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### Assessment

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- Grammar Features .................................................... R8
- Vowel Sounds ......................................................... R12
- Writing Systems ..................................................... R15
Teaching English Language Learners

by Kathryn H. Au, Gilbert G. Garcia, Claude N. Goldenberg, and MaryEllen Vogt

The Challenge Faced by Teachers

Today’s classrooms include an increasing number of English Language Learners (ELL), or students who speak a home language other than English and who have limited knowledge of English. Nearly two-thirds of English language learners, over 2.1 million, are in the age range from preschool through grade 6, and this ELL population is extremely diverse. Even among Spanish speakers, who make up more than three-fourths of the English language learners in the United States, there is great diversity in terms of birthplace, country of family origin, rural/urban background, socio-economic status, parent and grandparent education, and reasons for immigration to the United States. When we consider that other ELL groups come from Asian, Middle Eastern, Caribbean, and European countries, we can see how complex and diverse the school-age population is in many parts of the country.

Teachers face the challenge of bringing all students, including English language learners, to high levels of literacy. The task is made difficult by several factors. One is the sheer complexity of learning to write and read in a language one does not yet understand. In many situations teaching reading in the native language is not an option, so teachers of English language learners must confront the dual challenge of helping children learn to read and write English while learning to speak and understand it.

Research with English learners suggests that they need high-quality, direct instruction from the start. That includes authentic encounters with written texts that focus on meaning and communication. But they also need explicit teaching and guidance in those aspects of English oral and written language with which they might not be familiar—word identification skills, vocabulary and idiomatic expressions, syntax, and English spelling patterns and the sounds represented by English spellings. Such instruction will prevent English language learners from falling farther and farther behind their mainstream peers.

Testing, Placement, and Teaching

School personnel often test English language learners for proficiency both in English and in their primary language before placing them in classes. Many schools use at least one of several different English proficiency tests that are commercially available (e.g., Bilingual Syntax Measure (BSM), Language Assessment Scales (LAS), Idea Proficiency Test).

In addition to proficiency in English, teachers should pay particular attention to students’ literacy levels in their home language. English learners who can read and write in their first language present different instructional needs than English learners who have little or no literacy in their home language.
Here are some profiles of English language learners:

<table>
<thead>
<tr>
<th>Type of ELL</th>
<th>Description</th>
<th>Approach</th>
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<tbody>
<tr>
<td>Sole speaker of a foreign language</td>
<td>Assessing primary language skills or teaching in the primary language is probably not an option.</td>
<td>Teachers will need to adapt their teaching style, using &quot;sheltered&quot; techniques to make lessons more accessible. (Echevarria &amp; Graves, 1998)</td>
</tr>
<tr>
<td>at the school</td>
<td></td>
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<tr>
<td>Student who is literate and</td>
<td>This student is certain to have skills and understanding that will facilitate English language development and English literacy.</td>
<td>Maintaining and drawing upon the student’s native language literacy competencies is likely to promote the student’s academic development.</td>
</tr>
<tr>
<td>well-educated in home language but</td>
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<tr>
<td>has been in the U.S. a relatively</td>
<td></td>
<td></td>
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<tr>
<td>short time</td>
<td></td>
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<tr>
<td>Student who was born in the U.S. and</td>
<td>Some students in this group may need much encouragement to achieve their potential.</td>
<td>As with most students, these learners will respond positively to a caring teacher who shows interest in their cultural background.</td>
</tr>
<tr>
<td>hears English and another language</td>
<td></td>
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<tr>
<td>at home</td>
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<tr>
<td>Non-English-speaking beginning</td>
<td>Young child in an “English immersion” class where beginning reading skills are being taught.</td>
<td>Studies have suggested that non-English-speaking children can learn beginning reading skills as well as or almost as well as their native English-speaking peers. (Geva, Mack, Merbaum, Lam, &amp; Wade-Woolley, 1998; Siegel, 1999)</td>
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<tr>
<td>reader</td>
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**How Students Acquire a Second Language**

