English Language Development Lessons

ELD Instruction for every ELP level

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 / 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>branch</td>
<td>ant</td>
<td>inchworm</td>
</tr>
<tr>
<td>leaves</td>
<td>butterfly</td>
<td>yellow</td>
</tr>
<tr>
<td>color</td>
<td>black</td>
<td>“Five Green and Speckled Frogs”</td>
</tr>
<tr>
<td>jungle</td>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>trunk</td>
<td>frog</td>
<td></td>
</tr>
<tr>
<td></td>
<td>green</td>
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<tr>
<td></td>
<td>red</td>
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</tbody>
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During Small Groups

Days 1, 3, 4

Color Names

**ELP BEG**

Reteach Vocabulary  Display the Concept Word Card *color*. Point to one color on the card. *This is a color. Let’s say it together: color.* Have children turn to a partner, point to the picture, and say *color*. Ask volunteers to say the word. Display a box of crayons. Tell children that each crayon has a different color.

Develop Language  Help children learn the names of different colors. Display the Picture Card *blue*.

Routine Card 8

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

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

Make It Harder!

**ELP INT**

Turn through the pages of a picture book and have children identify colors in the pictures by completing the sentence frame *I see something* ________.

**ELP ADV / ADVANCED HIGH**

Have children page through a picture book and name all the objects they can find that are black. Have them repeat the process with the colors blue, green, red, and yellow.

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.

**color = color**

Texas Outcomes

What Color Is It? **ELP BEGINNING**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their work and help them produce language. Engage the children in conversation to develop vocabulary of object names. Show me a boot. When children point to a boot, ask: What color is the boot? Have children name the color. Say: The boot is black. Have children say it with you and then repeat it on their own.

Continue scaffolding the activity with this sentence frame and question:
Show me a ______. What color is the ______? The ______ is ______.

**Make It Harder!**

**ELP INTERMEDIATE**
Name different colors and have children find and identify objects in the Pretend and Learn Center that are each color.

**ELP ADVANCED**
Have children think of and identify other objects they have seen or read about that are each of these colors.

**ELP ADVANCED / ADVANCED HIGH**
Encourage children to tell each other what they did in the Pretend and Learn Center. Encourage them to use any new classroom words they learned on Day 1.

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

Five Green and Speckled Frogs **ELP BEGINNING**

**Develop Vocabulary** Use “Five Green and Speckled Frogs” (page 33) to teach vocabulary in the song: frogs, log, bugs. Have the Picture Cards frog, log, inchworm, ant, butterfly on display to use as visual cues for the words. (Use the inchworm, ant, and butterfly to represent bugs in the song.)

Say the first three lines of the song, pointing to the pictures of the frog, log, and bugs as you say the words. Let a volunteer point to the pictures as you say the first three lines again. Have children repeat the lines after you.

Ask children: What do the frogs eat? Encourage them to use single words and simple phrases. Give children time to respond, and then frame the response into a question and answer. Frogs eat bugs. Say it with me: What do the frogs eat? Frogs eat bugs. Together with children sing the first verse of the song, pantomiming sitting on a log and eating.

**Feedback**
If... children are not able to sing the verse,
then... have them just say the words frogs, log, and bugs.

Continue the activity by singing the remaining verse and having children jump like frogs. Repeat the song, losing one more frog each time until there are no frogs left. Use the Picture Cards or pantomime to provide visual clues to help children produce the words.

**Produce Language** After you have sung the entire song, have children sing two or three rounds of the song. You pantomime the actions and point to the Picture Cards while children sing the words. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**
Have children name other places the frogs could sit and other things they could eat.

**ELP ADVANCED / HIGH**
Work with children to make up other verses for the song using different animals and adjectives.

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

**Texas Outcomes**
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
In the Jungle **ELP: BEGINNING**

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

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card jungle. This is a jungle. Say it with me, jungle. A jungle is a kind of forest with bushes, vines, and many trees.
2. **Pair** Have children discuss what lives in a jungle. Provide this sentence frame: ______ live in a jungle.
3. **Share** Have children share what they and their partners can find in a jungle. Provide this model to help children structure their responses: Frogs live in a jungle.

