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 Word Cards</th>
<th>Song</th>
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<tbody>
<tr>
<td>animal</td>
<td>cow</td>
<td>“Old MacDonald Had a Farm”</td>
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<tr>
<td>farmer</td>
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<tr>
<td></td>
<td>rabbit</td>
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<td></td>
<td>duck</td>
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<td></td>
<td>turkey</td>
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</tbody>
</table>

**During Center Time**

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

**Math**

- Sand, Water, and More

**Day 1**

**Farm Words ELP BEGINNING**

**Reteach Vocabulary** Display the animal Concept Word Card. This shows farm animals. Let’s say it together: animals. Have children turn to a partner and say animals. Ask volunteers to say the word. Tell children that an animal is a living thing that moves. They are going to learn the names of some animals found on a farm.

**Develop Language** Help children learn the names of animals they might see on a farm. Display the cow Picture Card.

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

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

Display the animal Concept Word Card again. What do you see on a farm? I see cows on a farm.

Continue the routine with duck, dog, rabbit, turkey, and hen, using oral and visual cues. Children can quack like a duck, bark like a dog, wiggle their noses like a rabbit, and cluck like a hen. 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.

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**

Display the pictures and have children use the animals’ names to complete this sentence frame: A ________ lives on a farm.

**ELP ADVANCED / ADVANCED HIGH**

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

**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 is a good place to start.

animal = animal

**Texas Outcomes**

ELD.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
**Counting Cows**  
**ELP BEGINNING**

**Scaffold Learning** As children engage in independent learning in the Math Center, scaffold their learning and help them produce language. Engage the children in conversation. What animal are you counting? When children point to a farm animal, say: I am counting cows. Have children say it with you and then repeat it on their own.

Continue scaffolding learning with these sentence frames:
What animal are you counting now? I am counting _____.

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**Make It Harder!**

**ELP INTERMEDIATE**

Set one farm animal on a sheet of paper. Have children count and complete the sentence frame I count one ____. Repeat the activity, using three of the same animal so the child uses the plural form of the noun.

**ELP ADVANCED / ADVANCED HIGH**

Encourage children to interact with one another in the center, telling about the animals they are counting.

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**Texas Outcomes**

II.B.8 Child attempts to use new vocabulary and grammar in speech.

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**Old MacDonald Had a Farm**  
**ELP BEGINNING**

**Develop Vocabulary** Use “Old MacDonald Had a Farm” (page 33) to teach vocabulary in the song: chick and duck. Have Concept Word Card animal and Picture Card duck on display to use as visual cues.

Sing the first two lines of the song, pointing to the farm and the chick. What is on Old MacDonald’s farm? Give children time to respond, and then frame their responses into sentences. Old MacDonald has chicks on his farm. Say it with me. Old MacDonald has chicks on his farm. Sing the first verse of the song and have children sing it after you.

**Feedback**
If children are not able to produce the word chick, then have them point to the chick in the animal Concept Word Card.

Repeat the procedure for duck using the second verse of the song.

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

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**Make It Harder!**

**ELP INTERMEDIATE**

Have children suggest other animals that might live on Old MacDonald’s farm. Let them sing new verses with their animal suggestions.

**ELP ADVANCED / ADVANCED HIGH**

Have children make up a story about Old MacDonald and his chicks.

**Words to the Wise**
Using facial expressions, hand gestures, or pantomime can help promote a child’s understanding of new vocabulary and concepts.

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**Texas Outcomes**

II.B.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
A Farmer’s Job  **ELP BEGINNING**

**Produce Language**  Remind children that they have been learning about farms.

**Routine Card 2**  **Team Talk**

1. **Think**  Display the farmer Concept Word Card. *This is a farmer. Say it with me, farmer. A farmer is someone who raises plants and animals on a farm.*
2. **Pair**  Have children tell a partner what they know about a *farmer*. Provide this sentence frame: *A farmer _______.*
3. **Share**  Have children share with the group what their partner knows about a farmer. Provide this model to help children structure their responses: *Angel said that a farmer milks cows.*

**Feedback**
*If... a child does not understand the concept of “farmer,” then... role play things that a farmer does such as, milking a cow, feeding chickens, and digging in a garden.*

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

- animal  ___ and ___ are farm animals.
- barn  ___ lives in a barn.
- food  ___ is a kind of food.
- land  Land is good for ___.
- plant  ___ is a plant.