Teachers often observe that it does not take long for English language learners to gain the everyday language needed to communicate with peers at recess or in the lunchroom. Most students gain this kind of proficiency in about two years. However, students may require five years or more to learn the *academic language* necessary to keep up with the demands of school (Cummins, 1979; Collier, 1989). Academic language includes the terms associated with literature and language arts (*character*, *vowel*, *punctuation*, *exclamation*, *context clues*, etc.), as well as the vocabulary needed to learn the content-area subjects. Relatively little time and effort are required when students already know a concept through their primary language. In this case, their task is simply to attach new English words to that concept. But it is much more difficult for a student to learn a concept through the medium of English rather than their primary language.
The Role of Students’ Primary Language

Research suggests that English language learners who can already read and write in their first language will have a relatively easy time learning to read and write in a second language. In essence, students need to learn to read and write only once, because many concepts are readily transferred from one language to another (Snow, 1990). This includes literacy concepts, such as letter-sound correspondences and reading strategies, as well as concepts in the content areas.

But not all concepts transfer, particularly those related to the specifics of the language. For example, although many letters have similar sounds in Spanish and English, some do not, and students must “unlearn” the sound in the primary language when reading in English. Similarly, syntax differs in languages. In English, an adjective typically goes before the noun it modifies. This is not so in many other languages. Direct instruction is important in helping English learners understand important differences between speaking, writing, and reading in their home language as opposed to English.

Here are three ways teachers can support students’ primary languages:

• Ensure that environmental print reflects students’ first languages.
• Encourage bilingual students to publish books and share their stories in languages other than English.
• Have bilingual students read and write with aides, parents, or other students who speak their first language.

Second Language Acquisition: Instruction and Interaction

English language learners need instruction and interaction. Much language learning can and does take place through naturally occurring conversation; this is true of the classroom as well as of the home.

We acquire language when we receive what Krashen calls “comprehensible input,” or understandable messages, either oral or written. As long as we understand most of what we read or hear, we will continue to gain in language proficiency. The best opportunities for language development occur when most, but not all, of the language is familiar to us. Because most of the input is familiar, we can understand the content of the message. Being challenged by a few new features at a time (e.g., some new vocabulary or a new sentence structure) gives us the opportunity to grow as language users without feeling overwhelmed.

However, English language learners need to be explicitly taught the structure of English. At the same time, they need to know that they are in a safe environment in which their efforts to speak, read, and write will be positively received. Students will learn English more quickly if they are willing to take risks by engaging in conversation and by sharing their reading and writing. Allowing English language
learners to work with their classmates and to use English in non-threatening situations will do more to promote language learning than calling on students to respond in front of the whole class, having them read individually, or giving tests.

**Research-Based Guidelines for Instruction**

**Provide explicit instruction in the structure of English.**
(August and Hakuta, 1997; Goldenberg, 1994)
- Lessons should include the sounds of English, grammar, writing, and phonics and structural analysis. (See the Guide to Language Transfer Support in the back of this Handbook for a listing of English structures that may present problems for speakers of other languages.)

**Build students’ background knowledge for texts to be read.**
(Garcia & Pearson, 1995)
- Use photos, illustrations, examples, demonstrations, videos, and modeling to develop students’ background.
- Incorporate a variety of instructional techniques to develop background, such as brainstorming, KWL charts, quick writes, and discussion.
- Help students survey the text prior to reading. In the text, preview the photos, illustrations, graphs, charts, key vocabulary, and so on.
- Explicitly connect new learning to previously learned concepts and vocabulary (“Yesterday, we learned …; today, we’ll learn about . . .”).

