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 they haven’t understood
- are able to participate in short conversations
- speak simply, using basic vocabulary
- use mostly simple sentence structures
- use pronunciation that can usually be understood by people who are used to interacting with English language learners

**ELP ADVANCED**
Advanced English language learners can understand and speak age-appropriate English, with some support. These children:
- usually understand longer, more elaborate directions, conversations, and discussions
- understand most main points and important details
- will request a speaker to repeat, slow down, or rephrase something they haven’t understood
- can participate comfortably in most conversations and classroom discussions
- understand and use basic sentence structures
- use pronunciation that can usually be understood

**ELP ADVANCED HIGH**
Advanced high ELLs have the ability to understand and speak English, with a minimal amount of support. These children:
- understand language at a level nearly comparable to native English-speaking children
- rarely need to ask a speaker to repeat, slow down, or rephrase the English they hear
- communicate effectively
- use English grammar structures and complex sentences
- may mispronounce words but not in a way that interferes with communication

English Language Development

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

**During Small Groups**

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

**Materials**

<table>
<thead>
<tr>
<th>Concept Word Cards</th>
<th>Picture Cards</th>
<th>Materials to Gather from Classroom</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>between</td>
<td>dog</td>
<td>block</td>
<td>“Bingo”</td>
</tr>
<tr>
<td>dark</td>
<td>sidewalk</td>
<td>two cups (or similar objects)</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td>wall</td>
<td>Name Cards</td>
<td></td>
</tr>
</tbody>
</table>

**Day 1**

**Small Group**

**Between or Above? ELP BEGINNING**

**Reteach Vocabulary** Display the Concept Word Card *between*. On the board or chart paper, draw a star between two circles. The star is between the circles. Let’s say it together: *between*. Have children turn to a partner and say *between*. Ask volunteers to say the word. Tell children *between* tells about something that is in the middle of two other things.

**Develop Language** Help children learn more position words. Draw a star above a square.

**Routine Card 8**

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

1. **I Say** The star is *above* the square, *above*. Listen as I say the word, *above*.
2. **We Say** Let’s say it together, *above*. What is the star *above*? Point to the square. The star is *above* the square. Have the children say *above*.
3. **You Say** Let me hear you say *above*. Have volunteers say *above*. If children are hesitant to speak in the group, have them turn to a partner to say *above*.

Place a block between two cups (or similar objects). Is the block *above* the cups or *between* the cups? The block is *between* the cups.

Continue the routine with *beside*, *under*, and *behind*, creating drawings to illustrate the meanings of the words.

**Produce Language** Close the activity by setting the block *between*, *under*, *beside*, or *behind* the cup. Ask, Where is the block? Have children respond by pointing to the block and saying the position word that describes where the block is.

**During Center Time**

**Language Structure and Production**
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.

**Pretend and Learn**

Science Lab

**Develop Vocabulary and Produce Language**

**Materials**

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<td>light</td>
<td>wall</td>
<td>Name Cards</td>
<td></td>
</tr>
</tbody>
</table>

**Day 2, 5**

**Small Group**

**Between or Above? ELP INTERMEDIATE**

Have children identify objects in the classroom that are *between*, *under*, *beside*, or *behind* other objects.

**Between or Above? ELP ADVANCED**

Have pairs of children play “I’m Hiding.” One child thinks of a place to hide in the classroom. The other child asks a series of questions to guess the hiding place, such as Are you *between* the tables? Are you *under* the chair?

**Words to the Wise**

When introducing a new word in English, using pictures, diagrams, artifacts, or hands-on manipulatives can help children grasp the meaning of new words.

**Texas Outcomes**

**B.A.3.** Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Popcorn for Sale

**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. Would you like popcorn? Provide this model to help children structure their responses: Yes, I would like popcorn. Have children say it with you and then repeat it on their own.

Continue scaffolding play with sentence frames such as these:

Would you like ____? Yes, I would like ____.
Would you like ____? No, I would not like ____.
How much does the popcorn cost? The popcorn costs ____.

**Make It Harder!**

**ELP INTERMEDIATE**

Have children pretend to work in the concession stand. Ask them about the snacks they have for sale and interact with them by pretending to buy the snacks.

**ELP ADVANCED / ADVANCED HIGH**

Encourage children to interact with one another in the center, pretending to buy and sell snacks. Have them extend the conversation by asking and answering questions about other items found in the Center.

