Wonders

Wonders is the tightly integrated literacy solution that prepares all learners to successfully master rigorous new standards with flexible resources and real time support.

WonderWorks

WonderWorks is the easy-to-implement intervention program for struggling readers, providing easy access to Wonders materials with the necessary additional scaffolding of foundational skills kits and interactive resources for accessing complex text.

Maravillas

The parallel Spanish reading program, Maravillas, is perfect for bilingual instruction, providing instructional plans that mirror those of Wonders. Featuring authentic literature from the Spanish-speaking world, Maravillas gives students access to these quality Spanish texts in both digital and print form.

Wonders for English Learners

Wonders for English Learners works in tandem with Wonders to teach English to students of all proficiency levels. The program builds oral language proficiency, vocabulary, and academic content knowledge while reinforcing foundational reading skills.

Learn more about the Wonders family of products at:
mhreadingwonders.com
Wonders for English Learners
Teacher’s Edition Sampler
A comprehensive English Language Development program
English Language Development

Program Authors

Dr. Diane August • Dr. Jana Echevarria • Dr. Josefina V. Tinajero
Wonders for English Learners
A Connected English Language Development Program

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- ELD My Language Book
- ELD Teacher’s Edition
- Language Transfers Handbook
- Language Development Practice
- Language Development Cards

**Grade 1**
- ELD My Language Book
- ELD Teacher’s Edition
- Language Transfers Handbook
- Language Development Practice
- Language Development Cards

**Wonders Core**
- Literature Big Book
- Big Book and Little Book Reading/Writing Workshop
- Visual Vocabulary Cards
- Decodable Readers

**Units 1-3**

**Digital**
- Customizable Lesson Plans
- Professional Development
- Online Assessment and Reporting

For the Teacher
Yes, we do like pizza.

What does a neighbor give the boy?
books, pizza, ice cream

What does the boy like to eat?
pizza or ice cream

What jobs do the boy’s neighbors have?

Guide children to read and answer the questions above, and share their work.

Respond to the Text

2. Discuss the questions below.

Read “Wolf Pack!” with a partner.

How do wolves help each other?
Wolves help each other by keeping the pups safe.

How do young wolves help the pack?
Young wolves keep the pups safe.

An “alpha” wolf keeps other wolves away.

What does an “alpha” wolf do?
An “alpha” wolf keeps other wolves away.

The strongest wolves in a pack are the “alpha” wolves.

How do wolves in a pack help each other, using details from the text? Have partners share their writing.

Accept all reasonable responses.

Name _____________________________

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My Language Book

Online
Differentiated Texts

Beginning

Intermediate/Advanced

Getting Started with Wonders for English Learners

Meeting the Needs of All English Learners Through ELD Instruction

Teacher Pathway

- Provides equitable access to the standards
- Provides instructional paths for a variety of skills levels
- Enables informed instructional decisions

Student Pathway

Weekly Concept: Meet Your Neighbors

Guide children to talk about the picture. Ask:

- Who are the people in this neighborhood?
- Encourage children to describe each person. Then have children add to the scene by drawing one of their neighbors.

Essential Question

Who are your neighbors?

Weekly Concept: Meet Your Neighbors

COLLABORATE

Have partners take turns asking each other questions about their drawings. For example:

- What is your neighbor's name?
- Where does she/he live?
- When do you see him/her?

See Teacher's Edition p. 258 for scaffolded support with this page.

Words & Categories: Fruit

Guide children to name and talk about the fruits shown. Ask:

- Which fruits do you need to peel or cut?
- Which have similar colors or shapes?
- What kind of fruit do you like to eat?

Then have children draw another fruit that they like to eat.

See Teacher's Edition p. 261 for scaffolded support with this page.
Dan can tap, tap on a door.

Dot can tap, tap on a door.

Where the big velvet roses bloom red and pink and fuchsia,
where the accordion plays sassy and sweet,
where the smell of crispy tacos or buttery tortillas or juicy fruta floats out of every window.

Also available: Maravillas A Complete Spanish Literacy System
## WEEK 2 SUGGESTED LEARNING PLAN

### DAY 1

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- **Set Purpose**, 258
- **Oral Language**
  - Language Warm-Up
  - My Language Book, Weekly Concept
- **Listening Comprehension**, 260–261
  - Use Literature Big Book, What Can You Do with a Paleta?
  - Link Language to Pictures
- **Words and Categories**
  - My Language Book, Fruit

### DAY 2

**Language Support**, 262
- **Set Purpose**, 262
- **Oral Language**, 262
- **Listening Comprehension**, 263–264
  - Read Literature Big Book, What Can You Do with a Paleta?
  - Print Awareness
  - Close Reading
- **Respond to the Text**
  - My Language Book
- **Language Support**, 266–267
  - Interactive Writing
  - Plan, Identify Details
  - Practice Writing
  - How Language Works: Modify to Add Details

### Meet Your Neighbors

**ESSENTIAL QUESTION**

Who are your neighbors?

### Day 1 Components

- *My Language Book*
- *Literature Big Book*

### Day 2 Components

- *Visual Vocabulary Cards*
- *Literature Big Book*
- *My Language Book*
- *Reading/Writing Workshop*
- *Language Development Cards*

### Flexible Instructional Plans

- Provided for 30-, 45- and 60-minute sessions

---

**Instructional Planning**

- **Component**: TE_Wonders
- **Program**: ELD
- **Vendor**: MPS
- **Grade**: K_U4_W2_WO
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Teachers can customize their own lesson plans to suit individual classroom needs.

Lessons cover multiple proficiency levels: Beginning, Intermediate and Advanced.

Easy visual shows all materials needed for that day’s instruction.

Daily instructional outlines include suggested lessons for each day.
UNIT 4 • WEEK 2

Read Literature Big Book

Print Awareness

Point to the text on page 15, running your hand under it as you say: *This is a long sentence. It starts on this page and continues on the next page. We know that it doesn’t end on this page because there is a comma here. A comma tells us to take a short break before continuing with the rest of the sentence. Turn the page, and then say: This is a really long sentence!* Here is another comma. We have to turn the page again. Turn the page and say: *Now the sentence ends. It ends with an exclamation mark. That means we should read the sentence with excitement. So, I’ll start at the beginning and read the sentence.*

Close Reading

As you read the text, stop frequently to elicit responses that will help children access complex text as you gauge and support comprehension, draw attention to the week’s vocabulary and to the author’s use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below:

**PAGES 4–7**

*The author begins this story with a very long sentence. It has many describing words. These describing words help me feel like I am in the neighborhood!*

*I can see the big velvet roses that are red, pink, and fuchsia (Spanish cognate: fucsia). Point to the roses. I can hear the accordion playing sassy and sweet music. Point to the accordion. Explain that sassy and sweet music is pleasing to listen to and very upbeat too. I can even smell the food. Point to the scents coming from the windows. (Evaluating Language Choices, Reading/Viewing Closely)*

**PAGES 8–13**

*The author asks a question all the way through the story that we can answer at the end: “What can you do with a paleta?” The children show what to do with a paleta all the way through the story. The characters also make a decision: “Which paleta will I choose?” Which one would you choose? Why? As children respond, link the colors of the paletas to their flavors, to build more vocabulary. (Understanding Text Structure, Offering Opinions, Vocabulary)*

BEGINNING I would choose a ___ paleta.
I like ___.

INTERMEDIATE I would choose a ___ paleta because ___.

ADVANCED I would choose a ___ paleta because it tastes ___.
Literature Big Book (continued)

PAGES 14–19
This long sentence tells us three things you can do with a paleta. What are they? Page back through the spreads so children can recall the three things. (make friends with a dog, make a mustache, create a piece of art) Help children understand that a masterpiece is any kind of great art—a picture, a song, a dance, and so on. Then have children vote on which of these three things they believe looks most fun. (Reading/Viewing Closely, Vocabulary)

PAGES 20–25
Something people like to do with paletas is to give them away! That’s one way to be a good neighbor. Which of your neighbors would you like to give something to? What would you give? (Reading/Viewing Closely)

Collaborative
Have children share with a partner their answers to the questions. (I would give my neighbor a .)

PAGES 26–27
Now I see the children enjoying their paletas. I will point to the words that the girl says. Repeat them after me, and then we will show the action. Point to and read one at a time: lick it (pantomime licking with your tongue), slurp it (make slurping sounds), sip it (pantomime sipping, with sounds), munch it (pantomime chewing), and gobble it all down (act like you are hungrily eating and make a gulping sound). Why do you think the author chose these words instead of just saying eat? (She wants to show how fun it is to eat paletas. It is more descriptive.) (Evaluating Language Choices, Vocabulary)

PAGES 28–31
The author repeats the details about the barrio from the beginning of the story. This shows us that what is most important about the story is the neighborhood itself, with the paleta cart at the middle of it. So now we can answer the question, “What can you do with a paleta?” What would you do with a paleta?

Guided Retelling
Help children participate in a retelling of the story by displaying the Retelling Cards and using the prompts provided on the backs as needed to guide them. Remind them that they should use their own words to retell the part of the story that corresponds to each card. Encourage them to recall the sequence of events and the details about the setting of the story.

Respond to the Text

My Language Book
Have children turn to page 90 in My Language Book. Guide them through the activity using the suggestions at the bottom of the page. Differentiate the instruction as needed using the following suggestions.

BEGINNING Provide children with a frame they can use to explain their pictures: You can ___ with a paleta.
INTERMEDIATE Provide children with a frame to use when discussing their pictures with partners: I drew ___ because ___.
ADVANCED Have children label details in their pictures, based on the text, and encourage them to include these details as they describe what they have drawn.