**Make It Harder!**

**ELP INTERMEDIATE**  
Have children come up with a question they would like to ask a farmer.

**ELP ADVANCED**  
Have children continue the conversation during Pair and produce longer responses during Share: *Angel said that a farmer milks cows. I think a farmer also picks corn.*

**ELP ADVANCED HIGH**  
Have children tell whether they think it would be fun to be a farmer or not. Have them tell a reason why or why not.

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

Feeding the Animals  **ELP BEGINNING**

**Scaffold Play**  As children engage in independent play in the Sand, Water, and More Center, scaffold their play to help them produce language and develop vocabulary. *Farmer, what animal are you feeding?* Use sentence prompts to have children name them. *I am feeding the horses.* Encourage children to name the animal they are feeding. If they cannot name the animal, say the name of the animal, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**  
Switch roles and pretend to feed an animal and have children ask you questions about what you are doing.

**ELP ADVANCED / ADVANCED HIGH**  
Have children describe what the farmer does in the morning, in the afternoon, and then in the evening.

**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.

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<td>Provide English language learners with additional vocabulary development and opportunities to produce language in a variety of contexts.</td>
<td>Scaffold children’s play and learning during Center Time to help English language learners use new vocabulary in context and learn the structure of English in an informal setting.</td>
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**Tool Words**

**ELP BEGINNING**

**Reteach Vocabulary** Display the **tool** Concept Word Card. This shows tools. Let’s say it together: **tools**. Have children turn to a partner and say **tools**. Ask volunteers to say the word. Tell children that tools are things that help farmers do their work. They are going to learn the names of some tools farmers use.

**Develop Language** Help children learn the names of tools a farmer uses. Display the **rake** Picture Card.

**Routine Card 8**

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

1. **I Say** This is a rake, rake. Listen as I say the word, rake.
2. **We Say** Let’s say it together, rake. Make a raking motion. This how we use a rake to clean up leaves. Have the children say rake and make a raking motion.
3. **You Say** Let me hear you say rake. Have volunteers say rake. If children are hesitant to speak in the group, have them turn to a partner to say rake.

Display the **tool** Concept Word Card again. What tools does a farmer use? A farmer uses a rake.

Continue the routine with hammer and hose, using oral and visual cues. Children can make hammering motions and hosing gestures. After naming the tools, have each child choose a card to name.

**Produce Language** Close the activity by having each child make the motion of using one of the tools. Have the other children identify the tool by pointing to the picture and saying its name.

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**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**

Display the pictures and have children use the tool words to complete this sentence frame: A farmer uses a _______.

**ELP ADVANCED HIGH**

Have children name other tools they know about. You may wish to display some common tools and review the names with children.

**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.D.6.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
**What Chickens Do**

**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. What do chickens do? When children point to the eggs, say: Chickens lay eggs. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

What do chickens do? Chickens ______.

**Make It Harder!**

**ELP INTERMEDIATE**

Take turns being the farmer and being a customer buying eggs. Provide sentence frames that help children have a conversation. I would like to buy some ______. How many ______ would you like?

**ELP ADVANCED / ADVANCED HIGH**

Have children tell about places they can buy eggs and ways to cook and eat them.

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**Bingo**

**ELP BEGINNING**

**Develop Vocabulary** Use “Bingo” (page 111) to teach vocabulary in the song: farmer, letters b, f, n, g, o. Have Concept Word Card farmer and Letter Cards B, F, N, G, O on display to use as visual cues.

Sing the first line of the song, pointing to the picture of the farmer. Where does the farmer live? Give children time to respond, and then frame their responses into sentences. A farmer lives on a farm. Say it with me: A farmer lives on a farm. Sing the whole song, pointing at the letters as you sing. Model clapping as you sing and spell and have children repeat.

**Feedback**

If... children are not able to produce the letter names, then... have them clap as you point to each letter to get them familiar with letters.