**Build students’ English vocabulary.** (Garcia, 1991, 1996; Saville-Troika, 1984)
- Select key terms that are critical to understanding the lesson’s most important concepts. Introduce and teach key vocabulary words only.
- Introduce key vocabulary orally and in writing. Define the words, using examples, illustrations, modeling, demonstrations, context clues, and so forth. Link the words directly to the key content concepts as you teach.
- Use Vocabulary Self-Selection (VSS). After reading a text, students may select vocabulary words essential to understanding key concepts. Students discuss their words and enter them in a word study notebook.
- Use a variety of vocabulary building approaches, such as Word Walls (Cunningham, 1995), personal dictionaries, cloze sentences, word sorts (Bear, Invernizzi, Templeton, & Johnston, 2000), and graphic organizers.
- Develop English learners’ academic language. This vocabulary includes words related to processes (*predict, categorize*), following directions (*pass papers to your right*), and routines (*morning message, recess*).

- Have students talk frequently with each other and with the teacher. Decrease the amount of “teacher talk.”
- Have students use English in conversation groups and discussion circles. Have them share ideas with buddies or small groups.
- Encourage elaborated responses about lesson concepts. Use phrases such as “Tell me more about that…;” “What else?”
- Overcome the temptation to speak for English learners or to complete their sentences. Be patient; let the students formulate what they want to say. Have students report back after a cooperative activity to allow for language use.

If students are already literate in another language, encourage them to transfer existing strategies to English. (Jimenez, et. al, 1995, 1996; Nagy, et. al, 1993)

- Help students who have had schooling in their home country make connections; compare English terms with terms in their primary language.
- Incorporate cognates whenever possible, especially if students’ first language has a Latin base. For example, the English term calculate has a Spanish cognate: calcular.

Provide comprehensible input, which means that you will include speech appropriate for the student’s proficiency level as well as give clear explanations of academic tasks. (Krashen, 1985; Echevarria, Vogt, & Short, 2000)

- Try to adjust your speech for students’ proficiency rates (such as speaking at a reasonable rate; clearly enunciating). Speak naturally, but pause often so that English learners can process what you are saying.
- Provide clear explanations of academic tasks (explain what is meant by terms like discuss, share with your partner, summarize). Model how to do routine classroom procedures such as turning in homework or completed assignments, sharing ideas with a partner, and so on.
- Use a variety of techniques to make concepts clear: modeling, visuals, hands-on activities, real objects, gestures, body language, and so forth.
- Rather than repeat what you’ve said, paraphrase, using clear language and vocabulary.

The best opportunities for language development occur when most, but not all, of the language is familiar to us.
In essence, students need to learn to read and write only once, because many concepts are readily transferred from one language to another. [Snow, 1990]

- Use the overhead, white board, or chart paper to illustrate (in words and in pictures) what you’re saying and explaining.
- As often as possible, encourage students to share concepts, ideas, and directions with each other; circulate to check for accuracy of information.
- For students in early stages of English acquisition, ask an aide or other student who speaks the same language to reinforce key concepts and to check for understanding.
- Avoid jargon and idiomatic speech as much as possible.

Regularly assess and monitor student progress.

- Honor students' levels of English proficiency, encouraging responses that tell you how well they are learning the key concepts. For example, an emergent speaker may be able to point to pictures to show you he or she understands rather than tell you an answer in a complete sentence.
- Support students' oral approximations, allowing them to experiment with English in a risk-free environment.
- Use authentic, multidimensional assessment measures such as observation, teacher-to-student and student-to-student conversations, written pieces, oral responses, and so on.

References


Encourage wide and free reading in English for language and literacy development. (Elley & Mangubhai, 1983)

- Have a wide variety of books, articles, stories, and poetry available for self-selected reading.
- Model how to select free reading materials according to interests and reading levels.
- Encourage students to share what they are reading on a regular basis.
- Use language experience (dictated stories) to build confidence and fluency in English.
- Read aloud to students every day from a variety of texts.

In many situations, teaching reading in the native language is not an option, so teachers of English language learners must confront the dual challenge of helping children learn to read and write English while learning to speak and understand it.
Reviews of Phonics and Phonemic Awareness, High-Frequency Words, Structural Analysis, Vocabulary, Grammar, and Writing skills.

Literature Focus Lessons
These lessons allow children to orally develop literary response, analysis, and comprehension strategies through the use of picture-walks and guided literature previews and reviews. Children practice retelling stories, engage in shared and guided reading activities, and develop listening and speaking strategies.