To extend the Collaborative activity, have children also talk about the main character’s favorite thing to do with a paleta and why she likes it so much.
My Language Book

Accelerate English language development for students across all proficiency levels.

The My Language Books provide targeted scaffolding for all levels of students, from Beginning to Intermediate and Advanced. Students are provided opportunities to build key language skills for English Learners with support for oral language, writing, retelling and more.

Core Wonders

While building language skills in Wonders for English Learners, students build their core reading, writing, listening, and speaking skills with Wonders.
Weekly Concept: Meet Your Neighbors

Essential Question
Who are your neighbors?

Meet Your Neighbors

Who are the people in this neighborhood?

Guide children to talk about the picture. Ask:

What does a neighbor give the boy?

Name _____________________________

What does the boy get from neighbors? Name two things.

He gets ____________________________

How do the neighbors help the boy?

He gets ____________________________

What jobs do the boy’s neighbors have?

What does the boy like to eat?

Which fruits do you need to peel or cut?

Which have similar colors or shapes? What kind of fruit do you like the fruits shown. Ask:

Who are your neighbors?

Essential Question

Dan can tap, tap on a door.

Dot can tap, tap on a door.

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Resources for Speaking, Listening, Reading and Writing

Wonders for English Learners provides daily opportunities for practice in reading, writing, speaking, and listening, with scaffolded instructional pathways to help students advance proficiency levels and build their skills.

Oral Language

- Frequent opportunities for collaborative conversations
- Build oral vocabulary
- Engage in meaningful classroom discussions using text evidence

Vocabulary

- Build vocabulary before accessing the Shared Read
- Visuals provide English learners vocabulary context
- Sentence frames allow students to practice vocabulary
- Students collaborate with partners to build their vocabulary knowledge
Reading

- Accessing Complex Text scaffolds support students in making meaning
- Additional vocabulary support provided related to the reading passage
- Opportunities to annotate text
- Scaffolds for text features

Writing

- Support for identifying text evidence and writing to sources
- Leveled frames support leveled writing requirements and student output
- Collaborative discussions to verbalize ideas prior to writing
- Graphic organizers to synthesize thoughts
- Student exemplars for modeling
Classroom Cards

Several engaging, purposeful classroom tools with embedded, leveled instruction help build a strong foundation and promote continued language acquisition.

Interactive Read-Aloud Cards

Retelling Cards

Visual Vocabulary Cards

Illustration by Magaly Morales
Decodable Readers

A series of new Decodable Readers provides additional reading practice for students.
Progress Monitoring

In the Teacher’s Editions, each week’s instructional plan includes progress monitoring instruction for teachers to:

- assess students’ written and oral production
- inform instruction

Level Up charts help teachers determine when students are ready to move to the next proficiency level.

Unit Progress Monitoring

At the end of each unit in the Teacher’s Edition, teachers can use data from the following sources to inform instruction and make Level Up decisions:

- Unit Assessment
- Observational Rubrics
- Language Development Kit
- Foundational Skills Kit
- Adaptive Learning

Additional Assessment Options

- Unit Assessments
- Foundational Skills Kit
- Observational Rubrics
- Adaptive Learning

Create a Student Profile

Record data from the following resources in pages 136–137 of the Assessment Book.

- Additional Assessment Options
- Retesting Options
- Reteaching Options
- Unit Wrap Up
- Create a Student Profile

Level Up Chart

Refer to page 727 for guidance about Level Up decisions.

Assessment
Unit Assessments and Rubrics

Unit Assessments enable teachers to assess students’ language proficiency development in the reading, writing, speaking, and listening skills taught in each respective unit. Unit Assessments are leveled for Beginning, Intermediate, and Advanced students and include:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

Answer keys, rubrics, and writing anchor papers make it quick and easy to score the assessments. The Assessment resources also include a student self-assessment, peer assessment, and observational rubrics.

Online Unit Assessments can be accessed through ConnectED

LAS Links Assessments

LAS Links provides reliable K-12 English language proficiency assessments, including both a Placement Test and Summative Forms C and D, that inform placement decisions and measure growth across the school year. These assessments can be used in conjunction with Wonders for English Learners.
Language Development Kit

The Language Development Kit provides systematic, research-based resources to help students build key language skills.

Language Development Cards

Provide targeted instruction in language and grammar skills

Language Transfers Handbook

Provides support for sound, phonics, and grammar transfers in eight languages, as well as sample cognate lessons

Phonics Transfers: Sound-Symbol Match

Grammar Transfers: Grammatical Form

Sample Student Practice

Cognates
Language Development Practice
Provides opportunities for students to practice language and grammar skills at their proficiency levels

Name ____________________________

**An adjective is a word that describes a noun. Size words are adjectives.**

The boat is **big**.

A. Read each noun. Say if each item is **big** or **small**.

1. tree
2. nut
3. leaf

B. Circle the adjectives.

1. I saw a tiny bug.
2. The little bird sang.
3. Brent fished in a big lake.
4. The snake was long.

---

An adjective is a word that describes a noun. Size words are adjectives.

A. Complete each sentence with an adjective from the box.

- big
- little
- long

1. I saw a ____________ bug.
2. Brent fished in a ____________ lake.
3. The snake was ____________

B. Add an adjective to the noun.
Write the phrase.

1. tree

---

**Photo Cards**

- boy

**Sound-Spelling Cards**

- piano

**High-Frequency Word Cards**

- every
- soon

---

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**Photo © Comstock/SuperStock**

**Names**

**An adjective is a word that describes a noun. Size words are adjectives.**

The boat is **big**.

A. Read each noun. Say if each item is **big** or **small**.

1. tree
2. nut
3. leaf

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- big
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1. I saw a ____________ bug.
2. Brent fished in a ____________ lake.
3. The snake was ____________

B. Add an adjective to the noun.
Write the phrase.

1. tree

---

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**Names**
Digital Resources

*Wonders for English Learners* can be taught in print, digital, or blended format to meet all classroom needs. All print resources are available on a dynamic, adaptive, customizable platform.

Lesson Planner

- Customizable lesson planner
- Combines English Language Arts and English Language Development instruction
- Includes designated ELD lessons for Beginning, Intermediate, and Advanced students
- Gear icon allows teachers to open the lesson, move, or add to the “Holding Bin” for later use
eBooks with Audio Support

- Companion Worktext eBooks provide audio support with tracking and interactive tools
- Summaries of the Shared Read and Literature Anthology selections are available in eight languages

Adaptive Learning

- Allows students to practice skills at their own pace and instructional levels
- Provides dynamic and interactive content for an intuitive user experience
- Finds the students’ gaps and determines activities, interactions and sequences to promote students’ success
Strategies for Classroom Discussions

Providing multiple opportunities to speak in the classroom and welcoming all levels of participation will motivate English learners to take part in class discussions and build oral proficiency. These basic teaching strategies will encourage whole class and small group discussions for all language proficiency levels of English learners.

**WAIT/DIFFERENT RESPONSES**

- Be sure to give students enough time to answer the question. They may need more time to process their ideas.
- Let students know that they can respond in different ways depending on their levels of proficiency. Students can:
  - answer in their native language; then you can rephrase in English
  - ask a more proficient EL speaker to repeat the answer in English
  - answer with nonverbal cues.

**Teacher:** How would you describe Charlotte?

**EL Response:** Very nice. ●
She is nice. ■
She is very nice to Wilbur. ◆

**Teacher:** Yes. Charlotte is very nice and caring.

**REVISE FOR FORM**

- Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.
- When you repeat the answer, correct any grammatical or pronunciation errors.

**Teacher:** Who are the main characters in the story *Zathura*?

**EL Response:** Danny and Walter is. ●
Danny and Walter is the characters. ■
Danny are main characters and Walter. ◆

**Teacher:** Yes. Danny and Walter are the main characters. Remember to use the verb *are* when you are telling about more than one person. Let’s repeat the sentence.

**All:** Danny and Walter *are* the main characters.

**REPEAT**

- Give positive confirmation to the answers that each English learner offers. If the response is correct, repeat what the student has said in a clear voice and at a slower pace. This validation will motivate other English learners to participate.

**Teacher:** How would you describe the faces of the bobcats?

**EL Response:** They look scared. ●
They look scared of the lions. ■
They look scared of the lions waiting behind the bush. ◆

**Teacher:** That’s right, Silvia. They are scared. Everyone show me your scared face.

**REVISE FOR MEANING**

- Repeating an answer offers an opportunity to clarify the meaning of a response.

**Teacher:** Where did the golden feather come from?

**EL Response:** The bird. ●
It came from the bird. ■
The golden feather came from the bird in the sky. ◆

**Teacher:** That’s right. The golden feather came from the Firebird.
**ELABORATE**

- If students give a one-word answer or a nonverbal cue, elaborate on the answer to model fluent speaking and grammatical patterns.
- Provide more examples or repeat the answer using proper academic language.

  **Teacher:** Why is the girls’ mother standing with her hands on her hips?
  **EL Response:** She is mad.
  - She is mad at the girls.
  - She is mad at her two daughters.

  **Teacher:** Can you tell me more? Why is she mad?
  **EL Response:** Because the girls are late.
  - She’s mad because the girls are late.
  - She’s mad because her daughters are late coming home.

**ELICIT**

- Prompt students to give a more comprehensive response by asking additional questions or guiding them to get to an answer.

  **Teacher:** Listen as I read the caption under the photograph. What information does the caption tell us?
  **EL Response:** Butterfly
  - It tells about the butterfly.
  - It tells about the butterfly in the meadow.