**Texas Outcomes**

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

Bingo

**Develop Vocabulary** Use "Bingo" (page 33) to teach vocabulary in the song: **dog, name**. Have the **dog** Picture Card available to use as a visual cue.

Sing the first line of the song, and display the **dog** Picture Card. **What did the farmer have?** Give children time to respond, and then frame their responses into sentences. **The farmer had a dog, dog. Say it with me: dog.**

Sing the next line of the song, but change **name-o** to simply **name**. **The dog’s name was Bingo. My name is _____**. **What is your name?** Have volunteers state their names.

Continue the activity by singing the song with the following changes: **There was a teacher had a child and [child’s name] was his name.** Spell the child’s name and model clapping with each letter. Repeat with other children’s names and have children sing and clap with you. If children are not able to spell the names, they can just clap along as you spell them.

**Feedback**

If... children do not respond verbally when asked, “What is your name?”
then... have them point to their **Name Card**.

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

**Make It Harder!**

**ELP INTERMEDIATE**

Have children tell what name they would like to give a dog or tell about dogs they know.

**ELP ADVANCED / ADVANCED HIGH**

Encourage children to interact with one another in the center, pretending to buy and sell snacks. Have them extend the conversation by asking and answering questions about other items found in the Center.

**Texas Outcomes**

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

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

**Routine Card 2**

**Team Talk**

1. **Think** Display the wall Concept Card. This is a wall. Say it with me, wall. A wall is the side of a building or room. Touch the walls of the classroom. These are walls. Have children count the classroom walls with you.

2. **Pair** Have pairs of children choose a wall in the classroom and discuss what they see on it. Provide this sentence frame: We see ______ on the wall.

3. **Share** Have children share what they see on the wall. Provide this model to help children structure their responses: We see ______ on the wall.

**Feedback**

If... a child has trouble coming up with words for an object they see, then... have children point to the object. Provide the word for them and have them repeat it.

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

- **between** I sit between _____ and _____.
- **dark** The sky is dark at ____.
- **light** Light comes from the ____.
- **shadow** I see a shadow on the _____.
- **sidewalk** We _____ on the sidewalk.

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**Paper or Plastic?  **ELP BEGINNING**

**Scaffold Learning** As children sort the recyclable materials in the Science Lab, scaffold their learning to help them produce language and develop vocabulary. Engage the children in conversation. This is paper. Where should I put it? When children point to a bin, say: It goes in the paper bin. Have children say it with you and repeat it on their own.

Continue scaffolding learning with these questions and answer frames:

Is this paper, metal, or plastic? It is _____.

Where should I put it? Put it in the _____ bin.

---

**Make It Harder!**

**ELP INTERMEDIATE**

Have children name objects on their walls at home.

**ELP ADVANCED**

Have children continue the conversation during Pair, and produce more complex responses during Share: We see a clock on the wall. It is above the door.

**ELP ADVANCED HIGH**

Have children continue the conversation during Pair by telling which object they like best.

**Words to the Wise**

In Spanish and Cantonese, there is no equivalent for the English sound /sh/. Children may need additional modeling to say the word shadow.

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**Texas Outcomes**

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

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

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**Day 4**

**Small Group**

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**Day 5**

**Center Time**

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Long and Short  

Reteach Vocabulary  Display the long Concept Word Card. Point to the long pencil. Look at the pencils. This pencil is long. Let's say it together: long. Have children turn to a partner and say long. Ask volunteers to say the word.

Display the short Concept Card. Point to the short pencil. Look at the pencils. This pencil is short. Let's say it together: short. Have children turn to a partner and say short. Ask volunteers to say the word.

Develop Language  Help children learn the names of things that are long and short. Display Picture Cards snake and inchworm.

I Say, We Say, You Say

1. I Say  This is a snake. This is an inchworm. The snake is long. The inchworm is short. Listen as I say the words: long, short.

2. We Say  Let's say the words together, long, short. The snake is long. The inchworm is short. Have the children say long and short.

3. You Say  Let me hear you say long and short. Have children who are hesitant to speak in the group, say the words to a partner.

Display the long and short Concept Word Cards again. Which animal is long? The snake is long. Which animal is short? The inchworm is short. Continue the routine with alligator and frog.

Produce Language  Close the activity by having children mimic the sound or motion of one of the animals. Have the other children identify it by pointing to the pictures and saying the animal name. Then have them indicate whether the animal is long or short.

Make It Harder!