If Needed . . . Lessons
Children at the Beginning/Preproduction level will benefit from rhythmic and rhyming language development activities designed for them. These lessons draw from the selection-opener songs and chants and provide opportunities for children at this level to engage in low-risk, high-interest activities. Simple texts provide repetition, while accompanying lessons allow children to perform gestures and movements that help them internalize vocabulary, language structures, and English language patterns.

Proficiency Levels
English language learners typically pass through a series of predictable stages as they acquire English and progress toward fluency in the language. This handbook supplies comprehensive guidance for teachers providing differentiated instruction to children at the following stages of English language proficiency:

Beginning/Preproduction  Children at the Beginning/Preproduction stage may comprehend limited amounts of English instruction, such as simple repeated sentences, but will rely on visual and other clues for understanding. They can be expected to respond nonverbally, by pointing, gesturing, and by imitating sounds and actions. Children will follow shared readings and will rely on illustrations and graphic clues to attach meaning to printed material. Children may illustrate characters, objects, and actions to convey meaning.
Teachers should
• provide opportunities for active listening, incorporating props, visual aids, and real objects into presentations
• pair or group children with more proficient speakers of English
• conduct shared and guided readings that incorporate prior knowledge and involve the use of visual and graphic supports
• use and involve children in physical movement and expression
• involve children in literacy activities and provide children with exposure to written English
• have children label and manipulate real objects and photographs or illustrations

Early Production/Speech Emergent Children at the Early Production/Speech Emergent stage are actively developing receptive vocabulary, but are ready to voluntarily produce from one- and two-word answers to short phrases or short sentences, and can recite and repeat poems, songs, and chants. They can also retell simple stories using pictures and objects, and can engage in dialogues, interviews, or role-plays. They comprehend simple passages and can follow text during group reading. They are able to use simple sentences and details in their writing, write from dictation, and write using a variety of genres.

Teachers should
• continue to provide opportunities for contextually supported active listening
• model processes expected of children while verbally guiding children through tasks
• use scaffolding techniques throughout lessons, assisting and supporting student comprehension
• expose children to patterned or predictable books
• provide opportunities for expression in speech and print for a variety of purposes and audiences

Intermediate/Advanced Children at the Intermediate/Advanced stage continue to build receptive vocabulary, but are able to respond to prompts and questions in more extended form. They speak fluently in conversations and group discussions, and appropriately use English idioms. These children may engage in independent reading according to their level of oral fluency and prior experiences with print. They are able to write in greater detail, in a wide variety of genres, and for a wide variety of purposes, including creative and analytical writing.

Teachers should
• structure group discussion
• provide real texts such as trade books, magazines, newspapers, and reference materials for conceptual development
• provide opportunities for children to create oral and written narratives
• structure a variety of realistic writing experiences and include opportunities for journal writing, child-authored stories and newsletters, and language experience activities

Resources
Blackline Masters and additional resources for assessment and language transfer support appear at the back of this handbook. Assessment resources include ideas for ongoing assessment of children’s progress, a student profile matrix, and a Student Assessment Checklist to help monitor each child’s transition from level to level. Resources for language transfer include a guide to some common problem areas as well as charts showing where specific sounds and features of the English language are taught and reinforced.
Lesson Walkthrough

To the Teacher

This sample lesson walkthrough will familiarize you with the five-day lesson plan for English language development that is provided for each major selection in this level of Houghton Mifflin Reading. Annotations in this walkthrough introduce the major parts of each lesson and explain some of the strategies and activities that are most helpful to English language learners.

Blackline Master

A Blackline Master accompanies the first Language Development lesson of the week. Each Master contains a poem or chant that introduces related vocabulary. A full-size copy of the master can be found in the Resources section of this book.

Additional Resources

The Get Set for Reading CD-ROM provides background building, vocabulary support, and story summaries for each selection. Children can also log on to www.eduplace.com for more activities related to the Anthology selection and use the audio CD to improve their listening and comprehension skills.