  **Teacher:** What did you find out about the butterfly?
  **EL Response:** It has nectar.
  - It drinks a lot of nectar.
  - It drinks nectar from every flower.

  **Teacher:** Yes. The butterfly drinks nectar from the flower.
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The Big Idea
What do you know about the people and places in your neighborhood?

Talk About It
Read the Big Idea aloud to children. Ask children to think about the people and places in their own neighborhoods. Then point out that the children in the picture are enjoying spending time in their neighborhood. Talk about what the children are doing and the items shown in the picture. Have children think about how the picture is similar to their own neighborhoods.

Have children discuss in partners or groups and then share their ideas with the class.

BEGINNING
Ask: What do you see in the picture that is also in your neighborhood?
Guide children to respond using the frames:
I see ____ in the picture. ____ is/are also in my neighborhood.

INTERMEDIATE
Ask: What do you see in the picture that is also in your neighborhood? What is different from your neighborhood?
Guide children to respond using the frames:
My neighborhood has ____ , but it is different because ____ .

ADVANCED
Say: Tell me about the things in the picture that are the same in your neighborhood. What things are different? Allow children to respond openly, providing support as needed.

MUSIC LINKS
Introduce the unit song. Go to www.connected.mcgrawhill.com Resources:
Multimedia: Music to find audio recordings, song lyrics, and activities.
## WEEK 1
Teacher’s Edition pp. 232–255

### ESSENTIAL QUESTION:
What do people use to do their jobs?

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<tr>
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### Listening Comprehension/Close Reading
- Literature Big Book, *Whose Shoes? A Shoe for Every Job*
- Interactive Read Aloud, *Little Juan and the Cooking Pot*

### Shared Read
- “Tom on Top!”

### Differentiated Text
- “The Chef”

### Word Work
- Phonemic Awareness
- Phonics: /o/ o
- High-Frequency Word: you

### Writing
- Interactive Writing
- Independent Writing

### Progress Monitoring

## WEEK 2
Teacher’s Edition pp. 256–279

### ESSENTIAL QUESTION:
Who are your neighbors?

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### Listening Comprehension/Close Reading
- Literature Big Book, *What Can You Do with a Paleta?*
- Interactive Read Aloud, *Cultural Festivals*

### Shared Read
- “Sid”

### Differentiated Text
- “Neighbors”

### Word Work
- Phonemic Awareness
- Phonics: /d/ d
- High-Frequency Word: do

### Writing
- Interactive Writing
- Independent Writing

### Progress Monitoring
ESSENTIAL QUESTION:
How can people help to make your community better?

Language Support
- Oral Language
- Weekly Concept
- Words and Categories: A Construction Site
- Oral Vocabulary: Fix it Up
- Oral Vocabulary Words: community, improve, harvest, confused, quarrel
- Grammar: Adjectives
- How Language Works: Expand Noun Phrases

Listening Comprehension/Close Reading
- Literature Big Book, Roadwork
- Interactive Read Aloud, The Bundle of Sticks

Shared Read
- “I Can, You Can!”

Differentiated Text
- “We Can Do It!”

Word Work
- Phonemic Awareness
- Phonics: /i/ i, /o/ o, /n/ n, /k/ c, /d/ d
- High-Frequency Words: and, do, go, to, you

Writing
- Interactive Writing
- Independent Writing

Progress Monitoring
### Meet Your Neighbors

#### ESSENTIAL QUESTION

**Who are your neighbors?**

#### Day 1 Components

**My Language Book**

#### Day 2 Components

**Visual Vocabulary Cards**

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#### 30 minute plan

#### 45 minute plan

#### 60 minute plan
UNIT 4 • WEEK 2

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Reading/Writing Workshop

Day 4 Components
Visual Vocabulary Cards
Interactive Read Aloud
Differentiated Texts

Day 5 Components
My Language Book
Literature Big Book

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• Write About the Big Book
Language Support

Day 1

Language Objectives
- Develop oral language to use when talking about neighbors.
- Collaborate to express ideas about neighbors.
- Listen actively to an oral presentation about neighbors.

Content Objectives
- Understand who neighbors are.
- Identify ways to act toward neighbors.

Materials
- My Language Book, page 88

Set Purpose

Say: Today you will learn words to use when talking about your neighbors. My Language Book pages will help you use the words to talk with each other. The pages have pictures of people and places you would find in a neighborhood. You will also use language from the story What Can You Do with a Paleta?

Oral Language

ESSENTIAL QUESTION
Who are your neighbors?
Read aloud the Essential Question.

Language Warm-Up
Engage children by having them recite the poem, Neighbor and Friend, accompanied by body movements.

Neighbor (lock arms with partner)
Handy, dandy (sway right and left)
Watching, talking, laughing (hands like binoculars near eyes, then making a V on sides of mouth)
Lends a helpful hand (shake hands with partner)
Friend (lock arms with partner)

Remind children that a neighborhood is a place where people live. Explain that people in a neighborhood often know each other and help each other. Neighbors might become good friends.

My Language Book

Weekly Concept
Have children turn to page 88 and look at the picture. Point to different places, people, and things in the neighborhood as you name them.

Model Language
Tell children you are going to tell them a story about something that is going on in the neighborhood. Explain that when you are finished, they will guess which part of the scene the story is about. Say:

It is a sunny day in the neighborhood. Many people are outside. The woman is taking care of her yard. She plants lovely flowers. She wants her yard to look nice.

Invite children to turn to a partner and share a guess of which part of the scene the story tells about. Then have them all share their responses by pointing to the correct part of the scene.

Talk About It
Have children look at the scene and describe the people they see. (a woman delivering mail: a father and son playing catch; a girl riding her bike; a woman planting flowers) As they speak, guide children to use key words like neighbors/neighborhood, sidewalks, houses, playing catch, planting flowers, riding a bike, postal worker, and delivering mail correctly.

Then guide children to think about one of their neighbors and draw him or her into the scene.
BEGINNING  Guide children to tell what they see people doing in the neighborhood. **The woman** is ____. **The girl** is ____. **The father and son** are ____. After they draw their neighbor into the scene, have them describe what he or she is doing. **My neighbor** is ____.

INTERMEDIATE  Guide children to describe what the people in the neighborhood are doing. Encourage them to add details about what they see, including how the people seem to be feeling. Provide support as needed. After they draw their neighbor into the scene, have them describe what he or she is doing.

ADVANCED  Guide children to describe what they see and connect it to a neighborhood. Ask questions such as: **Why are people outside doing different things? Who lives here? Who works here?** After they draw their neighbor into the scene, have them describe what he or she is doing.

Use Language

**What Good Neighbors Do**  Repeat the poem children learned earlier, *Neighbor and Friend*. Ask: **Why does the neighbor lend a helpful hand?** (because that’s what good neighbors do)

Point out that lending a helpful hand isn’t the only thing neighbors do. Guide children to name other things good neighbors do. Make a list. Talk about why the actions make a neighborhood a better place to live.

**Action** | **Why It’s Good**
---|---
Keep yard neat | Neighborhood looks nice.
Let neighbor borrow things | Neighborhood is kind.
Drive slowly | Neighborhood is safe.
Say “hi” to each other | Neighborhood is friendly.
Have cookouts or parties | Neighborhood is fun.

Guide children to talk about how they try to be kind and helpful toward their neighbors, using sentence frames and prompts such as the following.

BEGINNING  I help my neighbor when I ____.

INTERMEDIATE  People in our neighborhood help each other by ____.

ADVANCED  People in our neighborhood are nice to each other when we ____.

Tell an Oral Story  Retell the story you shared earlier. Then have children work in groups of three to tell a story of their own about something that is happening in the neighborhood. As one child tells a story, a second listens, and the third can create sound effects such as street sounds, birds chirping, or people laughing. Have children rotate until all have shared.

Write About It

**What Good Neighbors Do**  Repeat the poem children learned earlier, *Neighbor and Friend*. Ask: **Why does the neighbor lend a helpful hand?** (because that’s what good neighbors do)

Point out that lending a helpful hand isn’t the only thing neighbors do. Guide children to name other things good neighbors do. Make a list. Talk about why the actions make a neighborhood a better place to live.

**Action** | **Why It’s Good**
---|---
Keep yard neat | Neighborhood looks nice.
Let neighbor borrow things | Neighborhood is kind.
Drive slowly | Neighborhood is safe.
Say “hi” to each other | Neighborhood is friendly.
Have cookouts or parties | Neighborhood is fun.

Guide small groups to talk about why being a good neighbor is important. Provide a language frame for children to use to sum up their discussion: **Good neighbors make the neighborhood ____ because ____**. Suggest that they refer to the list you made earlier, and model using that language to complete the frame: **Good neighbors make the neighborhood friendly because they speak to each other.**

Have children draw themselves showing how they have been a good neighbor. Have them dictate labels, captions, or sentences for you to write, using the words and frames they have been learning. Then have children share their drawings with a partner. As time permits, have the partners rotate, sharing their ideas. Afterwards, ask children how many of them learned from a partner a new way they could help a neighbor. Add to the list you began earlier, using children’s ideas.
Listening Comprehension

Language Objectives
- Use language about neighborhoods to respond to oral prompts while listening to a text.
- Acquire new language to use when talking about neighbors.

Content Objectives
- Identify people in a neighborhood.
- Identify ways to be a good neighbor.

Materials
- My Language Book, page 89
- Literature Big Book: What Can You Do with a Paleta?

