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.

**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**
  - cloud
  - day
  - moon
- **Picture Word Cards**
  - night
  - sky
  - sun
- **Song**
  - “Twinkle, Twinkle, Little Star”

**Days 1, 3, 4**

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

- Pretend and Learn
  - Sand, Water and More

**Day or Night? ELP BEGINNING**

**Reteach Vocabulary**
Display the Concept Word Cards day and night. It is day. Let’s say it together: day. Have children turn to a partner and say day. Ask volunteers to say the word. Tell children that when the sun comes up in the morning (raise your arms above your head to make a circle for the sun), it is day. Repeat for the word night.

**Develop Language**
Help children learn the names of things they can see in the sky. Display Concept Word Card moon.

**Routine Card 8**

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

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

2. **We Say**
   - Let’s say it together, moon. Where do we see the moon? Point upward. We see the moon in the sky. Have the children say moon and point upward.

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

Display the pictures of night and day again. Do we see the moon at night or in the day? We see the moon at night.

Continue with Picture Cards sun and rainbow. For each, ask when we see them.

**Produce Language**
Close the activity by asking children what we can see at night and what we can see in the day. Have children respond by pointing to the pictures and saying the words.

**Day 1**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**
Ask children questions about daytime and nighttime activities. Do you go to bed at night? Do you eat breakfast during the day?

**ELP ADVANCED**
Have children work with a partner to list things we do in the day and things we do at night. Have them share their ideas with the group.

**Words to the Wise**
Incorporate children’s responses, ideas, examples, and experiences into the lesson when possible. Doing so will help children feel more involved in the learning process.

**Texas Outcomes**

- **I.A.1** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Cooking Out  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 are you cooking? Provide this model to help children structure their responses: I am cooking _______. Have children say it with you and then repeat it on their own.

Continue scaffolding the activity by asking additional questions:
What are you eating? I am eating _______.

Make It Harder!
ELP INTERMEDIATE
As children play with the cooking utensils, have children name each one and say what they can do with it. Provide these sentence frames: This is a _______. I can use it to _______.

ELP ADVANCED / ADVANCED HIGH
Encourage children to interact with one another in the center, asking each other what they are cooking.

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

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

Twinkle, Twinkle, Little Star  ELP BEGINNING

Develop Vocabulary  Use “Twinkle, Twinkle, Little Star” (page 33) to teach vocabulary in the song: twinkle, high, sky. Have Concept Word Cards night and star on display to use as visual cues for the words. Display the Concept Word Card night and tell children this is a song about a star in the night sky.

Sing the first line of the song, holding your fingertips together and opening and closing them when you say the word twinkle. When I do this, what is it? Give children time to respond, and then frame their responses into sentences. This is a star that twinkles. Twinkle, Say it with me: Twinkle. Have children do the motion as they say the first line of the song with you.

Feedback
If... children are not able to produce the word twinkle,
then... have them make the gesture.

Continue the activity by singing the rest of the song. As you sing, reach high into the air for the word high.

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

Make It Harder!
ELP INTERMEDIATE
Ask children to think of things that twinkle, such as lights, diamonds, and glitter.

ELP ADVANCED
Have children tell about what lights they can see when they look at the night sky.

ELP ADVANCED / ADVANCED HIGH
Have children discuss things that could help the traveler see better at night.

Texas Outcomes
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
**What Is in the Sky? ELP BEGINNING**

**Produce Language** Remind children that they have been learning about daytime and nighttime.

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

1. **Think** Display the Concept Word Card sky. This is the sky. Say it with me, sky. The sky is the space high above us that seems to cover the Earth.

2. **Pair** Have children discuss with a partner things they have seen in the sky. Provide this sentence frame: I saw ______ in the sky.

3. **Share** Have children share with the group what they have seen in the sky. Provide this model to help children structure their responses: We saw ______ in the sky.