**Feedback**

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

**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.

- jungle = jungla
- trunk = tronco

**Texas Outcomes**

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

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**What Color Are the Apples? ** **ELP: BEGINNING**

**Scaffold Play** As children create their drawings in the Writing Center, scaffold their play to help them produce language and develop listening vocabulary. Annie sells apples at her Farmer’s Market. What color are the apples? Use sentence prompts to help children name the colors. Annie sells green apples at the market. Does Annie sell red apples? Yes, these apples are red. Have children draw an apple for Annie’s market and color it red, yellow, or green. Ask a volunteer: What color is your apple? Give the child time to respond, and then frame the response into a question/answer. What color is your apple? My apple is green. Say it with me: My apple is green. Help children label their drawings with the correct color name.

**Make It Harder!**

**ELP: INTERMEDIATE**

Choose additional fruits and vegetables for children to draw and color. Have them describe their drawings, providing sentence prompts as needed. For example, say: Is that a banana? Is it yellow?

**ELP: ADVANCED / ADVANCED HIGH**

Have children draw and color additional fruits or vegetables that Annie could sell. Have them describe their drawings to a partner. Encourage them to label their drawings using letters, symbols, and transitional spelling to write words/word parts.

**Texas Outcomes**

**IL.0.6.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
English Language Development

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

**During Small Groups**

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

**Materials**

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
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<tbody>
<tr>
<td>elephant</td>
<td></td>
</tr>
<tr>
<td>monkey</td>
<td>“My Box of Crayons”</td>
</tr>
<tr>
<td>frog</td>
<td></td>
</tr>
<tr>
<td>parrot</td>
<td></td>
</tr>
<tr>
<td>lion</td>
<td></td>
</tr>
<tr>
<td>zebra</td>
<td></td>
</tr>
</tbody>
</table>

**A Lion’s Face ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word card lion. This is a lion. Let’s say it together: lion. Have children turn to a partner and say lion. Ask volunteers to say the word. Tell children that a lion is a kind of big cat. It has yellow fur.

**Develop Language** Help children learn the names of body parts. Point to the lion’s nose.

**Routine Card 8**

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

1. **I Say** The lion has a nose. Listen as I say the word, nose.
2. **We Say** Let’s say it together, nose. Do you have a nose? Point to it. Have children say nose and point to their noses.
3. **You Say** Let me hear you say nose. Have volunteers say nose. If children are hesitant to speak in the group, have them turn to a partner to say nose.

Display the lion Concept Word card again and point to the lion’s nose. Do you see the lion’s nose? I see the lion’s nose.

Repeat the routine for the words mouth, teeth, hair. For each, have children point to these parts on their own bodies.

**Produce Language** Close the activity by asking children What does the lion do with his nose? Show me. Have children respond by mimicking a lion sniffing. Ask What does a lion do with his mouth? Show me. Have children respond by mimicking a lion roaring or biting.

**During Center Time**

**Days 1, 3, 4**

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

**Pretend and Learn**
Art

**Days 2, 5**

**Make It Harder!**

**ELP INTERMEDIATE**
Have children continue the activity by drawing a picture of a lion. Have them point to and name the nose, mouth, teeth, and hair.

**ELP ADVANCED**
Have children imagine they are lions. Have them complete the sentence frame I am a lion. I like to ______.

**ELP ADVANCED / HIGH**
Have children tell what they know about lions. If necessary, ask questions such as, What do lions like to eat? Where do lions live? What sound does a lion make? Can a lion run fast?

**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.

lion = león

**Texas Outcomes**

I. A. 3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Parts of the Face

**Scaffold Play**  As children engage in independent play in the Pretend and Learn Center, scaffold their work and help them produce language. Choose a mask and engage the children in conversation. *Show me the eyes.* When children point to the eyes on the mask, say: *Here are the eyes.* Have children say it with you and then repeat it on their own.

Continue scaffolding the activity by having children use object names to complete these sentence frames:

*Show me the _______. Here are the _______.*

**Make It Harder!**

**ELP INTERMEDIATE**

Switch roles and require children to have you point out the ears, eyes, nose, or hair on a mask.