Use Literature Big Book
Display the cover of the Big Book and read the title. See if any children can point to the paletas the children are holding. Explain: A paleta is an icy fruit pop. Point to the man pushing the paleta cart and say: This man sells paletas in neighborhoods. Let’s find out what you can do with a paleta besides eat it!

Link Language to Pictures
Do a picture walk through the book, focusing on language. Model using theme-related words and language frames the children have been working with to talk about the story. Use the prompts and sentence frames below:

- **Pages 4–5**
  Look at the girl inside her home. She can see her neighborhood outside. A man is playing an accordion (Spanish cognate: acordeón). Food is cooking in the other homes. Point to the scent lines from the windows. What do you think these lines mean? (smells are coming from the food cooking inside)

- **Pages 6–7**
  The girl runs outside toward the paleta cart. How does she look? (excited, happy) Yes, I think she likes paletas!

- **Pages 8–9**
  Look at all the different colors of paletas! Which one would you choose? Name the different colors and have children raise their hands to vote. See which color is most popular.

**Pages 10–11**
The houses in this neighborhood are colorful. What else do you see in the neighborhood? Help children to name things they see, like stepping stones, trees, plants, the fence, and the road.

**Pages 14–15**
Now I see a hill and some adults sitting in the yard. The paleta man with the cart is walking up the hill. Where do you think he’s going? (to other parts of the neighborhood to sell the paletas)

**Pages 18–19**
The children look like they are having fun! What do you do to have fun in your neighborhood?

**Pages 20–21**
All sorts of people live in this neighborhood, and it seems like they all like paletas! What food do you wish someone would sell in your neighborhood? Have children share their ideas of good treats to buy.

**Pages 22–23**
This boy seems to be remembering a time when he used paletas to play a game! I guess you really can use paletas for many things.
This girl seems to be giving a paleta to the woman. How is the girl being a good neighbor?

**BEGINNING** The girl is being ____ to the neighbor.

**INTERMEDIATE** The girl is being ____ to her neighbor by ____.

**ADVANCED** Provide support as needed.

Now the children seem to be licking and biting into their paletas. What do you think they taste like? (cold sweet, fruity)

Now we can see the neighborhood again. Tell me what you see. Guide children to name details such as houses, fences, flags, the man with the paleta cart, dogs, children, and lines indicating good smells.

Guide children to continue identifying details in the neighborhood, providing new words as needed, such as stairs, potted plants, and grass.

Use the following routines and prompts to help children interact with the text as you read the book aloud for children’s enjoyment.

**Print Awareness** We will be reading this story aloud. I will point to the words as I read. You will notice that some of the words are in a special type and some of the words are bigger than other words. The words in special type are Spanish words. The words that are bigger are important and should be read by stressing them, or saying them loudly. Turn to page 6. See? Point to and read “and carries a treasure of icy paletas in every color of the sarape . . . THAT’S my barrio!” Repeat the words paletas and sarape after me. Now repeat the sentence, “THAT’S my barrio!”

**Patterned Text** The text pattern in this book involves answering the question, “What can you do with a paleta?” So the response is You can . . .

This book has a descriptive section at the beginning and end about the sights and sounds of the barrio. The other section answers the questions, “What can you DO with a paleta?” On pages 10-25, have children chime in with “You can . . .” pointing their finger at their neighbor.

My Language Book
Remind children that the story takes place in a neighborhood, or barrio, and that one woman in the neighborhood sells fresh fruits, while the paleta cart man sells fruity paletas. Tell children that the My Language Book page will help them learn the names of fruits.

Have children turn to page 89. Guide children to identify the fruits shown and talk about them, using the suggestions at the bottom of the page. Then have them draw a picture of another fruit in the space provided. Help them continue talking about the page using the differentiation suggestions below.

**BEGINNING** Point to the one of the fruits. Guide children to say the fruit name and its color. Then have them identify the fruit they have drawn.

**INTERMEDIATE** Point to the one of the fruits. Guide children to say the fruit name. Then have them say its color and show and tell how it is eaten. Then have them tell about the fruit they have drawn.

**ADVANCED** Have children work in partners to talk about the fruits on the page, including those they have drawn. They should describe each fruit and tell which is their favorite and why.

**COLLABORATIVE** Have children extend the collaborative work by drawing a large fruit bowl as a whole group. Individual children should each draw their own fruit in the fruit bowl and provide an oral description of it. Provide support as needed.
Language Support

Language Objective
• Develop oral language to use when talking about neighbors.

Content Objectives
• Identify people and places in a neighborhood.
• Understand what it means to be a good neighbor.

Materials Go Digital
• Visual Vocabulary Cards (appreciate, cultures)

Set Purpose
Say: Today you will learn more words that you can use to talk about neighbors and neighborhoods. We will also read two stories today. One of them is the story What Can You Do with a Paleta? that we read together yesterday. The My Language Book page will help you share what you have learned from What Can You Do with a Paleta?

Oral Vocabulary Words
Review the two theme-related Oral Vocabulary words for the week to continue focusing on the Essential Question.

appreciate (Spanish cognate: apreciar)
Define: When you appreciate something, you respect or value it.
Example: I appreciate that you eat lunch with me.
Ask: Who do you appreciate in your neighborhood? How do you show a neighbor you appreciate him or her?

BEGINNING Have children pantomime actions that show they appreciate their neighbors, such as waving, hugging, or shaking hands.

INTERMEDIATE Have pairs of children practice standard ways of saying thanks and responding: Thank you. You’re welcome. I appreciate what you did. I was glad to do it.

ADVANCED Have children tell about things they appreciate their neighbors doing. I appreciate it when my neighbors _____. Then have pairs of children practice standard ways of saying thanks and responding:

cultures (Spanish cognate: cultura)
Define: A culture includes the language, holidays, and special foods shared by a group of people.
Example: My family celebrates holidays from the Chinese culture.
Ask: What special food or holiday from a culture can you name?

Good Morning
“Good morning, neighbor.” (wave to neighbor)
“Good morning to you.” (wave to neighbor)
“I hope you are fine.” (hands up as if asking a question)
“I hope you are, too.” (shake hands)

Ask if the children in What Can You Do with a Paleta? know their neighbors. Children should base their answers on what they recall from the text.
Read Literature Big Book

Print Awareness
Point to the text on page 15, running your hand under it as you say: This is a long sentence. It starts on this page and continues on the next page. We know that it doesn’t end on this page because there is a comma here. A comma tells us to take a short break before continuing with the rest of the sentence. Turn the page, and then say: This is a really long sentence! Here is another comma. We have to turn the page again. Turn the page and say: Now the sentence ends. It ends with an exclamation mark. That means we should read the sentence with excitement. So, I’ll start at the beginning and read the sentence.

Close Reading ACT
As you read the text, stop frequently to elicit responses that will help children access complex text as you gauge and support comprehension, draw attention to the week’s vocabulary and to the author’s use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below:

PAGES 4–7
The author begins this story with a very long sentence. It has many describing words. These describing words help me feel like I am in the neighborhood!

I can see the big velvet roses that are red, pink, and fuchsia (Spanish cognate: fucsia). Point to the roses. I can hear the accordion playing sassy and sweet music. Point to the accordion. Explain that sassy and sweet music is pleasing to listen to and very upbeat too. I can even smell the food. Point to the scents coming from the windows. (Evaluating Language Choices, Reading/Viewing Closely)

PAGES 8–13
The author asks a question all the way through the story that we can answer at the end: “What can you do with a paleta?” The children show what to do with a paleta all the way through the story. The characters also make a decision: “Which paleta will I choose?” Which one would you choose? Why? As children respond, link the colors of the paletas to their flavors, to build more vocabulary. (Understanding Text Structure, Offering Opinions, Vocabulary)

BEGINNING I would choose a ___ paleta. I like ___.

INTERMEDIATE I would choose a ___ paleta because ___.

ADVANCED I would choose a ___ paleta because it tastes ___.
Literature Big Book (continued)

► PAGES 14–19
This long sentence tells us three things you can do with a paleta. What are they? Page back through the spreads so children can recall the three things. (make friends with a dog, make a mustache, create a piece of art) Help children understand that a masterpiece is any kind of great art—a picture, a song, a dance, and so on. Then have children vote on which of these three things they believe looks most fun. (Reading/Viewing Closely, Vocabulary)

► PAGES 20–25
Something people like to do with paletas is to give them away! That’s one way to be a good neighbor. Which of your neighbors would you like to give something to? What would you give? (Reading/Viewing Closely)

Have children share with a partner their answers to the questions. (I would give my neighbor ____ a ____.)

► PAGES 26–27
Now I see the children enjoying their paletas. I will point to the words that the girl says. Repeat them after me, and then we will show the action. Point to and read one at a time: lick it (pantomime licking with your tongue), slurp it (make slurping sounds), sip it (pantomime sipping, with sounds), munch it (pantomime chewing), and gobble it all down (act like you are hungrily eating and make a gulping sound). Why do you think the author chose these words instead of just saying eat? (She wants to show how fun it is to eat paletas. It is more descriptive.) (Evaluating Language Choices, Vocabulary)

► PAGES 28–31
The author repeats the details about the barrio from the beginning of the story. This shows us that what is most important about the story is the neighborhood itself, with the paleta cart at the middle of it. So now we can answer the question, “What can you do with a paleta?” What would you do with a paleta?

(Reading Closely, Understanding Text Structure, Offering Opinions)

BEGINNING I would ____ with a paleta.
INTERMEDIATE I would ____ with a paleta because ____.
ADVANCED If I had a paleta, I would ____ because ____.

