

Concept Units

English Language Development

Oral Language Development



- Family
- Home
- School
- Friends
- My Body
- Myself
- Food
- Clothing
- Weather



Concept Units
English Language Development
Oral Language Development

1. Family
2. Home
3. School
4. Friends
5. My Body
6. Myself
7. Food
8. Clothing
9. Weather

English Language Oral Language Concept Development units will be used in the ELD classrooms to develop oral language skills and vocabulary. Each unit is supported by manipulative materials and read aloud books.

The unit includes some ideas to stimulate interaction in the classroom. Feel free to add more activities.

Family/ Home

Books

With My Brother

A House is a House for Me

Abuela

Mice and Beans

Alexander and the Terrible Horrible No good Day

Materials

Dollhouse with furniture and Families (African American, White, Hispanic)

School

Books

Miss Nelson is Missing

David Goes to School

What a Day it was at School

Friends

Books

Big Al

Margaret and Margarita

Alexander and the Wind up Mouse

Frog and Toad are Friends

Lets Be Friends

The Secret Olivia Told Me

Materials

Lets Talk! Kid Puppets Set

Big Mouth Puppet Pals Set

Let's Pretend Stage and Store

My Body

Froggy Goes to the Doctor

I Ain't Gonna Paint No More

The Busy Body Book

Materials

Doctor's Office

Myself

Books

I Like Myself
The Way I Feel
Wemberly Worried

Materials

Moods & Emotions Puzzle Set

Food

One Hungry Monster
Everybody Cooks Rice
Bread Bread Bread
Cloudy with a Chance of Meatballs
I Will Never Not Ever Eat a Tomato
The Very Hungry Caterpillar
Eating the Alphabet
Who Stole the Cookies from the Cookie Jar
Oranges to Orange Juice

Materials

Let's Go Shopping Food Baskets
Let's Pretend Stage and Store

Weather

Books

What Will the Weather be Today

Materials

Classroom News Playset

English Language Development

Oral Language Development

Family



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Family, member, mother, father, aunt, uncle, cousin, grandmother, grandfather, son, daughter, child/children, baby, boy, girl, man, woman, niece, nephew, wife, husband

Materials:

Books: *Goldilocks and the Three Bears, The Relatives Came, Brothers and Sisters, The Birthday Present, Grandma's Records, Snapshot From a Wedding, Too Many Tamales, Alexander and the Terrible, Horrible, No Good, Very Bad Day, Peter's Chair, My Daddy and Me*

Songs / Poems: Are You Sleeping?, Family Fun, Hippity-hop to the Candy Shop, Hey My Name is Joe!, Farmer in the Dell, You've Got the Whole World in Your Hands, Goldilocks, Goldilocks

Art Supplies: Craft sticks, Pom-poms for bear puppets

Concept Center: House with play figures

Students will role-play family situations using appropriate dialogue.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Tell About It:

- Students provide pictures of family members engaged in an activity or teacher can cut them out of a magazine.
- Have students make up sentences about the pictures.
- Have students retell what their classmate said about their picture.

Word Count:

- Make up sentences using target vocabulary related to the family. Have the students tell you how many words make up each sentence. Have the students tell you what the words are, i.e, My mom is a pretty woman. (5 words)

Speaking:

Family Words:

- Have the students state the family words in their native language, i.e, How do you say aunt in Spanish? Create chart of family members.

Tape-a-Story:

- Have the students tell a story about their family using family figures. Let them tape record their ideas.

Family Look-Alike:

- Have students discuss with their family who they look like and how. In class create a chart of who students most resemble and how.

Game – Mother May I?

- A student gives commands to the rest of the class. A child who forgets to ask “Mother May I?” returns to the start.

Reading:

Three Bears Pom-Pom Puppets:

- Retell *Goldilocks and the Three Bears* using stick puppets.