**ELP ADVANCED / ADVANCED HIGH**

Divide the group into pairs. Have one child choose an animal mask and role play being that animal. Have the other child interview the animal, asking questions such as, *What do you like to eat? Where do you live?* Then have children switch roles.

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Texas Outcomes

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

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My Box of Crayons

**Develop Vocabulary**  Use “My Box of Crayons” (page 111) to teach vocabulary in the song: *white, pink, purple, brown, orange, gray.* Distribute a set of crayons in red, blue, white, black, pink, purple, yellow, brown, green, orange, and gray to each child.

Sing the first verse of the song. Have children hold up their red crayons as you sing the first verse again. Have children repeat the lines after you. Repeat the process for the second verse.

Sing the third verse of the song. Hold up a white crayon. *This crayon is white. Let’s say it together, white. Find your white crayon. Show it to me.* Have the children say *white* and display their white crayons. Together with children sing the third verse of the song.

**Feedback**

If... children cannot identify the color *white,*

then... restate the name of each crayon color.

Continue the activity by singing the remaining verses, pausing to teach the color names *pink, purple, brown, orange,* and *gray.* Have children display the correct crayon as each color is named.

**Produce Language**  After you have sung the entire song, hold up a crayon and have children sing one verse, using the name of the color of the crayon you are displaying. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children find and point to white objects in the classroom. Repeat the process with the colors pink, purple, brown, orange, and gray.

**ELP ADVANCED**

Have children name white objects that they might find outdoors, such as cars or houses. Have them do the same with pink, purple, brown and orange.

**Words to the Wise**

If you speak the children’s home language, you can name the words in their home language to support development of English oral language.

**Texas Outcomes**

**II.E.7.** Child uses single words and simple phrases to communicate meaning in social situations.
What Is an Elephant? **ELP BEGINNING**

**Produce Language** Remind children that they have been learning about animals that live in the jungle.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *elephant*. This is an elephant. Say it with me, *elephant*. An elephant is a big animal. It has a long nose and big ears.

2. **Pair** Have children discuss with a partner what an elephant can do with its nose. Provide this sentence frame: *An elephant can _____.*

3. **Share** Have children share with the group what they discussed. Provide this model to help children structure their responses: *An elephant can _____.*

**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.

- **frog** A frog swims in the _____.
- **lion** A lion _____
- **monkey** A monkey likes to eat _____.
- **parrot** A parrot can _____.
- **zebra** A zebra has _____ and _____ stripes.

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What’s In Your Jungle? **ELP BEGINNING**

**Scaffold Play** As children work on their paintings in the Art Center, scaffold their play to help them produce language and develop vocabulary. Ask questions about the jungle scenes they have painted. Did you paint animals? What kinds of animals did you paint? Use sentence prompts to help children describe the animals and other objects in their jungle scenes. I see a monkey. The monkey is brown. The monkey is in the tree. Encourage children to use simple phrases to name things in their paintings. If they cannot name something, say its name, have them say it with you, and then have them say it on their own.

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**Day 4**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE** Have children name the colors they see in the pictures of the animals.

**ELP ADVANCED** Have children tell which animal they like best and explain why.

**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.

- **elephant** = *elefante*
- **zebra** = *cebra*

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**Day 5**

**Center Time**

**Make It Harder!**

**ELP INTERMEDIATE** Switch roles and have children name objects for you to locate in their paintings.

**ELP ADVANCED / ADVANCED HIGH** Have partners use their paintings to play a searching game, describing an object or animal in their paintings for a partner to guess. Encourage them to describe the object or animal by telling what color it is.

**Texas Outcomes**

- **ILA.1** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
- **IEL.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.

**Materials**
- Concept Word Cards: cactus, desert, dry
- Picture Word Cards: block, desk, juice
- Materials to Gather from Home: an orange, a knife
- Song: "Eentsy, Weentsy Spider"

**Days 1, 3, 4**

**Days 2, 5**

**During Center Time**

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

**Pretend and Learn**
- Math

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**Wet or Dry? **

**ELP BEGINNING**

**Reteach Vocabulary**
Display the Concept Word Card dry. The dirt is dry. It is not wet. There is no water. It is dry. Let’s say it together: dry. Have children turn to a partner and say dry. Ask volunteers to say the word. Display an orange. Deliberately touch the skin. The orange skin is dry. Ask volunteers to say the orange.