ELP INTERMEDIATE

Have children page through a book of animals and study the tails and ears. Have them tell whether the ears and tails are short or long.

ELP ADVANCED

Give children a set of crayons and have them describe their lengths. The red crayon is long. The blue crayon is short.

ELP ADVANCED HIGH

Have children identify short objects and long objects in the classroom. Have them compare them in a sentence: The ______ is long, but the ______ is short.

Words to the Wise

The sound /sh/ does not exist in Spanish and Cantonese. It may be difficult for speakers of other languages to pronounce as well. Provide additional modeling for the word short if needed.

Texas Outcomes

B.3.1. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Buyng Tickets **ELP BEGINNING**

**Scaffold Play** As children engage in independent play in the Pretend and Learn Center, scaffold their play and help them produce common English phrases. Engage the children in conversation. Do you have a ticket? Help children pretend to buy tickets. We can buy a ticket here. We would like two tickets, please. Have children say it with you and then repeat it on their own.

Continue scaffolding play with these sentence frames:

Do you want _____?
We can buy _____ here.
What time is the movie? The movie is at ______.

---

**The Bear Went Over the Mountain ** **ELP BEGINNING**

**Develop Vocabulary** Use “The Bear Went Over the Mountain” (page 111) to teach vocabulary in the song: bear, mountain. Have the Picture Card bear on display to use as a visual cue.

Say the first line of the song and point to the picture of the bear. What is this? Give children time to respond, and then frame their responses into sentences. This is a bear. Say it with me: This is a bear. Display the mountain Amazing Word Card. Say, A mountain is a tall hill. Let’s make a mountain with our arms. Sing the first three lines of the song while making the motion for mountain. Sing the next line of the song with your hand over your brow, looking back and forth. You and the children sing all four lines while doing the motions.

**Feedback**

*If...* children are not able to produce the words bear or mountain,
*then...* have them point to the corresponding picture or make the motion when you say the word.

Continue the activity by singing the rest of the song, repeating the motions.

**Produce Language** After you have sung the entire song, 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.
I Can Move  

**PRODUCE LANGUAGE** Remind children that they have been learning about shadows. Have the Concept Word Card *move* on display as a visual cue.

**Routine Card 2**

**Team Talk**

1. **Think**  Move your arms and say: *I move my arms. Say it with me, move. When I move my arms, my arms change where they are.*

2. **Pair**  Have children discuss with a partner things that can move. Provide this sentence frame: **_______** can move.

3. **Share**  Have children share their responses with the group. Provide this model to help children structure their responses: *Legs can move.*

**Feedback**

- if a child cannot name something that moves, then... have the child use gestures or pantomime while you provide the word.

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

- **close**  I am sitting close to ______.
- **follow**  We follow the teacher to ______.
- **long**  A ______ is long.
- **noon**  We ______ at noon.
- **short**  A ______ is short.

**Shadow Play**

**Scaffold Play**  As children make shadows in the Construction Zone Center, scaffold their play to help them produce language and develop vocabulary. Engage the children in conversation. *What blocks are you using? Use sentence prompts to help children discuss the shadows. I see you are making a short shadow. Can you make a long shadow? Encourage children to describe their shadows and name the shapes. If they cannot name a shape, say the name of the shape, have them say it with you, and then have them say it on their own.*

**Make It Harder!**

**ELP INTERMEDIATE**

Have children show how they can move. Help them describe how they are moving. *You can jump. You can raise your arms.*

**ELP ADVANCED / ADVANCED HIGH**

Have pairs of children tell each other how to move. One child gives a command, such as *Raise your hands.* The other child performs the command. Then they switch roles.

**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.A.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.

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
  - dull, reflection
  - glass, shiny
  - mirror, smooth

- Materials to Gather from Home
  - 2 items with a smooth surface, such as a plate and a block;
  - 2 items with a rough surface, such as a branch and a piece of sandpaper; foil and construction paper; a picture of a rowboat on a stream.

Song

- "Row, Row, Row Your Boat"

What Is Smooth? ELP BEGINNING

Re-teach Vocabulary
Display the Concept Word Card smooth. This is smooth. Let’s say it together: smooth. Have children turn to a partner and say smooth. Ask volunteers to say the word. Tell children that something that is smooth has no bumps.

Develop Language
Help children learn the names of some things that are smooth. Hold the plate and run your hand over it with a gliding motion.