Sing the song again with children using the Concept Word Card and Letter Cards to provide visual cues to help children with the lyrics.

**Produce Language** After you have sung all the verses together, let the group of children sing the song. Distribute Letter Cards to children and have them hold each one up as the group sings it. Chime in with help as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell how a farmer takes care of Bingo the dog.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell ways a dog can help a farmer on a farm.

**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, agricultor; farmer and perro; dog.

**Texas Outcomes**

**II.A.3.** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
In the Field  ELP BEGINNING

Produce Language  Remind children that they have been learning how machines help farmers.

Routine Card 2  Team Talk

1. **Think**  Display the tractor and soil Concept Word Cards. This is a tractor. Say it with me, tractor. A tractor is a machine a farmer uses to break up soil, or dirt.

2. **Pair**  Have children tell a partner what a farmer grows in soil. Provide this sentence frame: A farmer grows ______ in soil.

3. **Share**  Have children share their partner’s responses with the group. Provide this model to help children structure their responses: Chang said that a farmer grows corn in soil.
   
   **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 other Concept Words and sentence frames such as these.

- field  _______ grows in the field.
- rows  I see rows of ______.
- seed  A seed grows into ______.
- tool  _______ is a tool.
- tractor  A tractor ______.

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**How Did You Make It?  ELP BEGINNING**

**Scaffold Learning**  As children engage in independent learning in the Art Center, scaffold their learning to help them produce language and develop vocabulary. **How did you make that apple?** Use sentence prompts to help children tell the steps they used in making a fruit, vegetable, or flower. First, I drew an apple shape. Then I cut it out. Then I glued on a stem. Encourage children to use order words. If they cannot give their response in complete sentences, model their response, have them say it with you, and then have them say it on their own. Allow children to use motions as they answer the questions.

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**Day 4**

- **Make It Harder!**
  - **ELP INTERMEDIATE**  Have children combine their answer with their partner's answer into one sentence: A farmer grows corn and tomatoes in soil.
  - **ELP ADVANCED**  Have children name the different things a farmer does in a field.
  - **ELP ADVANCED HIGH**  Have children tell what a farmer might do with corn or tomatoes after they are picked.

**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.

tractor = tractor

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**Texas Outcomes**

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

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**Day 5**

- **Make It Harder!**
  - **ELP INTERMEDIATE**  Switch roles by making something and having the child question you. Leave out verbs like cut and glue and have the child help you complete your sentences.
  - **ELP ADVANCED / ADVANCED HIGH**  Have children name and describe objects on the collage made by them and by other children.

**Texas Outcomes**

IL.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
- Concept Word Cards
  - cow
  - egg
  - hen

- Materials to Gather from Home
  - milk
  - wool hat

- Song
  “Old MacDonald Had a Farm”

During Center Time

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

Math
- Art

Farm Product Words **ELP BEGINNING**

Reteach Vocabulary Display the eggs Concept Word Card. This shows eggs. Let’s say it together: eggs. Have children turn to a partner and say eggs. Ask volunteers to say the word. Tell children that eggs can come from hens on farms. They are going to learn the names of other foods that come from farms.

Develop Language Help children learn the names of farm products. Display the milk Picture Card.

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

1. **I Say** This is milk, milk. Listen as I say the word, milk.
2. **We Say** Let’s say it together, milk. Make a drinking motion. Milk can come from cows on farms. Display the cows Concept Word Card. Have the children say milk and make a drinking motion.
3. **You Say** Let me hear you say milk. Have volunteers say milk. If children are hesitant to speak in the group, have them turn to a partner to say milk.

Make It Harder!

**ELP INTERMEDIATE / ADVANCED**
Display the pictures and have children use the animals’ names and the farm products to complete this sentence frame: ____ comes from a ____.

**ELP ADVANCED / ADVANCED HIGH**
Have children choose one product—egg, milk, or wool—and tell when they have used it.

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
**II.A.1** Child shows understanding of the new language being spoken by English-speaking teachers and peers. **II.D.2** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

Display the cows Concept Word Card again. Where does milk come from? Milk comes from cows on a farm.