**Feedback**
If... a child has trouble coming up with words for things they have seen, then... have children point to pictures or use pantomime or gestures. Provide the word for them and have them repeat it.

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

- **cloud** The cloud is in the ______.
- **day** During the day, I can ______.
- **moon** We see the moon at ______.
- **night** At night, I can ______.
- **star** Look ______ to see the star.

**Make It Harder!**

**ELP ADVANCED**
Have children continue the conversation during Pair by responding to their partner and asking a question: I have never seen a balloon in the sky. What did it look like?

**ELP ADVANCED / ADVANCED HIGH**
Have children continue the conversation during Pair and produce longer sentences during Share: Lupe saw a balloon in the sky, but I saw a helicopter.

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

**Texas Outcomes**

**E.L.2** Child shows understanding of the new language being spoken by English-speaking teachers and peers. **E.L.7** Child uses single words and simple phrases to communicate meaning in social situations.

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**What Is It? ELP BEGINNING**

**Scaffold Play** As children dig up the buried camping equipment in the Sand, Water, and More Center, scaffold their play to help them produce language and develop vocabulary. Dig up an object and engage the children in conversation. What can I do with this? When children pantomime using the object, say: I can dig with the shovel. Have children say it with you and repeat it on their own.

Continue scaffolding play with these questions and answer frames:

What is this? This is a ______.

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**
Switch roles and have children ask you what you can do with an object.

**ELP ADVANCED / ADVANCED HIGH**
Pair English learners with English native speakers to discuss and play with the objects they find.

**Texas Outcomes**

**I.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.

Materials

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Picture Word Cards</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>lightning</td>
<td>thunder</td>
<td>Spider</td>
</tr>
<tr>
<td>rain</td>
<td>weather</td>
<td>“Eensy, Weensy Spider”</td>
</tr>
<tr>
<td>storm</td>
<td>wind</td>
<td></td>
</tr>
</tbody>
</table>

Weather Words **ELP BEGINNING**

Reteach Vocabulary Display the Concept Word Card weather. This map shows the weather. Let’s say it together: weather. Have children turn to a partner and say weather. Ask volunteers to say the word. Tell children weather is how it feels outside.

Develop Language Help children learn weather-related words. Display the Picture Card sun. Fan yourself as if hot.

Routine Cards

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

1. **I Say** The weather is *hot*, *hot*. Listen as I say the word, *hot*.
2. **We Say** Let’s say it together, *hot*. The weather is *hot* when the sun is in the sky. Have the children say *hot* and fan themselves.
3. **You Say** Let me hear you say *hot*. Have volunteers say *hot*. If children are hesitant to speak in the group, have them turn to a partner to say *hot*.

Display the Picture Card sun again. How is the weather? The weather is *hot*.

Continue the routine with *cold*. Show a picture of a winter scene and shiver.

Produce Language Close the activity by having volunteers pantomime feeling hot or cold. Have other children respond by pointing to the pictures and saying the words.

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 Science Lab

Day 1

Small Group

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell what they wear when the weather is hot and when the weather is cold.

**ELP ADVANCED**

Ask children to describe other kinds of weather and how it makes them feel.

**ELP ADVANCED / ADVANCED HIGH**

Have children discuss the differences between hot and cold weather. Have them tell what they do when the weather is hot and cold.

Words to the Wise

Spanish speakers often substitute the long o sound for the short o sound. Children may need additional modeling to say the word *weather*.

Texas Outcomes

**What Do You See?**

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

Continue scaffolding the activity by asking additional questions:

What do you see in the sky? I see _______ in the sky.

**Make It Harder!**

**Advanced / Advanced High** Have partners play a guessing game, describing something they see through their telescopes for a partner to guess.

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**Texas Outcomes**

ELL.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**

**Develop Vocabulary** Use “Eentsy, Weentsy Spider” (page 111) to review vocabulary in the song: spider, rain, sun. Have the Picture Cards spider and sun on display to use as visual cues for some of the words.