Guided Retelling

Help children participate in a retelling of the story by displaying the Retelling Cards and using the prompts provided on the backs as needed to guide them. Remind them that they should use their own words to retell the part of the story that corresponds to each card. Encourage them to recall the sequence of events and the details about the setting of the story.

Respond to the Text

My Language Book

Have children turn to page 90 in My Language Book. Guide them through the activity using the suggestions at the bottom of the page. Differentiate the instruction as needed using the following suggestions.

BEGINNING Provide children with a frame they can use to explain their pictures: You can ____ with a paleta.

INTERMEDIATE Provide children with a frame to use when discussing their pictures with partners: I drew ____ because ____.

ADVANCED Have children label details in their pictures, based on the text, and encourage them to include these details as they describe what they have drawn.

To extend the Collaborative activity, have children also talk about the main character’s favorite thing to do with a paleta and why she likes it so much.
Shared Read

**Language Objective**
- Respond to oral prompts while listening to a text.

**Content Objective**
- Apply phonemic awareness, phonics, and high-frequency word knowledge to decodable text.

**Materials**
- Reading/Writing Workshop, pages 20–21
- Reading/Writing Workshop: Shared Read, “Sid” pages 22–29
- Sound-Spelling Card (Dd)
- High-Frequency Word Card (do)

**Word Work**

**Phonics**
Display the Sound-Spelling Card for Dd. Have children name the letter and articulate the sound in unison. Explain that the story you will read has several characters with the letter d in their names. Write the characters’ names on the board: Sid, Dan, Dot, Tod. Circle the D or d in each word, reinforcing that names begin with a capital letter. Blend the sounds to read each name as you run your fingers under the letters. Have children repeat each name after you.

**Phonemic Awareness**
Have children turn to page 20 in the Reading/Writing Workshop. Model identifying the picture of a door, and blending the sounds to say the word. Have children repeat for dime and dog. Confirm that all three words start with /d/.

**High-Frequency Word: do**
Display the High-Frequency Word Card for do. Review the word using the Read-Spell-Write routine. Then guide children to read the sentences on page 21 of the Reading/Writing Workshop.

**Read “Sid”**
Have children follow along as you read the text aloud. Stop as suggested below to explain vocabulary and to have children apply the Word Work skills. Also encourage children to chime in with repeated words and phrases and the high-frequency word.

**PAGES 22–23**
Ask: Where do you see the letter D on this page? (on the sign, SOLD)

**PAGES 24–25**
Have children find the word do, point to it and read it, and then read the whole sentence on page 24.

**PAGES 26–27**
Have children identify the words that have the letter d on page 27 and whether it is at the beginning or end of each word. (Dot, Dan, beginning; and, end)
Then have children blend and read the words.

**PAGES 28–29**
Have children identify the sound they hear at the beginning of the rebus word. (door, /d/)

**Respond to the Text**

**COLLABORATIVE PRODUCTIVE** Have children of different proficiency levels work in small groups together. Assign each group one of the spreads from the story. Direct them to talk with each other about what is happening in that part of the story. Then have the groups act out the action of the story. One child might tell what is happening, while the others are characters who speak or simply act in accordance with the scene.
Language Support

Language Objectives
- Draw and write to compose a response to a literary text.
- Expand noun phrases to add detail to sentences.
- Expand sentences with prepositional phrases.

Content Objective
- Use details and images to tell about a story.

Materials
- Literature Big Book: What Can You Do With a Paleta?
- Language Development Cards: 10A–13B, 18A–20B

Interactive Writing

Plan

Introduce the Prompt
Display and read the following prompt related to the Big Book: What can you tell about the neighbors in the barrio? Page through What Can You Do with a Paleta? pointing out the people who are the main character’s neighbors, to remind children who lives in the barrio.

Identify Details
Explain that to answer the prompt, children should think about how the neighbors in the barrio act toward each other. Review the story to find words that describe this. Discuss what the words show about the neighbors and life in the barrio, creating the chart below together.

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What It Shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can make new friends.</td>
<td>The barrio is friendly to everyone, even dogs.</td>
</tr>
<tr>
<td>. . . offering one to the batter . . .</td>
<td>People in the barrio have fun together.</td>
</tr>
<tr>
<td>You can help the senora at the fruit stand . . .</td>
<td>People in the barrio help each other.</td>
</tr>
</tbody>
</table>

Tell children that they should focus on one thing they know about the neighbors in the barrio and write about that to answer the prompt. Elicit their choices using these suggestions.

Collaborative BEGINNING
Ask children if they would rather live in a neighborhood that is friendly, fun, or helpful.

Collaborative INTERMEDIATE
Guide children to think about whether the story as a whole makes the barrio seem more friendly, fun, or helpful and then use frames to say why: I think the barrio is ____. The pictures show the neighbors ____. The text says the neighbors ____.

Collaborative ADVANCED
Have children decide whether the barrio is mostly friendly, fun, or helpful. Ask them to choose a picture and the corresponding text from the story and describe the details that support their point of view.

Plan Writing
Review pages 4 to 31 with children. Direct them to look for details in the text and images that will help them support the idea that the neighbors are friendly, fun, or helpful. Then have them draw a picture, putting together these details, to help them plan their writing.

Practice Writing
Using their drawings, have children answer the prompt. Provide a frame, but encourage children of higher proficiency levels to elaborate on it:

The neighbors in the barrio are ____.

Share Writing
Provide time for children to share their drawings and sentences. Encourage children of high proficiency levels to go beyond what they have written when they are describing their pictures.
Grammar

Adjectives As children discuss and write about What Can You Do With a Paleta?, listen and watch for their use of adjectives. Remind them that an adjective (Spanish cognate: *adjetivo*) is a describing word that tells more about something. Say: Adjectives help us know what something looks, smells, tastes, sounds, or feels like. For example, the author describes the tacos as crispy and the tortillas as buttery. See if children can recall other descriptive words from the story that help them see, hear, smell, taste, or feel what the barrio is like.

For additional practice, turn to page 4 in What Can You Do With a Paleta? Explain that the author uses several words to tell more about the roses. Identify them: big, velvet, red, pink, fuchsia. Remind children that most adjectives come before the noun, so we would say big roses not roses big. Have them put the other adjectives in front of roses to describe them: velvet roses, red roses, pink roses, fuchsia roses.

Collaborative Have children work in pairs to think of words to describe paletas. They might choose words the author used, or come up with their own descriptive words.

Beginning Have children use the words to describe the paletas, as in juicy paletas or fruity paletas.

Intermediate Have children use the descriptive words in sentences about paletas, as in We like to eat colorful paletas.

Advanced Have children combine adjectives to create longer phrases within sentences, as in We love to eat juicy, fruity paletas because they taste so good.

For additional work with adjectives, see Language Development Cards 10A–13B.

How Language Works

Modifying to Add Details Remind children that What Can You Do with a Paleta? takes place in a neighborhood. Say: The words in the neighborhood tell where the story happens. Let’s look through the book again and come up with other words that tell more about where in the barrio things take place.

Page through the book and ask questions to determine location, such as Where are they in the barrio? Make a list of different prepositional phrases that describe where. Examples might include: inside the houses, out of every window, on the street, beside the cart, on the hill, in front of the houses, in a chair, at the game, at the fruit stand, and all around town.

Then provide children with sentence frames about the story that they can complete by adding prepositional phrases that describe where.

Beginning The children have fun playing ___.

Intermediate People eat paletas ___ and ___.

Advanced Adults enjoy talking to each other ___ while the children play together ___.

For additional work with prepositional phrases, see Language Development Cards 18A–20B.
Language Support

Language Objective
• Talk about neighbors.

Content Objective
• Determine qualities of good neighbors.

Materials ➤ Go Digital
• My Language Book, page 91

Set Purpose
Say: Today, we will continue to talk about neighbors. You will learn some new words you can use to discuss what good neighbors do. We will also talk about the story “Sid.” One My Language Book page has pictures of homes to discuss. Other My Language Book pages will help you retell “Sid” and get ready to do some writing about it.

Oral Language

ESSENTIAL QUESTION
Remind children of the Essential Question:
Who are your neighbors?

Language Warm-Up

Have children work in groups of three. Provide paper and crayons. Explain that you want groups to work together to draw a picture showing a “perfect” (Spanish cognate perfecto) neighborhood and what neighbors do there. Explain that they should include at least three people acting as good neighbors. They should label the pictures using the words they have been learning. Then, each group member should choose one of the neighbors’ actions to describe. Have children practice their presentation within their group and then present to another group.

My Language Book

Oral Vocabulary: Parts of a Home
Have children turn to page 91. Point to each pictured feature, identify it, and associate it with a house. This is a mailbox. The postal carrier delivers mail by putting it in the mailbox. Then go through the home features again, asking about each one and where it is found on the home: Where is the doorbell? Why is it located there?

Next, guide children through the page using the suggestions at the bottom. (window, front door, porch stairs, shingled roof, doorbell, porch lights, chimney, mailbox) Adapt to your populations using the modifications given below.

BEGINNING Point to each house feature and ask: What is this part of a house? Why does a house have it? Then name the features in random order and have children point to each and name it after you.

INTERMEDIATE Point to each home feature picture and ask children to name it and tell why homes have it. (This is a ____ . Homes have it because ____ .

ADVANCED Ask children to talk about each home feature by identifying it, describing where it is on a home, and explaining why it is useful to have.
Shared Read

Language Objective
- Collaborate to read, discuss, and retell a text.

Content Objective
- Apply phonemic awareness, phonics, and high-frequency word knowledge to fluently read a decodable text.