Preteach/Reteach; Time

These labels suggest when to use each section of the day’s lessons and an approximate amount of time to spend on each one.

Language Development

This section introduces background information and vocabulary and supports children’s acquisition of basic English vocabulary. The lessons draw on children’s prior experiences and provide opportunities for student participation as well as teacher-directed instruction. The lessons are appropriate for all levels of English language proficiency.
Literature Focus
This section focuses on the literature for the week. See page 13 for details.

Skill Focus
This section provides preview and/or review of selected skills taught each week in the core instruction. The skill areas include Phonics, High-Frequency Words, Grammar, and Writing.

Sample Lesson Walkthrough

The City Mouse and the Country Mouse
Display page T119. Ask: Which mouse is the country mouse? Why do you think so? Is this house in the country or in the city? Tell why you think so. Read the first paragraph of the story to children. Ask what might happen when City Mouse visits Country Mouse. Tell them they should think about what they know about the city and the country to help them understand the story.

Blending Long a Words (CVCe)
Display Pets in a Tank, and lead children on a picture walk. Have children listen for the vowel sound in the names Kate and Jake. Say: The vowel sound in Kate is /æ/. Say /æ/ with me. Say the long a sound several times. Point out that the long a sound is just like the letter name a. Have children say Jake again. Ask: What vowel sound do you hear? What do we call this sound?
Write Kate and Jake. Point out the a-consonant-e pattern. Add these words: lake, gate, race, cage, fade. Read the words with children. Ask children to underline each a and e, and to circle the consonant letter between them.

Skill Objective
Children blend long a words.

Academic Language
• vowel sound
• consonant letter

Materials
• Phonics Library selection Pets in a Tank
• Practice Book pages 19, 20
• Index cards with the words bake, came, gave, late, name, page, tape

Language Transfer Support
Some Spanish-speaking children may vocalize the final e in CVCe words. Provide extra practice with CVCe words; you may want to put a line through the final e of such words to reinforce that the e is not pronounced in English.

Skill Objective and Academic Language
The skill objective summarizes the language objectives and purpose of the lesson. The academic language used in the lesson is listed, since these terms are often unfamiliar to English language learners. Writing the objectives and academic language on the board will reinforce children’s recognition and comprehension of these words.

Language Transfer Support
The Language Transfer Support notes help identify areas where attempts to transfer knowledge from one language to another may lead to errors in English or difficulties in comprehension. For a more comprehensive list of language transfer errors, see the charts in the Resources section of this book.

Suggestions for grouping and classroom management, including planning and managing small-group instruction, can be found in the Classroom Management Handbook that accompanies Houghton Mifflin Reading.
Inside a House

Display the illustration in the Teacher’s Edition as you read this sentence from The City Mouse and the Country Mouse: The City Mouse sat down at an old table upon which were a couple of berries and a salad of roots and small leaves. SAY The two mice sat down at the table. Where is the table in this picture? Do you have a table in your house? Where is it? What do you use it for?

Tell children that a table is a piece of furniture. SAY What did the mouse sit on when she ate at her table? Yes. A chair. Chairs are furniture, too.

Have children think about the furniture in their homes. LET’S LIST DIFFERENT KINDS OF FURNITURE. THINK ABOUT THE LIVING ROOM. WHAT DO PEOPLE SIT ON IN THE LIVING ROOM?

As children name items, begin a list on the board. List each piece of furniture beneath the room in which it is found.

Distribute the ELL Picture-Word Cards. Ask children to match the cards to items on the chart. If not all the items have been mentioned, add them to the chart. Help children see that many furniture items can be placed and used anywhere.

Have children draw a large house on mural paper. Label each room with them. Have them place furniture by drawing it, placing Picture-Word Cards, or writing labels.

SPEAK

Vocabulary

house, furniture, table, chair, bed, desk, sofa, lamp

Materials

• Teacher’s Edition page T119 (illustration)
• mural paper
• ELL Picture-Word Cards (table, chair, bed, desk, sofa, lamp)
(See Master ELL 5–6.)