Ask children if they remember how to show the spider going up the water spout. Give children time to refresh their memories and make the motion. **When you do that, what is it?** Give children time to respond, and then frame their responses into sentences. It is the eentsy, weentsy spider. The eentsy, weentsy spider went up the water spout. Say it with me: **The eentsy, weentsy spider went up the water spout.** Sing the first line of the song while children make the motion for the spider. Then have children sing with you as you sing the line again and make the motion.

**Feedback**

If... children cannot remember a word,

then... have them point to the pictures.

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** Have the group of children sing the song and perform the motions. Hum along and do the motions while the children sing. Chime in with words as needed.

**Make It Harder!**

**Advanced** Have children answer questions about the song: Who went up the water spout? What happened when the rain came down? What happened when the sun came out? What did the spider do then?

**Advanced / Advanced High** Have children act out the song, with one child playing the spider, one playing the sun, and the rest playing raindrops. Encourage them to narrate the story as they act it out and add dialogue.

**Words to the Wise**

Reinforce understanding of vocabulary and concepts through the use of synonyms, cognates, and visual cues.

**Texas Outcomes**

ELL.7. Child uses single words and simple phrases to communicate meaning in social situations.
What Is a Storm? **ELP BEGINNING**

**Produce Language** Remind children that they have been learning about what happens when the weather changes.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *storm*. This is a storm. Say it with me, *storm*. A storm is a strong wind with rain or snow.

2. **Pair** Have children discuss with a partner what can happen in a storm. Provide this sentence frame: *There can be ____ during a storm.***

3. **Share** Have children share what can happen in a storm with the group. Provide this model to help children structure their responses: *There can be ____ during a storm.*

**Feedback**

If... a child cannot produce the word *storm*,
then... have the child point to the picture.

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

- **lightning** I see lightning in the _____.
- **rain** The rain makes me _____.
- **thunder** The thunder sounds _____.
- **weather** The weather today is _____.
- **wind** The wind blows the _____.

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**Day and Night** **ELP BEGINNING**

**Scaffold Play** As children compare the *night* and *day* pictures in the Science Lab Center, scaffold their play to help them produce language and develop vocabulary. Provide a sentence frame to help children make comparisons. *In the **day** sky I see ____*, but in the **night** sky I see ____*. Help children name the objects in the pictures and guide them in using these words in the sentence frame.

Continue scaffolding play with these sentence frames:

Where is the ____? The ____ is in the ____ sky.

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**Texas Outcomes**

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

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**Day 4**

**Small Group**

**Make It Harder!**

**ELP ADVANCED**

Have children continue the conversation during Share by telling how they feel when they hear thunder or see lightning.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell about storms they have experienced. Encourage them to ask one another questions about the storms.

**Words to the Wise**

Spanish speakers may have trouble with the *th* in *thunder*, saying *tunder* or *dunder* instead. Provide additional modeling if necessary.

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**Day 5**

**Center Time**

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**

Switch roles and have children ask you what you see in the pictures.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell which picture they like best and why.

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**Texas Outcomes**

**ILT.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

<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>cold fall spring</td>
<td>summer warm winter</td>
<td>jacket or sweater</td>
<td><em>The Seasons</em></td>
</tr>
<tr>
<td></td>
<td>bed sun</td>
<td>pictures of a beach, ice, and flowers</td>
<td></td>
</tr>
</tbody>
</table>

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.

Science Lab
Pretend and Learn

Warm and Cold **ELP BEGINNING**

Reteach Vocabulary  Hug yourself and shiver as if cold. I am cold. I am not hot. I am cold. Let’s say it together: cold. Have children turn to a partner and say cold. Ask volunteers to say the word.

Develop Language  Help children learn the antonyms cold and warm. Put on a jacket or sweater. Say ahhh with pleasure and relief.