Scrambled Sentences:

- Teacher will write 5 – 6 sentences from *Goldilocks and the Three Bears*, or any book mentioned above, telling the beginning, middle, and end.
- Have the whole class practice reading them aloud. Mix the sentence strips up and have the class put them in sequential order.

Writing:

Family Sentences:

- Have students make up sentences about each member of their family.

Family Album:

- Have students make a family album that includes a page for each family member. Title each page with the name and relationship of each person, i.e, Jose – Dad – Papi. Also include a picture of each person and a sentence about the person and/or something that person likes.

Family Songs & Poems

Are You Sleeping?

Are you sleeping,
Are you sleeping,
Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding! Ding! Dong!
Ding! Ding! Dong!

*Substitute other family members and names for brother John.

Family Fun

Mommy and me dance and sing.
Daddy and me laugh and play.
Mommy, Daddy, and me
Dance and sing,
Laugh and play,
Kiss and hug,
A zillion times a day!

Hippity-hop to the Candy Shop

Hippity-hop to the candy shop,
To buy a stick of candy.
One for you, and one for me,
And one for brother Andy.

*Substitute other family members and names for brother Andy.

Hey, My Name is Joe!

Hey, my name is Joe!

I have a wife, one kid and I work in a button factory.

One day, my boss said, "Are you busy?"

I said, "No."

"Then turn a button with your right hand."

Hey, my name is Joe!

I have a wife, two kids and I work in a button factory.

One day, my boss said, "Are you busy?"

I said, "No."

"Then turn a button with your left hand."

(continue adding number of children and adding right and left feet
and head)

Goldilocks, Goldilocks

Goldilocks, Goldilocks, turn around.

Goldilocks, Goldilocks, touch the ground.

Goldilocks, Goldilocks, knock on the door.

Goldilocks, Goldilocks, eat some porridge.

Goldilocks, Goldilocks, have a seat.

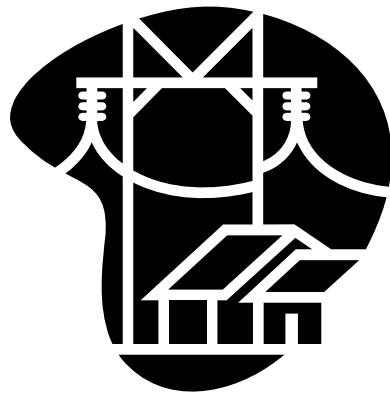
Goldilocks, Goldilocks, go to sleep.

Goldilocks, Goldilocks, run, run, run.

English Language Development

Oral Language Development

Home



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

House, home, living room, kitchen, dining room, bedroom, bathroom, attic, basement, cellar, window, door, closet, sofa, couch, chair, lamp, coffee table, table, stove oven, refrigerator, cabinet, hutch, chair, sink, bed, bunk bed, ladder, bureau, dresser, drawer, vanity, cradle, toilet, shower, bathtub

Materials:

Books: *The Three Little Pigs*, *How a House is Built* By Gail Gibbons, *Building a House* By Byron Barton.

Songs / Poems: My Silly House, Everybody Needs a House, H-O-U-S-E

Art Supplies: Blank floor plan template

Concept Center: Wooden House Furniture and Families

Students use “home” vocabulary to role play different family and home situations.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Guessing Game: (Teacher led)

- Teacher will describe a room or item from the room. Students will guess what the item is or which room is being described.

Following Directions.

- Using the blank floor plan template, have students follow the teacher directions, i.e draw a bed in the bedroom, color it yellow. Draw a sofa in the living room, draw a cat sleeping on the sofa.

Speaking:

Household Objects:

- Provide pictures of household objects. Students will choose a picture and pretend they are that object. Have the students tell about themselves.

Guessing Game: (Student led)

- Students will work in partners to describe a room or item from the room. Partners will guess what the item is or which room is being described.