Materials
- Sound-Spelling Card (Dd)
- Reading/Writing Workshop: Shared Read, “Sid” pages 22–29
- Photo Cards (dolphin, doll)
- High-Frequency Word Card (do)
- My Language Book, page 92

Word Work

Phonics
Display the Sound-Spelling Card for Dd. Have children name the letter and practice articulating the sound in unison: /d/, /d/, /d/, /d/. Then show the opening spread of “Sid.” Remind students that “Sid” has the letter d at the end. Have any children with names that have the letter d raise their hands and say their names.

Phonemic Awareness
I Do  Show the Photo Card for doll. Say: Doll. The d sound is at the beginning. /d/ /d/ /d/ doll.

We Do  Show the Photo Card for doctor. Have children say the word. Ask: Where do you hear the d sound?

You Do  Have small groups of children play I Spy, looking for objects in the classroom whose names contain the /d/ sound.

High-Frequency Word: do
Display the High-Frequency Word Card, pronouncing the word and having children echo it. Then contextualize the word in sentences. Read each sentence aloud and have children repeat it. Ask volunteers to come up with other sentences.

I do want to go to the party with you.
Do you think today is a good day to ride bikes?

For more Word Work practice, see the online Foundational Skills Practice.

Reread: “Sid”

As you read the text, stop frequently to elicit responses that will help you gauge and support comprehension, draw attention to the week’s vocabulary, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below.

PAGES 22–23
I see a big truck and furniture. I also see a house with a Sold sign in its front. What is happening? (the boy and his mom and dad are moving into a new neighborhood). The word it in the text must mean “the new house.” (Reading/Viewing Closely)

PAGES 24–25
Now I see the mom and her son smiling. I think they must like their new house. But who is Dan? Why is he tapping at the door? (Reading/Viewing Closely)

Collaborative
Have children turn and talk to a partner about who they think Dan is and why he is tapping at the door. Monitor their responses to be sure they understand that Dan is a neighbor who has come to greet the family. Then have children practice an exchange between new neighbors:

Hi, I’m ____ . Welcome to the neighborhood!/Thank you. I’m ____ . I’m glad to be here.
PAGES 26–27

Here is another neighbor, Dot. She has brought cookies. Now I remember that Dan brought something, too. What was it? (a plant) I think I see a pattern. The next part of the story might tell about another neighbor who brings something. What would you bring a new neighbor? Why? (Reading/Viewing Closely, Understanding Text Structure)

BEGINNING I would bring ___ . It would make the neighbor feel ___ .

INTERMEDIATE I would bring ___ because ___ .

ADVANCED I think a good gift to bring a new neighbor is ___ because ___ .

PAGES 28–29

Tod brought a different kind of gift. He brought a ball to play with his new neighbor. What would you like to play with a new neighbor your age? (Reading/Viewing Closely)

Collaborative Read

Partner Reading

Place students in pairs made up of children with mixed levels of proficiency. Have them read “Sid” aloud, quietly working in pairs.

Fluency: Expression

Bring the class back together to talk about the experience of reading the story. Discuss how reading with expression helps to get across the feeling of a story. Display a question mark and an exclamation point and remind children that a question mark asks a question and an exclamation point shows excitement. Then read the questions and the exclamation from the story and have children echo you.

• Do Sid and Mom like it?
• Sid and Mom do like it!

For more fluency practice, see the Wonders weekly Decodable Readers.

Retell the Story

My Language Book

Ask these questions to check children’s comprehension of the story. Revisit parts of the story as needed to increase comprehension, and provide sentence frames as needed to help children respond.

• What are Mom, Dad, and Sid doing? They are ___ .
• Which neighbors bring Mom and Dad something? What do they bring?
  Dan brings ___ .
  Dot brings ___ .
• Why does Tod tap on the door? Tod taps on the ___ because he wants to ___ .

BEGINNING Ask guiding questions about each picture: What do Mom and Sid see? What do they think about what they see? What does Dot bring to her new neighbors? Also provide patterned frames children can use to tell about the pictures: Mom and Sid see their new ___ . Mom and Sid ___ their new ___ . Dot brings ___ to her new ___ . Have the children come up with their own frames for pictures 3 and 4.

INTERMEDIATE Provide sentence starters children can use to retell what is shown in each picture: The first picture shows ___ . The second picture shows ___ . Next, we see ___ . Finally, ___ .

ADVANCED Have partners work together to retell the story in sequence.
Language Support

Language Objective
• Identify and use adjectives to add detail to sentences.

Content Objective
• Draw and write in response to a literary text.

Materials ➜ Go Digital
• Reading/Writing Workshop: Shared Read, “Sid” pages 22–29
• My Language Book, page 93

Writing

Plan

Introduce the Prompt Display the prompt from “Sid”: What are good neighbors like? Suggest that children think of something good one of the neighbors did in the story. Remind children of the chart they made on Day 2 as they thought about how the people in the barrio acted like good neighbors. Display a new chart and model filling it in, using page 25 of “Sid.” Ask for input from children and record their ideas. Provide support as needed.

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What the Illustration Shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan can tap, tap, tap on a door.</td>
<td>Dan knocking at the door and holding a plant.</td>
</tr>
</tbody>
</table>

Tell the idea this gives you for what good neighbors are like: A good neighbor welcomes new neighbors by coming over. A good neighbor brings something to give the new neighbors so they feel welcome in the neighborhood.

Pronouns Point out the use of the pronoun it in “Sid” in the sentence Do you like it? Explain that the word it is a pronoun, but sometimes we don’t know what it refers to. In the sentence Do you like it?, we know it refers to the house because Mom, Dad, and Sid are standing in front of it. Sometimes, though, figuring out what it refers to can be hard. Say: So when you write, sometimes it helps to use the object’s name instead of it.

My Language Book

Writing Have children turn to page 93. Work with them to complete the planning activities on the page. Remind them to include details in their drawings that they can talk about with a partner.

BEGINNING Have children connect their writing to detail in their drawings: I wrote ___ because ____ .

INTERMEDIATE Have children explain how the action shows someone being a good neighbor. When you ____, you show ____ .

ADVANCED As children discuss their drawings with a partner, have them suggest other things good neighbors do.

PRODUCTIVE Share Writing Have partners share each other’s drawings and sentences with the class.

Grammar

Adjectives Have children turn to pages 22–23 in “Sid.” Ask: Can you find chairs that are next to each other? As children point, ask: What words could you use to tell about those chairs? (two; blue) Say: The word two describes the number of chairs. The word blue describes the color of the chairs. Model the correct usage of the adjectives in a sentence. Have children listen and repeat: There are two blue chairs on the grass.
Language Support

Set Purpose
Say: Today you will use the words you have been learning to have conversations with one another. After that we will read and talk about Cultural Festivals. Then you will read and discuss a new story in small groups. Finally, you will revise the sentences you have been working on and practice grammar using a My Language Book page.

Oral Language

ESSENTIAL QUESTION
Remind children of the Essential Question:
Who are your neighbors?
Ask children to volunteer answers to this question using the language and frames they’ve been learning this week.

Oral Vocabulary Words
Use the Visual Vocabulary Cards to review the final three Oral Vocabulary words for the week. Use the Define/Example/Ask routine below.

tradition (Spanish cognate: tradición)
Define: A tradition is a belief or habit that is repeated in a family.
Example: It is a tradition to go sledding on New Year’s Day.
Ask: What is a holiday tradition you enjoy?

prefer (Spanish cognate: preferir)
Define: When you prefer something, you like it more than something else.
Example: Some children prefer math to science.
Ask: Do you prefer singing or dancing? Why?

proud
Define: When you are proud, you feel good about yourself or something you have done.
Example: Josh is proud that he read the book all by himself.
Ask: What makes you proud about your neighborhood?

COLLABORATIVE Have children talk to partners about what they can do to show they are proud of where they live and of the people who live there. Then discuss their ideas as a class.

Expressing an Opinion
Display and read the words related to this week’s theme.

door/doorbell
goals/neighborhood
fence
nice
friend/friendly
outside
fun
safe
help/helpful
sidewalk
house
stairs/steps
kind/kindness
welcome
mailbox
yard
Explain that you would like children to use some of these words to answer a question that calls for their opinions: *What do you like best about your neighborhood? Why?*

According to children’s abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame **I agree with ____ because ____**. is one good way to respond to others’ opinions.

**BEGINNING**  The best thing about my neighborhood is ____ . I like it because ____ .

**INTERMEDIATE**  In my neighborhood, I like ____ best because ____ .

**ADVANCED**  Allow students to respond openly and provide support as needed.

**Engaging in Dialogue**
Create sentence strips to match the levels of your children, as suggested below.

Display the oral vocabulary that children have been focusing on this week. Read the list for children.

<table>
<thead>
<tr>
<th>Good Things About Neighborhoods</th>
<th>appreciate culture prefer proud tradition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood Experiences</td>
<td>feel hear see sights smell/smells sounds taste</td>
</tr>
</tbody>
</table>

Explain that children will use these words to have a conversation with a partner. Model a conversation by asking the questions below and having volunteers respond.

- **BEGINNING**  I am proud of my friendly neighborhood. What makes you feel proud of your neighborhood?
- **INTERMEDIATE**  There are many things to see, hear, and smell in my neighborhood. What are some of these things in your neighborhood?
- **ADVANCED**  I prefer to be outside talking to my neighbors. How do you prefer to be with your neighbors?

Then have children ask you some questions.

Assign children to partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations. Read each sentence strip and provide support as necessary.

