

# Making It Work For Emergent English Learner Sample Mini-Unit II

## Week 1: Getting to Know You/Body Parts

Day One:

**Speaking/Listening:**

**Song: Show Me**

*Introduce song and do the first verse and chorus together.*

**Basic Greetings:**

**Continue Conversation Page**

*Go to conversation page two.*

**Reading/Writing**

**Continue All About Me Book**

*Begin short e words in journal (pet words) pet bed red wet or*

*Short I (kid words) kid, little, big wig*

*Follow the same procedure as with the "apple" words*

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Day Two:

**Speaking/Listening:**

**Song: Show Me**

**(Review)**

**Reading/Writing:**

**Continue "Pet Words"**

**Vocabulary Development:**

*Distribute vocabulary journals*

*Show body parts page.*

*\*Begin with parts of your face.*

*In Journals:*

*Have the students write:*

*The names of the parts of your face*

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Day Three:

**Speaking/Listening:**

**Show me and Hello song**

### **Vocabulary Development:**

*Distribute vocabulary journals*

*Show classroom objects page.*

*In Journals:*

*Continue sentence frames for classroom objects*

*Have the children ask:*

*What is this?*

*What is this used for?*

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Day Four:

**Speaking/Listening:**

**Songs**

**Conversation Frame Page 2**

**Reading/Writing:**

**Continue short e (or i)**

**Have the children read chart story 2 (my new pet)**

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**Friday Review:**

**Go through new songs.**

**Write sentences together in journal using “pet” words.**

**Have the students read the sentences to each other.**

## Week 2: Common Verbs

Day One:

**Speaking/Listening:**

**Songs**

**Review conversation frames**

**Vocabulary Development:**

*Distribute learning journals*

*Show classroom verbs page.*

*Focus on the first half of the page.*

*In Journals:*

*Have the students write:*

*What is he/she/doing?*

*She is \_\_\_\_\_.*

*Have the students draw a picture of the activity.*

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Day Two:

**Speaking/Listening:**

Songs:

Use picture cards to review verbs.

Call the students up and ask them to act out one of the verbs.

**Reading/Writing:**

**Review short e sound.**

**Write sentences together with short e words**

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Day Three:

**Speaking/Listening:**

**Review songs and conversations**

**Vocabulary Development:**

*Distribute vocabulary journals*

*Show classroom objects page.*

*In Journals:*

*Review functions of classroom objects*

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Day Four:

**Songs and Conversations**

**Reading/Writing:**

**Begin short i sounds in Journal**

**Follow the same procedure for as “apple” words**

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**Friday Review:**

**Review verbs. Continue with the second set of verbs.**