Memory Game:

- Set a variety of household furniture from wooden house on a tray. Allow students to look at the items for a few minutes. Cover the tray and have students name as many of the items as they can remember.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Housework:

- Have students describe chores they do around the house. Have each student draw a picture of him/herself doing that chore. Caption the illustration. Bind the illustrations together to make a book that students can reread.

Writing:

Bedroom Maps:

- Students will draw a picture of their bedroom. Students will label the objects in their room.

My Home Songs and Poems

My Silly House

(To the tune of "The Wheels on the Bus")

The windows in my house go up and down,
Up and down, up and down.

The windows in my house go up and down. My silly house.

The doors in my house go open and shut,
Open and shut, open and shut.

The doors in my house go open and shut. My silly house.

The walls of my house will not fall down,
Not fall down, not fall down

The walls of my house will not fall down. My silly house.

The people in the house go in and out,
In and out, in and out,

The people in the house go in and out. My silly house.

Fan - round and round

Shower - shooo, shooo, shooo

Etc.

Everybody Needs a House

Everybody needs a house,
A bear, a dog, a cat, a mouse.
Knock, knock, knock, knock
On your door.
I'll come to see you
Just once more.
Come for cookies, come for tea
Come for fun and play with me.

H-O-U-S-E
(To the tune of "BINGO")
There is a place
Where we all live,
And House is the name-o.
H-O-U-S-E, H-O-U-S-E, H-O-U-S-E.
And H-O-U-S-E is the name-o.

English Language Development
Oral Language Development
School



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Desk, friend, school, classroom, cafeteria, recess, chair, pencil, markers, crayons, scissors, glue, board, office, nurse, hallway, principal, teacher, student, gym, art, music, computer, custodian

Materials:

Books: *Lilly and the Plastic Purple Purse*, By Kevin Henkes, *The Art Lesson*, By Tommie DePaola, *Miss Nelson is Missing*, By Harry Allard, *David Goes to School*, By David Shannon, *What a Day it Was at School*, By Jack Prelutsky

Songs / Poems: Wheels on the Bus

Art Supplies: school supplies, advertisement flyers for school supplies, blank bingo template.

Concept Center: School

Students will play school modeling teacher – student interactions.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Guessing Game:

- Teacher will describe different school items. Students will guess what item the teacher is describing.

Bingo:

- Students will cut out / draw pictures of school items on a blank bingo template. Make index cards with the school items. Have a student call out the items.

Speaking:

I'm Going to School:

- Have use the sentence stem "I am going to school and I am bringing_____". The next student will repeat the start of the first person's response and add their response.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Writing:

Classroom Map

- Students will create a map of the classroom and label the items.

English Language Development

Oral Language Development

Friends



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Friend, boy, girl, share, play, nice, kind, enjoy, you, we, me, like, love, hug, cooperate

Materials:

Books: *Margaret and Margarita* By Lynn Reiser, *How to Be A Friend* By Laurie Krasny Brown and Marc Brown, *Rainbow Fish* By Marcus Pfister, *Big Al* By* Corduroy, By Don Freeman, *The Door Rang* By Pat Hutchins, *Frog and Toad Are Friends*, By Arnold Lobel

Songs / Poems: Friends, I Know Some Friends, The More We Get Together.

Art Supplies: Small squares of paper for quilt, yarn, blank tapes, tape recorder, envelopes

Concept Center: Friend Puppets

Students will create friendly dialogue using puppets.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Introducing Friends:

- Pair up students and have them tell each other about themselves. Have all the students sit in a circle together. Allow one student to introduce the other by saying, "This is my friend____. He/She_____".

Taped Message:

- Give students blank cassette tapes. Have them tape messages to their friends. The students leave taped message in the listening center in an envelope with a friends name on it. Students will listen to the tape and can respond.

Speaking:

Greetings:

- Have students role play different ways that people greet one another and the proper ways to speak to one another.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

My Friend:

- Students will draw a picture of their friend and write a sentence to go with it. Students will then share their friend with the class.