Routine Card 8

I Say, We Say, You Say

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

2. **We Say**
   Let’s say it together, plate. Pass the plate around for children to feel. Does the plate feel smooth? Yes, it feels smooth. Have the children say smooth as they feel the plate.

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

Show the Concept Word Card smooth again. What feels smooth? The plate feels smooth. Repeat the routine with the branch, block, and sandpaper. For each, ask, Does the feel smooth? Have children respond by nodding yes or no.

Produce Language
Close the activity by asking What is smooth? and What is not smooth? Have children respond by pointing at an object and saying its name.

During Center Time

Language Structure and Production
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.

Pretend and Learn
Science Lab

Make It Harder!

ELP INTERMEDIATE
Have children find objects in the classroom that are smooth. Have them complete this sentence frame: The ______ is smooth.

ELP ADVANCED
Have children think of things that are smooth and things that are not smooth.

ELP ADVANCED HIGH
Have children close their eyes. Hand them a familiar object. Have them say whether it is smooth or not and guess what it is.

Words to the Wise

Some English learners may have trouble pronouncing the sound /θ/ at the end of smooth. Provide additional modeling.

Texas Outcomes

II.A.1. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
Day 2

**ELD•322**

**Center Time**

**Make It Harder!**

**ELD•INTERMEDIATE**

Encourage children to interact with one another in the center, asking each other what movie they would like to see.

**ELD•ADVANCED / ADVANCED HIGH**

Have children tell which movie poster they like best and explain why.

**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 children in your classroom each day.

**Texas Outcomes**

**II.E.7.** Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

Day 3

**Small Group**

**Row, Row, Row Your Boat**

**ELD•BEGINNING**

**Develop Vocabulary** Use “Row, Row, Row Your Boat” (page 189) to teach vocabulary in the song: *row, boat, stream*. Draw a small rowboat on a stream or display a picture of a rowboat on a stream to use as visual cues for some of the words.

Make a rowing motion as you sing the first line of the song. *What am I doing?* Give children time to respond, and then frame their responses into sentences. *I row. Say it with me: I row.* Have children do the motion as they sing the first line with you.

As you sing the first line again, point to the boat and the stream. Point to the boat. *What is this?* Frame children’s responses into sentences. *This is a boat. Say it with me: This is a boat.* Repeat for *stream*. Sing the entire song and have children make the motions and point to the pictures with you.

**Feedback**

*If...* children are not able to produce the words *row, boat, or stream,*

*then...* have them make the motion or point to the picture.

**Produce Language**

After you have sung the entire song again, have 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!**

**ELD•INTERMEDIATE**

Have children pretend they are rowing in a boat. Ask them questions about where they are going and what they see.

**ELD•ADVANCED / ADVANCED HIGH**

Have children sing the song again with a new first line: *Drive, drive, drive the car, gently down the street.* Have them make up a motion to go with the new words.

**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**

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

**Produce Language** Remind children that they have been learning about reflections and mirrors.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word Card *shiny*. The crown is *shiny*. Say it with me, *shiny*. Display the Concept Word Card *dull*. This is *dull*. Say it with me, *dull*.

2. **Pair** Give each pair of children a piece of foil and a piece of construction paper. Have children say whether each is shiny or dull. Provide these sentence frames: The foil is ______. The paper is ______.

3. **Share** Have children share their observations with the group. Provide these models to help children structure their responses: The foil is ______. The paper is ______.

**Feedback**

If... a child has trouble saying *dull* or *shiny*,
then... have the child point to the picture.

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

- **glass**
  - The _____ is made of glass.

- **mirror**
  - I see a _____ in the mirror.

- **reflection**
  - I see my reflection in a _____.

- **smooth**
  - The _____ feels smooth.

Let’s Exercise  ELP BEGINNING

**Scaffold Learning** As children talk about the exercises in the Science Lab Center, scaffold their learning to help them produce language and develop vocabulary. Engage the children in conversation. Did you touch your toes? Was it easy or hard? Use sentence prompts to talk about the exercises. You jumped up and down. You jumped high! Encourage children to say which exercises they like best. If they cannot name an action, name it for them and have them say it with you. Then have them say it on their own.

**Make It Harder!**

**ELP INTERMEDIATE**

Follow children’s instructions as they tell you how to perform one of the exercises.