**BEGINNING**  In my neighborhood, people ____ . What do your neighbors do?
My neighbors like to ____ .

**INTERMEDIATE**  When I go outside in my neighborhood, I see ____ . What do you see?
I see ____ , and I hear ____ . What do you hear?

**ADVANCED**  I show my culture by ____ . What traditions do you have?
One of my traditions is ____ . Tell me about a tradition of yours.
Interactive Read Aloud

Read the title, *Cultural Festivals*, aloud to children. Tell children that a festival is a party for a whole community. Explain that all over the world, people celebrate traditions and festivals in different ways.

Close Reading

As you read, stop frequently to elicit responses that will help children access complex text as you gauge and support comprehension, draw attention to the author’s choices, develop additional vocabulary related to the week’s theme, and encourage good reading behaviors that result in text-dependent responses to the story. Several examples for each card are given below.

**CARD 1**

**After Paragraph 2** *The author mentions costumes, decorations, food, music, and dancing. These pictures show costumes, decorations, and dancing, but I don’t see any food. What are some foods you have enjoyed at a festival? Encourage children to name and describe some of their cultural foods.* (Reading/Viewing Closely)

**After Paragraph 3** *Giving gifts would be a fun part of a celebration! What are some gifts that are part of your traditions?*

**CARD 2**

**After Paragraph 1** *We have already learned a lot about festivals. When a text tells about a topic, it is an informational text. The author presents facts about different ideas about the topic. The topic of this text is festivals. In this part of the text, the author is telling us facts about one festival. What is an interesting fact you have learned so far about this festival? Guide children to state a fact about Cinco de Mayo.* (Reading Closely, Understanding Text Structure)

**After Paragraph 2** *The author says people in the United States listen to mariachi music. A mariachi band has violins, trumpets, and a guitar.* (Pantomime playing each type of instrument as you name it)

**After Paragraph 3** *Have children turn to a partner and come up with words to describe what they think mariachi music sounds like. (happy, loud, etc)* (Reading Closely, Vocabulary)

**After Paragraph 4** *The author says celebrating Cinco de Mayo is a way people show they are proud of their culture. They also display the Mexican flag outside their homes on this day. What other ways could people show they are proud of their culture?*

**CARD 3**

**After Paragraph 4** *Have children talk to partners about special gift-giving traditions they follow or know about.* (Reading Closely)

One way to show I am proud of my culture is _____. (Vocabulary, Listening Actively/Reading Closely)
CARD 3

After Paragraph 1  The author says that Diwali celebrations take part in many countries in the world. What does this tell you about how important Diwali is to people of Indian culture? (Reading Closely)

After Paragraph 2  The author uses words that help me understand the sequence, or order, of events during Diwali. On the first day, people clean their homes. On the second day, they decorate with lamps. Then the next day they light candles and watch fireworks. On the last two days, they visit friends and family to share a meal of traditional Indian food. (Understanding Cohesion)

After Paragraph 4  We have learned a lot about Diwali in this section. What interesting fact have you learned about this festival? Guide children to state a fact presented by the author about Diwali. (Reading Closely, Understanding Text Structure)

CARD 4

After Paragraph 2  The author says that during Tet people in Vietnam celebrate the new year. Some people of Indian culture celebrate the new year during Diwali as well. What is the same about the way people prepare for these celebrations? Provide a sentence frame that will help children make a comparison.

During Diwali, people ___ and ___ their homes.
Before Tet, people ___ and ___ their homes.
(Reading Closely)

After Paragraph 4  This part of the text explains the picture, doesn’t it? So the picture shows the parade that is an important part of Tet. What details can you learn from the picture that are not given in the text?

BEGINNING  I see ___ in the picture.
INTERMEDIATE  I see that the masks people wear look like ___.
ADVANCED  Encourage children to notice and describe details about the time of day, how the people in the parade move, and what the masks are like. (Reading/Viewing Closely)

After Last Paragraph  I noticed that the author used the word special when describing festivals. The author wants us to understand that these festivals are important in people’s lives. The author wants us to know that people have good feelings about festivals. What is something special about your family’s traditions that gives you good feelings? Invite volunteers to share something they do with their families that makes them feel good. (Reading Closely, Evaluating Language Choices)

Respond to the Text

Place children in triads that include children of mixed proficiency levels. Tell children that you want them to create a poster that shows parts of the Cinco de Mayo, Diwali, or Tet festivals. Ask these questions for them to consider as they plan their collages: What parts of the celebrations will they include? What foods will the people be eating? What activities will the people be doing? Will the people be in costumes? Then have them create the posters. After children are finished, guide them to describe their posters for the class. Each child should participate in presenting their group’s poster, but children at higher proficiency levels can describe it orally while children with developing proficiency can point to the images being described and present short phrases or labels. Provide support as needed as children work together to draw and plan their presentations.
Read the Differentiated Texts

**Language Objective**
- Collaborate to read and respond to a text.

**Content Objective**
- Identify things people do in their neighborhoods.

**Materials**
- “Neighbors”, Beginning, pages 31–33
- “Neighbors”, Intermediate/Advanced, pages 31–33

**Using the Texts**

**Reading Routine**
- Place the children in their leveled groups and be sure each child has a story and a Respond to the Text blackline master.
- After using the Read the Story suggestions, have the children read the Differentiated Texts chorally in their groups. Monitor the children at the Beginning level. Guide them through an echo reading experience as needed.
- Guide children through the Respond to the Text blackline master using the suggestions below.

**Read “Neighbors”**

**Prepare to Read**
Tell children they will work in small groups to read a text about a father and son who visit places in their neighborhood.

**Read the Text**
Work with groups as needed using the following suggestions.

**BEGINNING**
Review the high-frequency word _do_. Guide children to recognize the text pattern and the rebus.

Provide each group with sentence frames they can use to talk about the text.

The boy and his Dad go to the _____. They eat _____.

**INTERMEDIATE/ADVANCED**
Review the high-frequency word _do_. Guide children to recognize the text pattern.

Provide each group with sentence frames they can use to talk about the text.

The boy and his dad do things in their _____. First, they _____. Then, they _____. Next, they get _____.

**Respond to the Text**
Guide children to complete the Respond to the Text blackline master.

Say: The boy really seems to enjoy the foods he can eat in his neighborhood. What foods does he like? How would he describe them? Have children choose one of the foods the boy enjoys and think of ways to tell how it tastes and smells. They can also describe how the boy eats it. Provide support as necessary.

**Fluency**
Bring the group back together. Remind children that reading aloud gives them the opportunity to work on phrasing. Say: When you read with phrasing, you sound natural.

Model the skill, using the Intermediate/Advanced version of “Neighbors,” which features the patterned words, _Dad and I like_ . . . . Read each page and have children echo you.
Language Support

Language Objectives
- Deliver an oral presentation.
- Expand noun phrases to add detail to writing.

Content Objective
- Revise writing in response to a prompt.

Materials  ➤ Go Digital
- My Language Book, page 94

Independent Writing

Revise
Have children review the writing they created on Day 3. Remind them to include details from the drawings they made. Have them check their writing for correct use of end punctuation.

How Language Works

Expand Noun Phrases  Have children review their writing to find a place where they could add at least one adjective that will give an interesting detail about the neighbor’s action. Model an example: *If I wrote* Good neighbors share food with each other *I could improve the sentence by describing the food. I could add the word* tasty, *for example. Then my sentence would read,* Good neighbors share tasty food with each other.

Present

Share Writing  Provide time for children to share their finished work.

BEGINNING  Have children read aloud their sentences. Have them point to and name other details in their illustrations that show someone being a good neighbor.

INTERMEDIATE  Have children read aloud their writing, being sure to read at a natural reading rate as they tell what good neighbors are like.

ADVANCED  Have children read aloud their writing, being sure to read at a natural reading rate as they tell what good neighbors are like. After sharing, children can answer questions about their writing.

Grammar

My Language Book

Grammar  Have children turn to page 94. Guide them through the page. Ask: *What’s the title of the rhyme? What does the poem describe?* (“My Neighborhood”; It describes things found in a neighborhood.) Remind children that there are many interesting places, people, and things in a neighborhood and that words that describe these places, people, and things are adjectives. Have children circle the adjectives in the rhyme. (*tiny, quiet, tall, shady, laughing, happy*)

Next, work with children to make a list of adjectives to describe people, places, and things in their neighborhoods. Then have children choose from these words to write sentences. Provide frames as needed, suggesting that children follow the rhyme’s pattern.

BEGINNING  A ____ dog.

INTERMEDIATE  A ____ ____ tree.

ADVANCED  Lots of ____ ____ and a very ____ ____.
Progress Monitoring

Language Objective
- Use oral vocabulary acquired during the week, including academic language, to discuss the Essential Question.

Content Objective
- Demonstrate comprehension of text through written response to a prompt.

Materials
- My Language Book, page 95
- Literature Big Book: What Can You Do With a Paleta?

Set Purpose
Today you check in with children using appropriate proficiency level expectations to accurately gauge independent progress in relationship to this week’s content and Essential Question Who are your neighbors?

Fluency

My Language Book
Place children in small groups and ask them to read the fluency page for the week and complete the suggested activities (My Language Book, page 95) as you interact with individual children to complete your evaluations.

Written Production

Provide children at each proficiency level with the following written tasks as a way to gauge their progress in writing about this week’s Literature Big Book.

Write About the Big Book
BEGINNING Have children draw and label pictures to show the neighbors and the neighborhood in What Can You Do With a Paleta?
INTERMEDIATE Have children draw and caption pictures to show the neighbors and the neighborhood in What Can You Do With a Paleta?
ADVANCED Have children draw and write about the neighbors and the neighborhood in What Can You Do With a Paleta? Encourage children to use complete sentences.