Writing:

Friend Acrostic Poem:

- As a whole group, create an Acrostic poem using the word Friend. Students could try this on their own, using a friend's name.

Friendship Quilt:

- Have students draw pictures of things they do with friend on a small square of paper. Have students write a sentence captioning their picture. Put all the pictures together to make a quilt.

Friends Songs & Poems

Friends

Friends are special.
Friends are neat.
Having friends just can't be beat.
Friends will listen.
Friends will care.
Friends are friends who like to share.

I Know Some Friends

I know some friends,
And they get along fine.
And when they go to school,
They stand together in line.
They use their manners always,
Saying please and thank you, too.
They like to talk together,
About everything they do.
Wouldn't you like someone
That you can call your friend?
Someone to run and play with,
A buddy till the end.

The More We Get Together

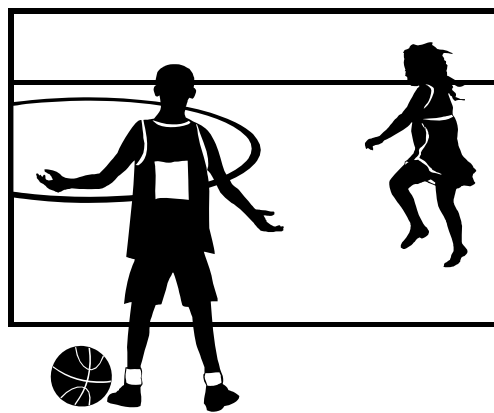
Oh, the more we get together,
Together, together,
Oh, the more we get together,
The happier we'll be.

For your friends are my friends,
And my friends are your friends.
Oh, the more we get together,
The happier we'll be!

English Language Development

Oral Language Development

My Body



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Body, head, shoulders, knees, toes, eyes, ears, mouth, nose, tongue, teeth, tooth, arms, hands, fingers, elbows, stomach, belly, legs, feet, foot, hair, wrist, ankle, waist, chin, cheeks, eyebrows, eyelashes, nostrils, chest, back, neck, hips,

Materials:

Books: *From Head to Toe* By Eric Carle, *I Ain't Gonna Paint No More* By Karen Beaumont, *The Body Book**, *Froggy Goes to the Doctor*, ** Two Eyes, A Nose, and a Mouth* By Roberta Grobel Intrater

Songs / Poems: Head, Shoulders, Knees, and Toes, Hokey Pokey, I Wiggle, Mirror, Mirror, This is the Way, My Body Parts

Art Supplies: large roll of paper to trace student's bodies, body part pictures, bingo cards

Concept Center: Doctor's Office

Students will role play going to the nurse with ailments.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Body Bingo:

- Prepare cards of body parts to form bingo cards and cards with the body part on it and/or the word. Call out the body part while the students find it on their cards.

Speaking:

Body Sequence:

- Sit in a circle on the floor, and have the first person point to and say the name of a body part. The next person must do the same and add a body part. Continue the game until someone leaves out a part. Then start a new game with a new leader.

Guessing:

- Write words or have pictures of body parts on flash cards. Have a student pick a card and say what the body part can do. The rest of the students take turns guessing the body part. The student who guessed will use the body part in a sentence.

Bean Bag Toss:

- Using the Outline from “Body Outline” (Writing), have the students toss a beanbag to an outline of a body and name the body part using a complete sentence.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Rhyming Cloze Activity:

- (See attached activity)

Read Aloud *From Head To Toe* by Eric Carle

- Have students act out the different motions in the story.

Writing:

Body Outline:

- Pair students to trace outline of their bodies and cut. Have students label body parts on the outline.

Body Riddles:

- Have students choose a body part and write a description of it in first person form, for example, I help you hear. I am on both sides of your head. Who am I?

My Body Songs & Poems

Head, Shoulders, Knees, and Toes

Head, shoulders, knees and toes,
Head, shoulders, knees and toes,
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes,
Knees and toes.

Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the hokey pokey
And you turn yourself around.
That's what it's all about!

* Substitute body parts

I Wiggle

I wiggle, wiggle, wiggle my fingers.
I wiggle, wiggle, wiggle my toes.
I wiggle, wiggle, wiggle my shoulders.
I wiggle, wiggle, wiggle my nose.
Now no more wiggles are left in me,
I am sitting as still as still can be.

Mirror, Mirror
Mirror, mirror,
What do I see?
My feet, my arms, my hands,
It's me!

*Substitute body parts

This is the Way
This is the way we nod our heads, nod our heads, nod our
heads,
This is the way we nod our heads, early in the morning.
This is the way we shrug our shoulders...
This is the way we bend our elbows...
This is the way we twist our wrists...
This is the way we clap our hands...
This is the way we snap our fingers...
This is the way we twist our waists...
This is the way we bend our knees...
This is the way we touch our ankles...
This is the way we stamp our feet...
This is the way we wiggle our toes...

My Body Parts

Hands, fingers, feet, toes,
Stomach, ears, eyes, and nose.
Hips, waist, wrist, and knee,
These body parts belong to me.
They help me see, smell, touch, and run,
And they're very important, every single one.
If I don't take care of myself,
My body parts will be in poor health.
So I exercise and I eat right,
And get a lot of rest each night.

Rhyming Cloze Activity

He will be a wreck, if you don't give him a _____(neck)
When he goes to bed, Billy lays down his _____(head)
He can smell a rose, when he has a _____(nose)
He can play in a band, if you give him a _____(hand)
He can look at his tie, if you give him an _____(eye)
If you give him some _____, he can care.(hair)
To look and ask why, he needs another _____(eye)
He will hear, if he gets an _____(ear)
To talk about the South, he will use his _____(mouth)
He will keep the beat if he gets some _____(feet)
To play in the sand, he needs another _____(hand)

English Language Development

Oral Language Development

Myself



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Feelings, happy, sad, angry, mad, excited, silly, frustrated, proud, nervous, scared, shy, surprised

Materials:

Books: *Chrysanthemum* By Kevin Henkes, *I Feel Silly* By Jaime Lee Curtis, *Feelings* By Alike, *I Like Myself* By Karen Beaumont, *Sheila Rae the Brave* By Kevin Henkes, *The Way I Feel*, Janan Cain, *The Little Engine that Could*

Songs / Poems: If You're Happy and You Know It, This Little Light of Mine, My Body Talks

Art Supplies: Paper plates, yarn, buttons or eyes, blank tapes, tape recorder, feeling cards

Concept Center: Feelings Puzzles

Students will explore the feelings of the facial expressions of the children in the puzzles.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Simon Says:

- Students stand in a circle and play Simon Says. (Simon says, walk around the circle being happy. Simon says, stomp around the circle being angry)

Speaking:

Feeling Faces:

- A student will pick a card depicting a feeling. The student will mimic the feeling for the other students to guess.

What I like to do:

- Students record on a tape recorder what they like to do. The class listens to the tape.

Paper Plate faces:

- Students will make paper plate faces depicting a feeling. Students will share their feeling with the group.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Writing:

Poem About Me:

- Have students write poems about themselves using a format such as:

Line 1 First Name
Line 2 Who likes the color...
Line 3 Who likes to eat...
Line 4 Who like to play...
Line 5 Who is afraid of...
Line 6 Who is good at....
Line 7 Who wants to....
Line 8 Last name

The Feeling Book:

- Make a class book using the sentence stem _____ makes me _____. Each student contributes a sentence and illustrates it.

Feelings Songs & Poems

If You're Happy and You Know

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, then your face will surely
show it.

My Body Talks

When I want to say "hello", I wave my hand like this.
When I want to say "no", I shake my head from side to
side.
When I want to say "yes", I nod my head up and down.
When I want to say "I'm mad", I stomp my foot.
When I am really happy, my face lights up with a grin.

