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. Repeat using the sentence frame: *I do not like _____.*

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**Texas Outcomes**

**I.E.S.** Child attempts to use new vocabulary and grammar in speech.
Unit 3 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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