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

1. I Say  Now I am warm, warm. Listen as I say the word, warm.

2. We Say  Let’s say it together, warm. Does it feel good to be warm? Yes, it feels good. Say ahh with pleasure again. Have the children say warm and say ahh.

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

Remove the jacket or sweater and shiver again. Am I cold or warm? I am cold.

Display the Picture Cards kitten, igloo, bed, and sun. For each, ask, Is the _____ warm or cold? Have children respond with the word warm or cold.

Produce Language  Close the activity by having volunteers pantomime feeling either cold or warm. Have children respond by saying warm or cold.

Make It Harder!

**ELP INTERMEDIATE**

Have children page through magazines to find pictures of warm things and cold things. Have them complete these sentence frames: The _______ is warm. The _______ is cold.

**ELP ADVANCED**

Have children give clues to a partner about things that are cold and things that are warm. Have the partner guess what the item is. Have children switch.

**ELP ADVANCED / ADVANCED HIGH**

Have children discuss ways to get warm when you feel cold.

**Words to the Wise**

Spanish speakers often substitute the /n/ sound for /m/ at the end of words. Children may need additional modeling to say the word warm.

**Texas Outcomes**

IL.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
What Do You See? **ELP BEGINNING**

**Scaffold Play** As children observe the weather in the Science Lab Center, scaffold their play and help them produce language. Engage the children in conversation. What do you see? When children point to something, say: I see a cloud. Have children say it with you and then repeat it on their own.

Continue scaffolding the activity with these sentence frames:
- Do you see a _____? Yes, I see a _____.

**Make It Harder!**

**ELP INTERMEDIATE**

Encourage children to describe the things they see:
- The cloud is gray. The dirt is wet.

**ELP ADVANCED**

Have children label their drawings, using letters, symbols, and transitional spelling to write words or word parts.

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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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The Seasons **ELP BEGINNING**

**Develop Vocabulary** Use “The Seasons” (page 189) to teach vocabulary in the song: wave, tumbling, ice, flowers. Have the Concept Word Cards summer, fall, winter, spring and photos of ice, flowers, and a beach scene with waves on display to use as visual cues for some of the words.

Point to the pictures of the seasons as you say the first two lines of the song. Then say the summer verse and point to the water in the beach scene as you say the word wave. Say wave again and make a wave motion with your hands. **When I do this, what is it?** Give children time to respond, and then frame their responses into sentences. **This is a wave. Say it with me: This is a wave.** Have children do the motion as they sing the summer verse with you.

**Feedback**

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

Continue the activity by singing the rest of the song, making a motion of falling leaves for the word tumbling and pointing to the pictures for the words ice and flowers. Sing the song again and have children make the motions and point to the pictures with you.

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

**Make It Harder!**

**ELP INTERMEDIATE**

Have children draw a picture of one of the seasons. Then have them tell another child about their drawing. Encourage them to ask one another questions about their drawings.

**ELP ADVANCED**

Have pairs of children have a conversation where one asks, “What does [name of season] bring?” and the other replies in a complete sentence, using details from the song. Have children trade roles.

**Words to the Wise**

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

**Texas Outcomes**

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

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

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *spring*. It is *spring*. Say it with me, *spring*. Spring is the season after winter. It gets warm in the spring.

2. **Pair** Have children discuss with a partner what grows in the spring. Provide this sentence frame: _______ grow in the spring.

3. **Share** Have children share what grows in the spring with the group. Provide this model to help children structure their responses: _______ grow in the spring.

**Feedback**

If... a child has trouble saying *spring*, then... have children point to the picture.

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

- **cold** I feel cold when _______.
- **fall** Fall comes after _______.
- **summer** Summer comes after _______.
- **warm** It is warm in _______.
- **winter** The weather is _______ in the winter.

**Make It Harder!**

**ELP ADVANCED**

Have children tell which season they like best and why. Ask them what they like to do in their favorite season.

**ELP ADVANCED / ADVANCED HIGH**

Have pairs of children compare two seasons, telling how they are the same and how they are different. Have them share their ideas with the group.