Continue the routine with sheep and wool, using oral and visual cues. Children can point to a wool hat. After naming the farm products, have each child choose a card to name.

Produce Language Close the activity by having each child match the animal and its product and name both.
**Where Are They?**

**ELP BEGINNING**

**Scaffold Learning** As children engage in independent learning in the Math Center, scaffold their learning and help them produce language. Engage the children in conversation. Where are the pigs? When children point to the pigs, say: The pigs are in the barn. Have children say it with you and then repeat it on their own.

Continue scaffolding learning with these sentence frames:

Where are the _____? The _____ are in the barn.

**Make It Harder!**

**ELP INTERMEDIATE**

After children tell where an animal is, follow up with questions about how many there are. How many _____ are in the barn? _____ _____ are in the barn.

**ELP ADVANCED / ADVANCED HIGH**

Set up counting scenarios that involve both singular and plural responses from children. Encourage children to respond in complete sentences using the correct verb tense.

**Texas Outcomes**

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

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**Old MacDonald Had a Farm**

**ELP BEGINNING**

**Develop Vocabulary** Use “Old MacDonald Had a Farm” (page 189) to teach new vocabulary: sheep and pigs. Have the Concept Word Cards sheep and pigs on display to use as visual cues.

Sing the version of the song children learned. Then add a verse with sheep, What is on Old MacDonald’s farm? Give children time to respond, and then frame their responses into sentences. Old MacDonald has sheep on his farm. Say it with me: Old MacDonald has sheep on his farm. Sing the new verse of the song and have children sing it after you.

**Feedback**

If... children are not able to produce the word sheep, then... have them point to sheep in the Concept Word Card.

Repeat the procedure for pig during the next verse of the song.

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

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**Make It Harder!**

**ELP INTERMEDIATE**

In addition to naming the animals in the song, have children try to name other animals that have four legs.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell ways Old MacDonald takes care of his sheep and pigs.

**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, ovejas/sheep and cerdo/pig.

**Texas Outcomes**

**II.E.8** Child attempts to use new vocabulary and grammar in speech.
More Farm Animals  ELP BEGINNING

Produce Language  Remind children that they have been learning why farmers have animals on a farm.

Routine Card 2  
Team Talk

1. Think  Display the pig Concept Word Card. These are pigs. Say it with me, pigs. Pigs are animals with fat bodies, curly tails, and short legs. Farmers get pork and ham from pigs.

2. Pair  Have children tell a partner what a farmer gets from pigs. Provide this sentence frame: A farmer gets _____ from pigs.

3. Share  Have children share their partner’s responses with the group. Provide this model to help children structure their responses: Lina said that a farmer gets pork chops from pigs.

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 other Concept Words and sentence frames such as these:

cows  A farmer gets _____ from cows.
eggs  People _____ eggs.
hens  A farmer gets _____ from hens.
milk  People _____ milk.
sheep  A farmer gets _____ from sheep.

Make It Harder!

ELP INTERMEDIATE  
Have children continue the conversation by responding to their partner and asking a question: A farmer gets pork chops from pigs. Do you like pork chops?

ELP ADVANCED  
Have children combine two sentence responses into one compound sentence. A farmer gets pork chops and bacon from pigs.

ELP ADVANCED HIGH  
Have children choose one farm animal—cow, hen, sheep, or pig—and tell everything they know about the animal.

Words to the Wise
Children will feel more comfortable if given the opportunity to repeat new words before attempting a task that uses them.

Texas Outcomes

Tell Me About It  ELP BEGINNING

Scaffold Learning  As children engage in independent learning in the Art Center, scaffold their learning to help them produce language and develop vocabulary. What can you tell me about the animal you made? Use sentence prompts to help children name and describe the animal. I made a pig. It has four legs and a curly tail. It says, “Oink.” Encourage children to name the animal. If they cannot name the animal, say the name of the animal, have them say it with you, and then have them say it on their own.

Make It Harder!

ELP INTERMEDIATE  
Suggest a second animal for children to make. As they make it, ask questions that require descriptive answers, such as: How many legs does a hen have? What kind of sound does your animal make?

ELP ADVANCED / ADVANCED HIGH  
Pair English learners with English native speakers to have a conversation between their two animal figures.