**Develop Language**
Help children learn the antonyms wet and dry. Cut the orange in half. Display the cut side of the orange. Squeeze it gently to demonstrate that it is juicy.

**Routine Card 8**

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

1. **I Say**
   - The inside is wet. Listen as I say the word, wet.

2. **We Say**
   - Let’s say it together, wet. What part do you eat, the wet part or the dry part? The wet part. Pretend to eat the orange with enjoyment. Have the children say wet and pretend to eat an orange.

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

Display the dry Concept Word card again. Is the dirt wet or dry? It is dry.

Display the Picture Cards desk, juice, lake, newspaper, block, and soup. For each, ask Is the ______ wet or dry? Have children respond with the word wet or dry.

**Produce Language**
Close the activity by saying to each child: Show me something wet or Show me something dry. Have each child respond by pointing to a picture and naming it.

**Day 1**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE**
Have children continue the activity by finding and naming objects in the classroom that stay dry. Then have them find and name objects that get wet. Have them complete these sentence frames as they find the objects: The ______ is dry. The ______ is wet.

**Words to the Wise**
Talking with children helps them master new words, develop concepts, and learn to think about things. It is important to have conversations with all the children in your classroom each day.

**Texas Outcomes**

H.L.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
**Where Are They? (ELP BEGINNING)**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their work and help them produce language. Engage the children in conversation. *Where are the lions?* When children point to the lion label on the map, say: *Here are the lions.* Have children say it with you and then repeat it on their own.

Continue scaffolding the activity with these sentence frames:

*Show me the _______. Here are the _______.*

**Make It Harder!**

**ELP INTERMEDIATE**

Switch roles and have children have you point out the monkeys and other animals on the map.

**ELP ADVANCED**

Have children tell what animals they would like to see at a zoo. Have them tell why.

**ELP ADVANCED / ADVANCED HIGH**

Divide the group into pairs. Have one child play the role of a zookeeper while the other plays a zoo visitor. Have pairs role play a conversation in which the visitor asks questions and the zookeeper answers. If pairs need help, suggest that the visitor ask how to find a certain animal in the zoo.

**Texas Outcomes**

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

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**Eentsy, Weentsy Spider (ELP BEGINNING)**

**Develop Vocabulary** Use “Eentsy, Weentsy Spider” (page 189) to teach vocabulary in the song: *spider, rain, sun.* Have the Picture Card *spider* and the Concept Word card *sun* on display to use as visual cues for some of the words.

Point to the picture of the spider and sing the first line of the song. As you sing, do the motion for the spider, making circles with the thumbs and index fingers and twisting them upward. *When I do this, what is it?* Give children time to respond, and then frame their responses into sentences. *This is the spider. The spider went up the water spout.* Say it with me: *This is the spider. The spider went up the water spout.* Have children do the motion as they sing the first line of the song with you.

**Feedback**

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

Continue the activity by singing the rest of the song and having children identify what each motion represents. Use drawings or the Picture Cards to provide visual clues to help children produce the words.

**Produce Language** After you have sung the entire song together, have the group of children sing the song and perform the motions. You hum along and do the motions while the children sing. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Play a game with children. Say *Here comes the rain!* Have children respond by making the rain motion from the song. Say *Here comes the sun!* and have children make the sun motion. Do the same for the spider. Say the prompts in random order, switching rapidly from one to another. Then let volunteers take turns giving the prompts.

**ELP ADVANCED / HIGH**

Have children make up new verses about a different animal and new motions to go with them. For example, they could sing *Then the wind blew,* and *blew the bird away* while making a sweeping motion with the hands.

**Texas Outcomes**

II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
In The Desert  **ELP BEGINNING**

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

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card **desert**. This is a desert. Say it with me, **desert**. A desert is a place with little water or trees and a lot of sand.