Talk About the Essential Question
BEGINNING Ask: Where do your neighbors live? What do you say to your neighbors when you meet them? How do you act toward your neighbors? How do they act toward you?
INTERMEDIATE Ask: How would you describe your neighbors? What do you do with your neighbors? Do you like your neighbors? Why?

ADVANCED Say: Let’s talk about who your neighbors are. What do you think about them? What happens when you meet them? How do you treat them? How do they treat you? What are they like?
# Diagnose and Prescribe Chart

Use the following chart to guide you in assessing children’s responses and work. You might also want to use the Weekly Assessment Checklist in the Assessment book.

<table>
<thead>
<tr>
<th>PROFICIENCY LEVEL</th>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS</td>
<td>Expect frequent errors in pronunciation in oral responses, and grammar errors in written responses that sometimes impede meaning.</td>
<td>In oral responses, expect some examples of extended discourse, especially in response to follow-up questions, with fairly frequent pronunciation errors. In written responses, expect frequent errors in grammar that are not significant enough to impede meaning.</td>
<td>In oral responses, expect complete sentences, with only minor pronunciation errors. Also expect children to come up with follow-up questions as part of their dialogue with you. In written responses, expect some minor grammar errors that do not impede meaning.</td>
</tr>
</tbody>
</table>

### ORAL PRODUCTION: Talk About the Essential Question

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>children are unable to respond with phrases or short sentences,</td>
<td>provide frames to help them respond: My neighbors live ____ . When I meet my neighbors, I say ___ and ____ . I treat my neighbors ____ . My neighbors treat me ____ .</td>
</tr>
<tr>
<td>children are uncomfortable initially responding without frames,</td>
<td>provide these frames to get them started. My neighbors are ____ and ____ because ____ . I like to ____ and ____ with my neighbors because ____ . I ____ my neighbors because ____ and ____ .</td>
</tr>
<tr>
<td>children do not ask follow-up questions on their own,</td>
<td>keeping the dialogue going by asking appropriate questions.</td>
</tr>
</tbody>
</table>

### WRITTEN PRODUCTION: Write About the Big Book

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>children struggle to label their drawings,</td>
<td>review with them the list of theme words from Day 4.</td>
</tr>
<tr>
<td>children provide single-word captions only,</td>
<td>guide them to write short sentences.</td>
</tr>
<tr>
<td>children fail to write complete sentences,</td>
<td>model keeping the dialogue going by asking appropriate questions.</td>
</tr>
<tr>
<td>model how to correct one of their sentences and guide them to write more.</td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL UP

- If children are able to use learned vocabulary that they have acquired during the week, they might be ready to move to the INTERMEDIATE level for some tasks.
- If children are able to express ideas through re-combinations of learned vocabulary, with support, they might be ready to move to the ADVANCED level for some tasks.
- If children are able to sustain an extended conversation to answer questions about the week’s topic, they might be ready to move to on-level for some tasks.
Additional Assessment Options

• *LAS Links Benchmark Assessments*
  - Use the *LAS Links* Benchmark Assessments to measure students’ language proficiency and progress throughout the year.

Reteaching Options

• Use the online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
• Use the Language Development Cards for grammar and vocabulary.

Unit Wrap Up

• **Publishing Party** You may choose to have students present their best writing.
• **Retelling Cards** Students can retell their favorite selection using the retelling prompts.

Create a Student Profile

Record data from the following resources in the Student Profile charts on pages 136-137 of the Assessment book.

<table>
<thead>
<tr>
<th>COLLABORATIVE</th>
<th>INTERPRETIVE</th>
<th>PRODUCTIVE</th>
</tr>
</thead>
</table>
| • Collaborative Conversations Rubrics  
  • Listening  
  • Speaking  | • Unit Assessment  
  • Listening Comprehension  
  • Reading Comprehension  
  • Vocabulary  
  • Grammar  
  • Presentation Rubric  
  • Listening  
  • *Wonders* Unit Assessment  | • Weekly Progress Monitoring  
  • Unit Assessment  
  • Speaking  
  • Writing  
  • Presentation Rubric  
  • Speaking  
  • *Wonders* Unit Assessment  |

The Foundational Skills Practice pages, Language Development Kit, Adaptive Learning, and *LAS Links* Benchmark Assessments provide additional student data for progress monitoring.

LEVEL UP

Refer to the chart on page 761 for guidance about Level Up decisions.
The My Language Book provides students with lessons that build background about the weekly concept and develop oral language skills. Students can:

- practice language skills
- collaborate with their peers
- build grammar, language, and fluency

The Teacher’s Edition provides differentiated support for each proficiency level.
Weekly Concept: Meet Your Neighbors

Essential Question
Who are your neighbors?

Have partners take turns asking each other questions about their drawings. For example: What is your neighbor's name? What does she/he live like? What does she/he do? What is she/he like?

See Teacher's Edition p. 258 for scaffolded support with this page.

Weekly Concept: Meet Your Neighbors

Guide children to name and talk about the picture. Ask: Who are the people in this neighborhood? What do they do? What does the neighborhood look like? How do the people live?

Encourage children to describe each person. Then have children add to the scene by drawing one of their neighbors.

Words & Categories: Fruit
Guide children to name and talk about the fruits shown. Ask: Which fruits do you need to peel or cut? Which have similar colors or shapes? What kind of fruit do you like to eat?

Then have children draw another fruit that they like to eat.

Respond to the Text: Big Book

Ask partners to use their drawings to retell parts of the story. Encourage them to use details. Ask: What was your favorite event in the story? What was your favorite part of the story? What was your favorite character?

See Teacher's Edition p. 264 for scaffolded support with this page.

Respond to the Text: What Can You Do with a Paleta?

Review the story with children. Ask: What was the setting for the story? Who were the characters? Guide them to draw three things that you can do with a paleta, then refer to one as they complete the sentence. You can ________.

Oral Vocabulary: Parts of a Home
Guide children to name and describe the parts of a house shown above. Ask them to find these details in the larger picture. Then encourage students to include details as they draw pictures of their homes.

Ask partners to share their drawings and describe their homes. Students can help each other identify the parts of their homes, using the question frame: How many rooms do you have? How many windows do you have? How many doors?

See Teacher's Edition p. 268 for scaffolded support with this page.
1. Ask partners to point to the pictures in sequence as they retell the story. Encourage them to use complete sentences. Offer sentence frames such as: Sid and Mama like ____. Tod can _____.

See Teacher's Edition p. 270 for scaffolded support with this page.

2. Review the story with children. Then ask them to use the pictures to retell it. Ask questions such as: What is Sid's family doing? Who comes to visit? What do Sid and Tod do together? Ask children to circle one of Sid's new neighbors.

3. Ask partners to describe their pictures and read their sentences to each other. Ask: What else might good neighbors do? Use drawing and writing to make a list.

See Teacher's Edition p. 271 for scaffolded support with this page.

4. Ask partners to create a new line for the selection. Have them describe something in their neighborhood using the format: A [adjective] [noun]. Invite partners to present their lines to the group.

See Teacher's Edition p. 277 for scaffolded support with this page.

A good neighbor

---

My Neighborhood

Can you see a tiny dog, a quiet street, a tall, shady tree, and a very happy me?

Grammar: Adjectives

Read "My Neighborhood." Reproduce the selection. Have children match the adjectives to the pictures. Then ask children to underline the adjectives. Ask: What adjectives can you find in the selection? Reread it, tracking the words, and ask children to underline the adjectives.

Pop It, Dot!

Do you see Dot? Do you see the balloon? Dot can pop it. Pop! Pop! See Dot go!

Fluency: Read the selection. Model the information used for intonation and questions. Have children read chorally, copying your intonation and expression. Ask: What did Dot do? Have children underline the high-frequency word do.
Differentiated Texts

Online Differentiated Texts provide targeted instruction at each student’s proficiency level.

Beginning

**Essential Question**
Who are your neighbors?

**Neighbors**
Realistic Fiction

Yes, I do like books

Yes, I do like ice cream

What does the boy like to eat?

What does a neighbor give the boy?

A neighbor gives him pizza and ice cream

Differentiated Texts include an audio component as well.

**Respond to the Text**

Name _______________________

What does the boy like to eat?

What does a neighbor give the boy?

A neighbor gives him pizza and ice cream

What jobs do the boy’s neighbors have? How do the neighbors help the boy?

Guide children to read and answer the questions above, and share their work.

***Differentiated Texts***

*Online Differentiated Texts provide targeted instruction at each student’s proficiency level. Differentiated Texts include an audio component as well.*
Intermediate/Advanced

Essential Question
Who are your neighbors?

Neighbors
Realistic Fiction

Dad and I like books.

Yes, we do like books.

Who are your neighbors?

Ask partners to take turns retelling the story, describing the setting and characters on each page. Ask: What jobs do the boy’s neighbors have? Guide children to read and complete the questions, and share their drawing and writing.

Who are the main characters in the story?

The boy and his Dad

What does the boy get from neighbors? Name two things.

He gets books; pizza; ice cream

Respond to the Text

Name _____________________________

Respond to the Text

Ask partners to take turns retelling the story, describing the setting and characters on each page. Ask: What jobs do the boy’s neighbors have? Guide children to read and complete the questions, and share their drawing and writing.

Who are the main characters in the story?

The boy and his Dad

What does the boy get from neighbors? Name two things.

He gets books; pizza; ice cream