When I want to say "good job", I stick up my thumb.
When I want to celebrate a success, I clap my hands.
When I want to say "come here", I wave my hand toward
me.
When I want to say "I love you", I put my arms around
you and squeeze.
When I want to say "good-bye", I wave my hands and
blow you a kiss.

This Little Light of Mine

This little light of mine,
I'm going to let it shine.

This little light of mine,
I'm going to let it shine.

This little light of mine,
I'm going to let it shine.

Let it shine, let it shine, let it shine.

When I'm singing at my school,
I'm going to let it shine.

When I'm singing at my school,
I'm going to let it shine.

When I'm singing at my school,
I'm going to let it shine.

Let it shine, let it shine, let it shine.

English Language Development

Oral Language Development

Clothing



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary:

Shirt, pants, socks, shoes, sneakers, underwear, coat, jacket, hat, scarf, mittens, gloves, blouse, short sleeved, long sleeved, shorts, skirt, bathing suit, pajamas, sweater, sweatshirt, sweatpants, belt, boots, sandals, tie, jeans, capris, dress, raincoat, robe, slippers, glasses, sunglasses

Materials:

Books: *Mary Wore Her Red Dress, Caps for Sale, Shoes From Grandpa*, By Mem Fox, *New Shoes for Silvia, The Principals New Clothes, The Elves and the Shoemaker*.

Songs / Poems: *Mary Wore Her Red Dress, Caps, Mittens, Shoes, and Socks, Dressed in the Morning*

Art Supplies: People cut outs, colored paper to dress the person.

Concept Center:

Be creative and cut out clothing from magazines.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

Transition Activity

- Call students by clothing items to transition to another activity or line up.

Following Directions:

- Give verbal directions to a student such as draw a shirt, draw 4 buttons...

Speaking:

Packing For a Trip:

- Use the sentence starter, "I am going on a trip and I am taking_____." The first person names an item of clothing, "I am going on a trip and I am taking shoes". The next person restates the starter, the first person's response, his/her response, and so forth.

Favorite Outfits:

- Students will dress their "person" in a favorite outfit and they will then present their person to the class.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Writing:

Lost and Found:

- Bring in various shoes or random items of clothing. Have students create lost and found posters.

Clothing Songs & Poems

Caps, Mittens, Shoes, and Socks

Caps, mittens shoes and socks,
Shoes and socks,
Caps, mittens shoes and socks,
Shoes and socks,
Pants and belt, and shirt and tie,
Go together wet or dry,
Wet or dry!

Mary Wore Her Red Dress

Mary wore her red dress, red dress, red dress.
Mary wore her red dress
All day long.

*Continue with other articles of clothing different colors.

Dressed in the Morning

(To the tune of This is the Way)

This is the way we get dressed in the morning, dressed in
the morning, dressed in the morning

This is the way we get dressed in the morning, so early in
the morning!

This is the way we put our shirt on, put our shirt on, put
our shirt on.

This is the way we put our shirt on, so early in the
morning!

*Continue with other articles of clothing

English Language Development

Oral Language Development

Weather



ELPBO Student Learning Outcomes:

Listening

- ❑ Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)
- ❑ Demonstrate comprehension of words that express basic personal needs (such as transportation, housing); personal likes and dislikes; personal information (such as age, address, family; and school-related information (such as teacher’s name, schedule, routines). (S.1.2)
- ❑ Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)
- ❑ Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as “Hi, how are you?” “See you later”). (S.2.1)
- ❑ Demonstrate comprehension of words, phrases, and sentences using social interactions related to everyday topics (such as family, social, school). (S.2.2)
- ❑ Demonstrate comprehension of simple oral requests. (S.2.3)
- ❑ Identify nonverbal cues (such as gestures, facial expressions, body postures) that connote different meanings depending on their cultural or social context. (S.2.12)
- ❑ Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
- ❑ Demonstrate comprehension of one-step oral directions. (S.3.2)
- ❑ Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Speaking