**Words to the Wise**

Spanish speakers may pronounce the sound /s/ as /θ/ in English words. Provide additional modeling for the words *spring* and *winter* if needed.

**Texas Outcomes**

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

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Where Are You Hiking? **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. Engage the children in conversation. *Are you hiking? Where will you go?* When children point to their maps, say: *You will hike on the trail*. Encourage children to say what they will see on the trail. If they cannot name something, say it, have them say it with you, and then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children compare their maps to their neighbor’s. Have them point out how the maps are the same.

**ELP ADVANCED / ADVANCED HIGH**

Have children interact with one another in the center, asking each other where they are hiking and what they see through their binoculars.

**Texas Outcomes**

**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.

Materials

Concept Word Cards
- bottle
- garbage
- branch
- paper
- can
- recycle
- Earth
- summer

Picture Cards
- lake
- volcano
- nest
- robin

Song
- “The Green Grass Grows All Around”

What On Earth? ELP BEGINNING

Re-teach Vocabulary Display the Concept Word Card Earth. This is the Earth. Let’s say it together: Earth. Have children turn to a partner and say Earth. Ask volunteers to say the word. Tell children when that the Earth is the planet we live on and that the Earth is our home.

Develop Language Help children learn the names of parts of the Earth. Display Picture Card lake.

Routine Card 8
I Say, We Say, You Say

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

2 We Say Let’s say it together, lake. We can find a lake on Earth. What can we do in a lake? Make a swimming motion. We can swim in a lake. Have the children say lake and make a swimming motion.

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

Display the Concept Word Card Earth again. What can we find on Earth? We can find a lake on Earth.

Continue the routine with volcano and garbage. For each, ask what we can find on Earth. Have children respond verbally or by pointing to the picture.

Produce Language Close the activity by naming something we can find on Earth. Have children respond by pointing to the pictures and saying the words.

During Center Time

Language Structure and Production

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

Pretend and Learn Science Lab

Day 1

Small Group

Make It Harder!

ELP INTERMEDIATE

Have children think of and tell about things that live on the Earth, such as animals, people, and plants.

ELP ADVANCED

Have children work with a partner to list other parts of the Earth, such as mountains, forests, and cities. Have them compare their lists with another pair’s list.

ELP ADVANCED / ADVANCED HIGH

Have children tell if they have ever seen a lake, volcano, desert, or jungle, either in real life or in books or on TV. Ask children to tell what they know about them.

Texas Outcomes

II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
The Same and Different  
**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. What are you wearing? Provide this model to help children structure their responses: I am wearing a ______. Have children say it with you and then repeat it on their own.

Continue scaffolding the play by asking additional questions:
Is the weather warm or cold? The weather is ______.

**Make It Harder!**

**ELP: INTERMEDIATE**

Let children tell you what clothes to put on. Have them use complete sentences. Provide this model if necessary: Put on the ______.

**ELP: ADVANCED / ADVANCED HIGH**

Have children name articles of clothing we wear in both cold and warm weather.

**Words to the Wise**

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

**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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The Green Grass Grows All Around  
**ELP: BEGINNING**

**Develop Vocabulary** Use “The Green Grass Grows All Around” (page 267) to teach vocabulary in the song: tree, grass, branch, nest, bird. Have Concept Word Cards summer and branch and Picture Cards nest and robin on display to use as visual cues for the words.

Sing the first two lines of the song and point to the tree in the summer picture. What is this? Give children time to respond, and then frame their responses into sentences. This is a tree. Mimic a tree, standing straight with your bent arms raised. Say it with me: tree. Have children do the motion as they say the first two lines of the song with you.

**Feedback**

If... children are not able to produce the word tree, then... have them make the motion.

Continue the activity by singing the rest of the song. As you sing, point to the pictures (for grass, point to the grass in the summer picture). Add motions as you sing the song again. Hold one arm out straight for branch. Cup your hands for nest. Fold your arms to form “wings” for bird. Have children make the motions as you sing.