Texas Outcomes
I.E.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.

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<td>sell</td>
<td>picture of a banana</td>
<td>“Apples and Bananas”</td>
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<td>buy</td>
<td>tree</td>
<td>picture of an orange</td>
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<td>pick</td>
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### During Center Time

**Language Structure and Production**
Scaffold children’s learning and 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
Construction Zone

### Names of Fruits (ELP BEGINNING)

**Reteach Vocabulary** Display the *apple* Concept Word Card. This is an apple. Let’s say it together: apple. Have children turn to a partner and say apple. Ask volunteers to say the word. Tell children that an apple is a kind of fruit that grows on a tree. Farmers pick apples and sell them.

**Develop Language** Help children learn the names of fruits. Display Picture Card grapes.

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

1. **I Say** These are grapes, grapes. Listen as I say the word, grapes.
2. **We Say** Let’s say it together, grapes. Grapes grow on vines. Have children point to the picture of grapes.
3. **You Say** Let me hear you say grapes. Have volunteers say grapes. If children are hesitant to speak in the group, have them turn to a partner to say grapes.

Display the *apple* Concept Word Card again. Where do apples grow? Apples grow on trees.

Continue the routine with lemon, banana, and orange, using oral and visual cues to talk about picking apples from trees.

**Produce Language** Close the activity by having each child mimic picking a fruit and saying what they are doing.

### Make It Harder!

**ELP INTERMEDIATE / ADVANCED**
Have children pick up familiar small objects and complete the sentence frame: I pick up ______.

**ELP ADVANCED HIGH**
Have children name other fruits that farmers grow and tell what people do with each one, such as eat, bake, make into sauce.

**Texas Outcomes**

**II.D.6.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
The Same and Different **ELP BEGINNING**

**Scaffold Learning** As children engage in independent learning in the Art Center, scaffold their learning and help them produce language. Engage the children in conversation. Have children look at art books or posters to find a picture that is most like the bowl of apples. **How are the apples the same?** Give children time to respond, and then frame their response into sentences. **Both apples are round. Both apples are red.** Have children say the sentences with you and then repeat them on their own.

Continue scaffolding learning with these sentence frames:

- The picture of apples is ______. The bowl of apples is ______.

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**Make It Harder!**

**ELP INTERMEDIATE**

Have children compare their own paintings to the bowl of apples and tell how they are the same and different.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell how they made their painting of the bowl of apples. Encourage them to give step-by-step directions.

---

**Texas Outcomes**

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

---

Apples and Bananas **ELP BEGINNING**

**Develop Vocabulary** Use “Apples and Bananas” (page 267) to teach vocabulary in the song; eat, apples, bananas. Have the apple Concept Word Card and a picture of a banana on display to use as visual cues.

Sing the first verse of the song, and pantomime eat, mimicking biting into something. **When I do this, what am I doing?** Give children time to respond, and then frame their responses into sentences. **I am eating. I like to eat. Say it with me: I am eating. I like to eat.** Sing the first verse again, pointing to the apple and the banana when you sing the words.

**Feedback**

If... children are not able to produce the word eat;
then... have them mimic eating.

Only sing the first verse of the song until children are familiar and comfortable with the words. Singing the other verses can confuse children learning to pronounce English words.

**Produce Language** After you have sung the first verse together, let the group of children sing the song. Do the motion and point to the objects as children sing the words. Chime in with words as needed.

---

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell ways they like to eat apples and ways they like to eat bananas, such as sliced or with a topping.

**ELP ADVANCED / ADVANCED HIGH**

Have children make up additional verses for the song with different kinds of foods they like.

---

**Words to the Wise**

Spanish speakers may have trouble with the two sounds for a in banana. Break the word into syllables and have children repeat each after you. Then blend the syllables and have children repeat, blending the word until it sounds like natural speech.

---

**Texas Outcomes**

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

**Produce Language**  Remind children that they have been learning how food gets from a farm to their house.

**Routine Card 2**

**Team Talk**

1. **Think**  Display the buy and sell Concept Word Cards. Point to buy. This person buys food. Say it with me, buy. To buy something means to give money for something. Say the word, buy. Point to the sell card. This person sells food. Say it with me, sell. To sell means to give something for money.