THEME 5: Home Sweet Home WEEK 2

Beginning/Preproduction

Display “City or Country?” and read it aloud. SAY: When I say “Come visit the city with me,” get up and follow me. We will see some city things. Read the first verse, beckoning children to come with you for a city walk. As you read, point out the buses and trains, and look up at the tall buildings. At the end of the verse, have children say where they visited with you.

LANGUAGE DEVELOPMENT 15–20 MINUTES

Furnish a House

Multi-Level Response

The Multi-Level Response feature gives each child an opportunity to respond to the lesson according to his or her English proficiency level. This section includes oral exercises aimed at assessing children’s listening and speaking comprehension. Drawings or other responses produced here may be saved and reviewed as part of ongoing assessment.
SAMPLE LESSON WALKTHROUGH

Literature Focus
This section provides opportunities for children to preview the Big Book (Day 1, Themes 1–4) or the Teacher Read Aloud (Day 1, Themes 5–10) and to preview and review the Anthology selections. The selection preview on Day 2 includes a picture walk with questions geared toward all proficiency levels. The selection preview on Day 4 includes a summary of the selection and questions to assess children’s comprehension. See page 15 as well.

Get Set to Read
The Get Set to Read, found in the Anthology, develops background and vocabulary for the Anthology selection. It is especially appropriate for English language learners due to its focus on background building. Prompts help children activate prior knowledge and begin to recognize story vocabulary and high-frequency words as appropriate.

Anthology
This is a picture walk through the selection, targeted at the day’s reading in the core program. It is designed to introduce the selection and develop concepts and vocabulary.

Literature Focus

Get Set to Read
Where in the World?, Anthology pages 52–53
Display pages 52–53. (A boy is standing in front of a map of the United States. A map shows where places are and how to get from one place to another.) Read the Words to Know with children. Then read the pages together. If possible, find your state on the map.

Me on the Map
Lead children on a picture walk. Help them think about what maps tell us.

Pages 55–57: (In this story, a girl tells where she lives and how she finds her place on the map. Where does she start her story? (in her room) Read pages 56 and 57 aloud to show children the pattern of the story.

Pages 58–65: Help children understand the pattern of the story through the pictures. Use the words house, street, town, and country in the discussion.

Pages 66–69: Explain that the map on pages 68–69 shows our round world unrolled to lay flat. Help children find the United States on the map.

Pages 70–73: Now the girl shows how she finds her own special place on the map. She finds her way back through all the maps to her own house.

Pages 74–79: The girl thinks about how everybody can find their own special place on the map. Point to some of the different maps she made.

High-Frequency Words

could, house, how, so

Display Gram’s Trip, and lead children on a picture walk. Then read page 21 aloud. Write so and could on the board. Reread the sentence, pausing at so and could and having children supply the words. Ask children to read the sentence.

Look at the picture on page 21. Where does this part of the story take place? Write house on the board, and ask children to read the word with you.

Write how below house. Read both words with children. Compare the two words, letter by letter and sound by sound. Then clap and spell each word. Tell children that we often use how to ask a question. Provide an example: How old are you? Then ask children to suggest other questions beginning with How.

Review all the words by repeating the clap-and-spell activity.

Skill Objective
Children read and write the words could, house, how, so.

Materials
• Phonics Library selection Gram’s Trip
• index cards with words could, house, how, so
Quote from Anthology

Each Language Development lesson on Days 2–5 begins with a reference to the Anthology selection. Children return to the selection they are reading in class. The context from the story is used as the starting point of the lesson.

Learning Modalities

These icons point out the different learning modalities that occur during the lessons. The various modalities allow children of developing abilities to participate in different ways. The modalities include Speak, Listen, Write, Move, and Look.

Interactive Activity

Each Language Development lesson includes an interactive activity, such as games, role-play, pantomime, speaking, and writing. This allows children at all levels to work together and learn from each other in a variety of directed and active ways.