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

**Make It Harder!**

**ELP: INTERMEDIATE**

Ask children questions about the song for them to answer in full sentences. What was in the nest? A bird was in the nest.

**ELP: ADVANCED / ADVANCED HIGH**

Have children make up additional verses for the song. For example, they could sing about eggs in the nest or feathers on the bird.

**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, hierba; grass

**Texas Outcomes**

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

**Produce Language** Remind children that they have been learning how to take care of the Earth.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *bottle*. This is a *bottle*. Say it with *me*, *bottle*. A *bottle* is what we use to hold drinks and other liquids.

2. **Pair** Have children work with a partner to name things that come in bottles. Provide this sentence frame: *Bottles can hold ______ for a baby.*

3. **Share** Have children share what bottles can hold. Provide this model to help children structure their responses: *Bottles can hold ______ for a baby.*

**Feedback**

*If...* a child has trouble naming things that a baby drinks in bottles, *then...* have children point to pictures or use pantomime or gestures. Provide the word for them and have them repeat it.

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

- **cans** Cans can hold ______.
- **Earth** We find ______ on Earth.
- **paper** We can use paper to ______.
- **garbage** Put the garbage in the ______.
- **recycle** We can recycle ______.

**Make It Harder!**

**ELP** INTERMEDIATE

Have children discuss what they can do with old paper, bottles, and cans.

**ELP** ADVANCED / ADVANCED HIGH

Have children tell what they know about recycling.

**Words to the Wise**

In Spanish, there is no equivalent for the English sound /f/. Children may need additional modeling to say the word *garbage.*

---

How Does It Feel? **ELP** BEGINNING

**Scaffold Play** As children compare the sand, soil, and pebbles in the Science Lab Center, scaffold their play to help them produce language and develop vocabulary. Engage the children in conversation. *How does the sand feel?* Use sentence prompts to help children describe the materials. *The sand feels dry. It is heavy.* Encourage children to tell how the materials are the same and how they are different.

**Make It Harder!**

**ELP** INTERMEDIATE

Have children tell where we can find sand, soil, and rocks.

**ELP** ADVANCED

Have pairs of children share their drawings and discuss how they are the same and how they are different.

**Texas Outcomes**

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

**II.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.

### Develop Vocabulary and Produce Language

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

#### Materials

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>cactus</td>
<td>“Five Green and Speckled Frogs”</td>
</tr>
<tr>
<td>elephant</td>
<td></td>
</tr>
<tr>
<td>fall</td>
<td></td>
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<tr>
<td>frog</td>
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<tr>
<td>hot</td>
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<td>monkey</td>
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<td>moon</td>
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<td>parrot</td>
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<td>summer</td>
<td></td>
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<tr>
<td>lightning</td>
<td></td>
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<tr>
<td>zebra</td>
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</tr>
</tbody>
</table>

### Language Structure and Production

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

#### Science Lab

Pretend and Learn

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### Animal Names

#### ELP BEGINNING

**Reteach Vocabulary**  Display the Concept Word Card *monkey.* This is a monkey. Let’s say it together: *monkey.* Have children turn to a partner and say *monkey.* Ask volunteers to say the word. Have children tell you what they remember about monkeys.

**Develop Language**  Help children review the names of other animals. Display Concept Word Card *parrot.*

#### ELP INTERMEDIATE

Have pairs of children take turns giving each other commands to act like an animal. Provide this sentence frame: *Act like a/an.* Have them take turns giving the commands and acting them out.

#### ELP ADVANCED

Have children choose an animal and tell what they know and like about it.

#### ELP ADVANCED / ADVANCED HIGH

Have children choose an animal and, without saying what it is, describe what it looks like to a partner. The partner listens to the clues and guesses what it is. Then they switch roles.