2. **Pair** Have children discuss with a partner what they can find in a desert. Provide this sentence frame: A desert has _______.

3. **Share** Have children share what they can find in a desert with the group. Provide this model to help children structure their responses: A desert has _______.

   **Feedback**
   If a child has trouble coming up with the names of things in a desert, then have children point to pictures, and provide the words for them.

Continue the routine with the remaining concept words and sentence frames such as these:

- **cactus** The cactus has _______.
- **dry** A _______ is dry.
- **rock** The rock feels _______.
- **sand** The sand is _______.
- **sun** I see the sun in the _______.

**Make It Harder!**

**ELP ADVANCED**
Have children use Concept Words from this Unit to describe the weather in the desert (hot, dry).

**ELP ADVANCED / ADVANCED HIGH**
Have children tell whether they would rather live in a desert or in a jungle. Have them explain their answers.

**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.
- **desert = desierto**
- **cactus = cactus**

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Colors and Shapes  **ELP BEGINNING**

**Scaffold Play** As children work on their patterns in the Math Center, scaffold their play to help them produce language and develop vocabulary. What kind of pattern are you making? What colors are you using? Use sentence prompts to have children describe their patterns. I see that you are using circles and squares. What other shapes can you use? Encourage children to use simple phrases to say the names of the colors and shapes they choose. If they cannot name a color or shape, say it, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**
Have children look at the patterns their neighbors are making. Have the children talk about how their patterns are the same and how they are different.

**ELP ADVANCED / ADVANCED HIGH**
Who is using a red triangle? Have children raise their hands and say I am using a red triangle. Continue by asking similar questions, such as Who is using a blue square? Have children provide a color name and shape name in each response.

**Texas Outcomes**
**ILAE 2**. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
English Language Development

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**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
  - hide
  - lizard
  - snake
- Materials to Gather from Home
  - pictures of
    - spider
    - turtle
    - under
  - buffalo, deer, antelope
- Song
  - “Home on the Range”

**During Center Time**

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

**Writing**

**Day 1**

**Small Group**

**I Am Hiding**

**Re-teach Vocabulary** Display the Concept Word Card *hide*. I can hide. Let’s say it together: *hide*. Have children turn to a partner and say *hide*. Ask volunteers to say the word. Tell children that when they hide, they go where no one can see.

**Develop Language** Help children learn the words *under* and *behind*. Display the Concept Word Card *under*.

**Routine Card 8**

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

1. **I Say** I can hide *under* the table, *under*. Listen as I say the word, *under*.
2. **We Say** Let’s say it together, *under*. What can you hide *under*? Pantomime hiding under something; crouch down and tent your arms over your head. Have the children say *under* and pretend to hide under something.
3. **You Say** Let me hear you say *under*. Have volunteers say *under*. If children are hesitant to speak in the group, have them turn to a partner to say *under*.

Display the Concept Word Card *under* again. Where is the girl? The girl is under the table.

Stand or crouch behind a piece of furniture or a door in the classroom. Say, I can hide behind the _______. Continue with steps 2 and 3 of the routine.

**Produce Language** Have children show understanding of language being spoken by teachers and peers by hiding a doll behind and under various objects in the classroom. Have children respond by saying either *under* or *behind*.

**Make It Harder!**

**Intermediate**

Play “I’m Hiding” with children. Have a volunteer think of a place they could hide a doll in the classroom. Have the volunteer whisper the chosen hiding place to the other students. Then ask a series of questions to guess the hiding place, such as *Are you behind the bookcase? Are you in the toy box?*

**Advanced**

Have pairs of students play “I’m Hiding,” taking turns hiding the doll and asking questions.

**Words to the Wise**

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

**Texas Outcomes**

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

**ELP BEGINNING**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their work and help them produce language. Engage the children in conversation. *What animal are you?* Provide this model to help children structure their responses: *I am a _______.* Have children say it with you and then repeat it on their own.

Continue scaffolding the activity by asking additional questions:

*Do you have a tail? Do you fly?*

Have children answer with common English phrases (i.e., *No, I don't*) Use gestures and pantomime as needed to help children understand the questions.