- ❑ Express basic personal needs and information (such as health, food, clothing, weather, and recreation) and school-related information, using spoken words and phrases. (S.1.4)
- ❑ Classify previously learned words by content themes or topics (S.1.6)
- ❑ Describe people, places, and things, using some detail. (S.2.6)
- ❑ Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
- ❑ Demonstrate understanding of differences in English intonation patterns (such as *rising intonation* in “yes-no” questions). (S.2.14)
- ❑ Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
- ❑ Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

- ❑ Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Writing

- ❑ Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
- ❑ Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Vocabulary: weather, sun, sunny, clouds, cloudy, rain, rainy, snow, snowy, wind, windy, breeze, breezy, temperature, thermometer, cold, hot, warm, chilly, cool, season, fall, winter, spring, summer

Materials:

Books: *What Will the Weather Be Like* by Paul Rogers, *Cloudy with a Chance of Meatballs* By Judy Barrett, *The Cloud Book*, By Tommie DePaola, *When the Wind Blows*, *The Snowy Day* By Ezra Jack Keates *Geraldine's Big Snow*, By Holly Keller

Songs / Poems: It's Raining, What's the Weather, What is the Weather Today? Four Seasons, Did You Ever

Art Supplies: lunch bags, craft sticks

Concept Center: Weather Station – News Reporter

Students will report the weather using the Classroom News Playset.

Listening:

Read Alouds (Teacher can choose from above books, songs, and poems)

What season is it?

- Make up some short little stories to tell the students. Have each story give some details that will help them guess the season or weather based on what they have learned about the seasons.

Speaking:

Weather Reporter:

- Choose a student to report the weather each day. Chart the weather daily. Use a picture to represent each type of weather.

Paper Bag Puppet Theater:

- Read Geraldine's Big Snow (or other narrative book of choice). Use a paper bag to draw pictures for the setting. One side of the bag can show the setting before snow and the other side can show the snowy setting. Then have students make character puppets and glue them on the craft sticks. Students will retell the story to each other.

Reading:

Read Aloud one of the above books. As a class, retell the sequence of events from the story.

Writing:

How to build a snowman

- Build a snowman using snow or playdough.
- Have students write the steps to making a snowman.

Weather Songs & Poems

It's Raining

It's raining, it's pouring,
The old man is snoring;
He went to bed and bumped his head
And couldn't get up in the morning.

What's the Weather?

What's the weather,
What's the weather,
What's the weather like today?
Is it windy, is it cloudy, is there sun or is there rain?

What's the weather,
What's the weather,
What's the weather like today?
Tell me, _____ what's the weather?
What's the weather like today?

What is the Weather Today?

What is the weather today?
Is it cold or is the sky gray,
Will we have snow
Or will the wind blow
All of the leaves away.
Do I need my umbrella
To keep me so dry,
When dark and dreary clouds
Send rain down from the sky,
Or when I go out
Will I give a big shout,
"HOORAY,
It's a warm sunny day!"

Four Seasons

(To the tune of Twinkle, Twinkle, Little Star)

There are four seasons in all,
Winter, Spring, and Sum-mer, and Fall

Winter brings the cold and snow,
Spring says, "Wake up plants and grow."

Summer's green and very hot,
In the Fall, leaves fall a lot.

Did You Ever

(To the tune of Did You Ever See A Lassie)

Did you ever see
the rain fall, the rain fall, the rain fall

Did you ever see
the rain falling
down from the sky?

Did you ever see
the lightening, the lightening, the lightening

Did you ever see
the lightening come
down from the sky?

Did you ever see
the snow fall, the snow fall, the snow fall

Did you ever see
the snow falling
down from the sky?

Did you ever see
a rainbow, a rainbow, a rainbow

Did you ever see
the rainbow
up in the sky?