2. **Pair**  Have a pair of children mimic buying and selling something at a store. Provide the sentence frames: I buy _____, I sell _____.

3. **Share**  Have children share their partner’s responses with the group. Provide this model to help structure responses: Ling buys a toy. He sells juice.

**Feedback**
If… a child is not able to say buy and sell, then… have the child pretend to give and take money for buy and sell.

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

<table>
<thead>
<tr>
<th>Concept</th>
<th>Sentence Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>An apple grows _____</td>
</tr>
<tr>
<td>pick</td>
<td>I can pick _____ from a tree.</td>
</tr>
<tr>
<td>tree</td>
<td>_____ grows on a tree.</td>
</tr>
<tr>
<td>truck</td>
<td>The truck carries _____</td>
</tr>
</tbody>
</table>

**Make It Harder!**

**ELP INTERMEDIATE**
Have children continue the conversation by responding to their partner and asking questions: You buy a toy. What toy did you buy? What did it cost?

**ELP ADVANCED**
Have children tell what kind of store or business they might like to work in and what they will sell there.

**ELP ADVANCED HIGH**
Tell children to pretend that they have ten dollars. Have children tell what they will buy with the money. Have pairs act out their responses using full sentence dialogue.

**Words to the Wise**
Pair English learners with native English speakers to practice English spoken in conversation.

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

---

**What Does a Farmer Do Here?**  
**ELP BEGINNING**

**Scaffold Play**  As children engage in independent play in the Construction Zone Center, scaffold their play to help them produce language and develop vocabulary. What does a farmer do in this part of the farm? Use sentence prompts to help children tell uses for the farm structures they built. This is the barn. The farmer puts the cows in here. The cows sleep in the barn. The farmer milks the cows here. Encourage children to say the name of the structure. If they cannot name the structure, say the name of it, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**
Switch roles and build a simple structure. Have the child ask you questions about what a farmer uses it for.

**ELP ADVANCED / ADVANCED HIGH**
Let children place farm animals in their structure and then tell you a story about what is happening.

**Texas Outcomes**
**IL.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 Monitor Progress

**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 Word Cards</th>
<th>Materials to Gather from Home</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>park</td>
<td>picture of a banana</td>
<td>“Apples and Bananas”</td>
</tr>
<tr>
<td>team</td>
<td>plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gym</td>
<td>corn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>land</td>
<td>jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>neighbor</td>
<td>soup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During Center Time

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

- **Math**: Science Lab

**Foods at the Supermarket (ELP BEGINNING)**

**Reteach Vocabulary**
Display the supermarket Concept Word Card. This is a supermarket. Let’s say it together: supermarket. Have children turn to a partner and say supermarket. Ask volunteers to say the word. Tell children that a supermarket is a large grocery store that sells food. They are going to learn the names of some foods and drinks we can buy at the supermarket.

**Develop Language**
Help children learn the names of foods and drinks they can buy at the supermarket. Display Picture Card cake.

**Routine Card 8**

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

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

2. **We Say**
   - Let’s say it together, cake. People sometimes eat cake at parties. Have children say cake and pantomime eating cake.

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

Display the supermarket Concept Word Card again. Where can I buy food? I can buy food at the supermarket.

Continue the routine with corn, jam, and soup, using oral and visual cues. Children can pantomime eating corn on the cob, spreading jam on toast, and eating soup. After naming the foods, have each child choose a card to name.

**Produce Language**
Close the activity by having each child pantomime eating a food they can buy at a supermarket. Have the other children identify the food by pointing to the picture and saying the name of the food.

**Make It Harder! (ELP INTERMEDIATE)**
Display the picture cards and have children use the names of foods to complete this sentence frame: I buy _____ at the supermarket.