#### Words to the Wise

Spanish speakers may have trouble with the /u/ sound in *monkey,* pronouncing it as /ə/ instead. Provide additional modeling if necessary.

### Texas Outcomes

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

**Scaffold Play** As children observe clouds in the Science Lab Center, scaffold their play and help them produce language. Engage the children in conversation. What shape is the cloud? What color is it? Provide this model to help children structure their responses: The cloud is ______. Have children say it with you and then repeat it on their own.

Use sentence prompts to tell how two clouds are different and how they are the same. This cloud is flat and thin. It is white. The other cloud is white, too. But it is fat and puffy.

---

Make It Harder!

**ELP** INTERMEDIATE

Have children say which cloud they think is prettiest and why.

**ELP** ADVANCED / ADVANCED HIGH

Encourage children to interact with one another in the center, asking each other about the clouds they are looking at.

**Words to the Wise**

Talk with all the children in your classroom every day. It will help them master new words, develop concepts, and learn to think about things.

---

**Texas Outcomes**

**ELP** BEGINNING

**Texas Outcomes**

- **H.E.5.** 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 339) to teach vocabulary in the song: delicious, jump.

Say the first three lines of the song and pantomime eating something delicious. Say Mmm, the bugs are delicious. Say mmm and rub your tummy or make some other motion to represent delicious. Say it, delicious. Have children say delicious and make the motion. Then have children sing the first three lines with you.

**Feedback**

If... children are not able to say delicious, then... have them just make the motion.

Say the next line of the song and jump. Ask the volunteer: What did the frogs do? Give the child time to respond, and then frame the response into a sentence. The frogs jumped. Say it with me: The frogs jumped. Have children jump as you sing the line.

Sing the song once and have children make the delicious motion and jump.

**Produce Language** Have children sing the entire song, losing one more frog each time until there are none left. You pantomime the actions while children sing the words. Chime in with words as needed.

---

Make It Harder!

**ELP** INTERMEDIATE

Have children tell what foods they think are delicious. Provide these sentence frames. A ______ is delicious. ______ are delicious.

**ELP** ADVANCED HIGH

Have children make up a story about what the frogs do after they jump in the pool.

**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.

**Texas Outcomes**

- **E.E.7.** Child uses single words and simple phrases to communicate meaning in social situations.
**Summer Fun ELP BEGINNING**

**Produce Language**

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card summer. **It is summer.** Say it with me, **summer.** Summer comes after spring and before fall.

2. **Pair** Have children discuss with a partner things they like to do in the summer. Provide this sentence frame: **We like to _____ in the summer.**

3. **Share** Have children share what they like to do in the summer with the group. Provide this model to help children structure their responses: **We like to _____ in the summer.**

**Feedback**

If... children have trouble coming up with words for things they like to do, then... have children use pantomime or gestures. Provide the word for them and have them repeat it.

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

- cactus: The cactus grows in the ______.
- fall: Fall comes after ______.
- hot: The ______ is hot.
- lightning: Storms bring lightning and ______.
- moon: The moon looks ______.

**Make It Harder!**

**ELP ADVANCED**

Have children discuss with a partner what the weather is like in the summer. Have them share their ideas with the group.

**ELP ADVANCED / ADVANCED HIGH**

Have children tell how summer and winter are different.

**Words to the Wise**

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

---

**Texas Outcomes**

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

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**We Are Camping 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. Engage the children in conversation. **I want to build a campfire. Will you help me?** Help children list what you need to build a fire. **We need branches. We need paper.** Have children name objects with you and repeat them on their own.

Continue scaffolding play by asking additional questions:

Are you putting up a tent? Yes, I am putting up a tent.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell what camping and cooking equipment they are pretending to use.

**ELP ADVANCED**

Invite children to pretend they are park rangers. Have them interact with the children who are pretending to camp.

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**Texas Outcomes**

IL.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
Unit 6 Acknowledgments

Teacher's Guide

Text

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Planning and Assessment Teacher’s Guide

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