Helpful Signs

Read pages 72–73 of Me on the Map. Then I look at the map of my town and find my street. And on my street I find my house. Maps help us find places. Today we will talk about other things that help us find places.

Ask children to tell about or draw the kinds of signs they see all the time. Talk about traffic signs, store signs, restroom signs, no smoking signs, and so on. Help children realize that some signs have words and some are just pictures. Make the point that all signs give people important information.

If children can see street signs from the classroom window, use those signs to begin a discussion. You may also distribute the ELL Picture-Word Cards, draw some street signs on the chalkboard, or construct simple signs from oaktag.

If I know someone’s street address, I can find the house by looking at the street signs. When I find the right street, I look at the number signs on the houses until I see the one I want. Street signs help people find places.

Read the street signs outside and the ones you have distributed to children. Call out each street and ask children to locate the correct sign.

Use the street signs to create a small neighborhood in the classroom. Write some simple street addresses on strips of paper for children. Have partners work together to find the correct street in the neighborhood. Then have children exchange addresses.

On the Street

Use the street signs to create a small neighborhood in the classroom. Write some simple street addresses on strips of paper for children. Have partners work together to find the correct street in the neighborhood. Then have children exchange addresses.

Beginning/Preproduction

See Master ELL 5–4.

Read the poem “City or Country?” aloud. Encourage children to chime in. Review it, having children emphasize the words big, fast, tall, and little. After reading, repeat the words with children. Ask: What is something that is big? Is an elephant big? What is something that moves fast? Does a turtle move fast? Continue with tall and little. Help children form questions that include big, fast, tall, and little.

Beginning/Preproduction

See Master ELL 5–4.

Make a picture sign that would help someone find our classroom. Make a street sign that tells what street our school is on.

Early Production/ Speech Emergent

If you are trying to find someone’s house, what do you need to know? A map can help you find a place. What else can help you find a place?

Intermediate/ Advanced

Have children draw a map from their house to the school. Ask them to add street signs and other landmarks that would help people find their way.
Me on the Map

Read aloud the Selection Summary for Me on the Map (Master ELL 5–5). Then ask children to retell the story as you display the Anthology for them. Encourage them to think about the order of the maps as they retell the story. Then ask:

1. What does the girl use the maps to show us? (where she lives)
2. What do maps help people do? (find places to go and places where people live)
3. What would you put on a map of your home? Draw a map of your home or of your street, with your house labeled.

Final nd, ng, nk

Display Stuck in the House. This story begins with sound words: Plink, plink, plop, plop! Look at page 25. What do plink and plop mean in this story?

Write plink. Underline the letters nk. Have children say the word several times, listening for the ending sounds. Think of some words that rhyme with plink. Write suggestions under plink.

Return to Stuck in the House. All What game are the girl and her mom playing? Write ping and pong. Repeat the process above. Then write and and end in a column. Point to and. Read this word you know. Now read both words. Listen for the sounds for nd at the end.

Review children’s completed Practice Book page 21, or work with partners to complete it. Read the sentences together.

Selection Summary

This summary provides a retelling of the Anthology selection in straightforward language. Vocabulary, sentence structure, and narrative structure have been simplified to make the summary accessible and readable for English language learners.

The summary can be used as a preview, a review, or for reading practice at any time during the week. The Blackline Master for each summary can be found in the Resources section of this book.

In Themes 1–4, children compare each week’s two Anthology selections or the Big Book selection and the Anthology selection. They also retell the stories with partners or with the group. There are no summaries for the Anthology selections in Themes 1–4.

Questions

These questions can be used to assess students’ understanding of the selection. Some are based on the comprehension skill taught with the selection in the core program; others have students retell the story, locate answers in the text and illustrations, or offer a personal response to the selection.

Multi-Level Practice

This feature gives each child an opportunity to practice the skill according to his or her own English proficiency level. Both written and oral practice are provided throughout each theme.

These practice opportunities involve children in a variety of individual, partner, and small-group situations. You may want to save children’s work to assess their progress.