**Make It Harder!**

**ELP INTERMEDIATE**

Act like an animal and have children guess and say what you are. Repeat the activity with other animals.

**ELP ADVANCED / ADVANCED HIGH**

Have children give partners verbal clues to get them to guess what animal they are thinking of.

**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**

III.B.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

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**Home on the Range**

**ELP BEGINNING**

**Develop Vocabulary** Use "Home on the Range" (page 267) to teach vocabulary in the song: *buffalo, deer, antelope.* Have pictures of a buffalo, a deer, and an antelope on display to use as visual cues for the words.

Point to the picture of the buffalo. Say *buffalo* and pantomime being a buffalo, hunching your back and holding your elbows out to the side to mimic the broad shoulders of the buffalo. Point to the picture of the deer, say the word, and hold your hands on your head for ears. Point to the picture of the antelope, say the word, and hold your fists on your head with the index finger pointing up for horns.

Sing the first line of the song, making the buffalo motion when you sing the word *buffalo. When I do this, what am I?* Give children time to respond, and then frame their responses into sentences. *I am a buffalo. Say it with me: I am a buffalo.* Have children do the motion as they sing the first line of the song with you.

**Feedback**

If... children are not able to produce the word *buffalo,*

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

Continue the activity by singing the rest of the song and making the deer and antelope motions whenever those words are sung. Have children identify which animal each motion represents.

**Produce Language** After you have sung the entire song together, have the group of children sing the song and perform the motions. You hum along and do the motions while the children sing. Chime in with words as needed.

**Make It Harder!**

**ELP INTERMEDIATE**

Ask children what sounds dogs, cats, and birds make. Then sing the first verse again, substituting *dog, cat, and bird* for *buffalo, deer, and antelope.* Have children listen for the animal names and bark, meow, or chirp when they hear them.

**ELP ADVANCED**

Have children tell what they know about buffalo, deer, and antelope, using full sentences.

**ELP ADVANCED / ADVANCED HIGH**

Have children make up a new verse with different animals and new motions to go with them.

**Texas Outcomes**

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

**Produce Language** Remind children that they have been learning about animals that live in the desert.

**Routine Card 2**

**Think** Display the Concept Word Card spider. This is a spider. Say it with me, spider. A spider is a very small animal with eight legs.

**Pair** Have children discuss with a partner what a spider can do. Provide this sentence frame: A spider can ______.

**Share** Have children share what a spider can do with the group. Provide this model to help children structure their responses: A spider can ______.

**Feedback**
If... a child has trouble coming up with words for what a spider can do, then... have him/her point to pictures or use pantomime or gestures. Provide the word for them and have them repeat it.

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

- hide  I can hide in a ______.
- lizard  The lizard has ______ skin.
- snake  The snake says ______.
- turtle  The turtle has a hard ______.
- under  Put the box under the ______.

**Make It Harder!**

**ELP ADVANCED**
Have children answer the following questions:
- What animal moves slowly?
- What animal has four legs?
- What animal has no legs?
- What animal spins a web?

**ELP ADVANCED / ADVANCED HIGH**
Animals such as snakes and spiders often produce strong feelings in people. Have children tell how they feel about each desert animal and explain why.

**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, tortuga/turtle

**Texas Outcomes**

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

Feelings  
**ELP BEGINNING**

**Scaffold Play** As children draw and label their faces in the Writing Center, scaffold their play to help them produce language and develop vocabulary. Make a happy face. Look at my face. How do I feel? Make a sad face and repeat the question. Use sentence prompts to have children tell how you feel. I smile. I feel happy. I frown and cry. I feel sad. Encourage children to use correct grammar to say the names of the feelings they are drawing. If they cannot name a feeling, say it, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**
Have children complete the following sentence frames: I feel happy when ______. I feel sad when ______.

**ELP ADVANCED**
Encourage children to talk about feelings by asking questions. For example, ask What makes you feel sad? What makes you feel mad? What do you do when you feel happy?

**Texas Outcomes**

**ILE 8.** Child attempts to use new vocabulary and grammar in speech.
Unit 5 Acknowledgments

Teacher’s Guide

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