**ELP ADVANCED/ADVANCED HIGH**
Have children name jobs at the supermarket.

**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.

- soup = sopa
- supermarket = supermercado

**Texas Outcomes**

- ILD.6: Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. ILE.7:
- Child uses single words and simple phrases to communicate meaning in social situations.
**What Should We Do?**

**Scaffold Learning** As children engage in independent learning in the Math Center, scaffold their learning and help them produce language. Engage the children in the game. *What should we do next?* Encourage children to respond in complete sentences. Model by saying: *Place one hand under your chin.* Have children say it with you, do the motion, and then repeat it on their own.

Continue scaffolding learning with these sentence frames:

What should we do? Place ______. ______.

---

**Make It Harder!**

**ELP INTERMEDIATE**

Make the motion and have the child give the directive for what you did.

**ELP ADVANCED / ADVANCED HIGH**

Give the child a small object such as a piece of cloth. Have the child place it in different locations and then give directions that other children can follow. Encourage the use of location words *above, beside, between, in front of, next to, on, over, under.*

---

**Texas Outcomes**

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

---

**Old MacDonald Had a Farm**

**ELP BEGINNING**

**Develop Vocabulary** Use “Old MacDonald Had a Farm” (page 339) to teach new vocabulary: *goat* and *goose.* Have Picture Cards *goat* and *goose* on display to use as visual cues.

Sing the version of the song children learned. Then add a verse with *goat.* *What is on Old MacDonald’s farm?* Give children time to respond, and then frame their responses into sentences. *old MacDonald has goats on his farm.* Say it with me: *Old MacDonald has goats on his farm.* Sing the new verse of the song and have children sing it after you.

**Feedback**

If... children are not able to produce the word *goat,* then... have them point to the goat on the Picture Card.

Repeat the procedure for *goose* during the next verse of the song.

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

---

**Make It Harder!**

**ELP INTERMEDIATE**

In addition to naming the animals in the song, have children try to name other animals that have two legs.

**ELP ADVANCED / ADVANCED HIGH**

Have children name and describe their favorite farm animal.

---

**Texas Outcomes**

*EE6.* Child increases listening vocabulary and begins to develop vocabulary of object names and common in English.
**Seeds Grow**  
**ELP BEGINNING**

**Routine Card 2**  
**Team Talk**

1. **Think**  
Display the *seed* and *plant* Concept Word Cards. These are seeds. Say the word, *seeds*. These are plants. Say the word, *plants*. Seeds are tiny things you put in the ground. Seeds grow into plants.

2. **Pair**  
Have children tell a partner what they do with seeds. Provide this sentence frame: I ______ seeds.

3. **Share**  
Have children share their partner’s response with the group. Provide this model to help children structure their responses: Caleb waters seeds.

**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 other Concept Words and sentence frames such as these:

- barn  
  ______ is in the barn.
- gym  
  I play ______ in the gym.
- land  
  I see ______ on the land.
- neighbor  
  My neighbor lives ______.
- park  
  I see ______ in the park.
- row  
  The farmer puts ______ in rows.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children continue the conversation by responding to their partner and asking a question: Caleb waters seeds. What happens after you water them?

**ELP ADVANCED**

Have children continue the conversation during Pair and produce longer responses during Share: Caleb waters seeds. This makes the seeds grow.

**ELP ADVANCED HIGH**

Have children name things that they think grow from seeds.

**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.

- plant = planta

**Texas Outcomes**

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

---

**What’s for Lunch?**  
**ELP BEGINNING**

**Scaffold Learning**  
As children engage in independent learning in the Science Lab Center, scaffold their learning to help them produce language and develop vocabulary. I’m hungry. What’s for lunch? Use sentence prompts to have children help you choose food to eat. I like apples. I will choose the apple. I will also choose an egg and milk for lunch. Encourage children to say the names of the foods they choose. If they cannot say the name of the food, say its name, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**

Name a food category—such as *vegetables*, *fruit*, or *meat*—and have children choose a food for the category and identify it.

**ELP ADVANCED / ADVANCED HIGH**

Have children name other foods that could be added to the center. Discuss whether these foods are healthy or not.

**Texas Outcomes**

**IELS**. Child attempts to use new vocabulary and grammar in speech.
Unit 4 Acknowledgments

Teacher’s Guide

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Planning and Assessment Teacher’s Guide

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- Scope and Sequence
- Correlation to Pre-K Outcomes
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