**ELP ADVANCED**

Have children say which exercises were hard and which were easy. Then have them say which exercise they liked best.
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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<th>Picture Cards</th>
<th>Manipulatives</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>disappear, hold, picture</td>
<td>ant, camel, elephant</td>
<td>flashlight</td>
<td>“Twinkle, Twinkle, Little Star”</td>
</tr>
</tbody>
</table>

**What Size Is It?**

**ELP BEGINNING**

**Reteach Vocabulary**

Display the Concept Word Card **size**. Look at the glasses. Each glass is a different size. Let’s say it together: **size**. Have children turn to a partner and say **size**. Ask volunteers to say the word. Tell children that **size** is how big something is.

**Develop Language**

Help children learn words that describe size. Display the **elephant** Picture Card.

**Routine Card 8**

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

1. **I Say**

   This is an elephant. What size is the elephant? The elephant is **large**. Listen as I say the word, **large**.

2. **We Say**

   Let’s say it together, **large**. What size is the elephant? The elephant is **large**. Spread your arms wide to show **large**. Have the children say **large** and make the motion.

3. **You Say**

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

Display the **size** Concept Word Card again. What size is the elephant? The elephant is **large**.

Continue the routine, using the camel for **big**, the frog for **small**, and the ant for **tiny** and making an appropriate motion. For each word, have children make the motion and repeat the word.

**Produce Language**

Close the activity by naming an animal and asking what size it is. Have children respond by making the motion and saying one of the size words.

**During Center Time**

**Days 2, 5**

**Language Structure and Production**

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.

**Pretend and Learn Art**

**Day 1**

**Small Group**

**Make It Harder!**

**ELP INTERMEDIATE**

Have children draw objects or animals that illustrate **large**, **big**, **small**, and **tiny**. Have them tell a neighbor about their drawings.

**ELP ADVANCED / ADVANCED HIGH**

Divide the group into three smaller groups. Have one group think of things that are large, one think of things that are small, and one think of things that are tiny. After a few minutes, have them share their ideas with the whole group.

**Words to the Wise**

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

**Texas Outcomes**

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

**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. *I see you are cleaning. Are you sweeping the floors?* Provide this model to help children structure their responses: *I am sweeping the floor.* 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 mop? How do you use it?

Twinkle, Twinkle, Little Star

**Develop Vocabulary** Use “Twinkle, Twinkle, Little Star” (page 267) to teach vocabulary in the second verse of the song: *traveler, spark.* Have a flashlight on hand to use as a visual cue for spark.

After singing the first verse, march in place and sing the first line of the second verse. *When I do this, what am I?* Give children time to respond, and then frame their responses into sentences. *I am a traveler. Traveler. Say it with me: Traveler.* Have children do the motion as they say the first line of the verse with you.

**Feedback**

If... children are not able to produce the word *traveler,*
then... have them just march in place.

Continue the activity by singing the rest of the verse. As you sing, turn a flashlight on and off for the word *spark.* Shade your brow with your hand and look back and forth for *He could not see.* Have children sing the song and make the motions with you.

**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.
**Puddle Play** **ELP BEGINNING**

**Produce Language** Remind children that they have been learning about shadows and reflections.

**Routine Card 2**

**Team Talk**

1. **Think** Display the Concept Word card puddle. This is a puddle. Say it with me, puddle. A puddle is a small pool of water on the ground.
2. **Pair** Have children discuss with a partner where they have seen a puddle. Provide this sentence frame: I saw a puddle on the ______.
3. **Share** Have children share where they have seen a puddle. Provide this model to help children structure their responses: I saw a puddle on the sidewalk.

**Feedback**

If... a child has trouble producing the word puddle, then... have children point to the picture.

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

- **disappear** When the sun comes up, the ______ disappear.
- **hold** I can hold ______ in my hands.
- **picture** I see a picture of ______.
- **real** I see a real ______.
- **size** The size of the ______ is huge.

**Clouds** **ELP BEGINNING**

**Scaffold Learning** As children create their clouds in the Art Center, scaffold their learning to help them produce language and develop vocabulary. Your cloud is pretty. How did you make it? Use sentence prompts to have children tell about their clouds. You cut the paper with the scissors. You put cotton balls on it. Encourage children to describe the shape, size, and color of their clouds.

**Make It Harder!**

**ELP INTERMEDIATE / ADVANCED**

Have children compare their clouds to their neighbor’s. Have them discuss how they are the same and how they are different.

**ELP ADVANCED HIGH**

Follow children’s instructions as they tell you how to make a cloud.

**Texas Outcomes**

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

**Texas Outcomes**

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

Teacher’s Guide

Text
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Illustrations
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