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5 Measurement

SPEAKING



Say: Look at the picture. Listen to the question. Then answer the question using your own words.

Introduction

Say: [POINT to PICTURE] The students in Mrs. Yoshi's class are using rulers, meter sticks, and tape measures to measure objects in the classroom. After they measure, they write down the numbers.

Question

Say: If the students in your class were measuring objects, what job would you like to have?

3.



EXPANDING

Anchor 3
ToM.S.1-2.3

5 Measurement



Say: Look at the picture. Listen to the question. Then answer the question using your own words.

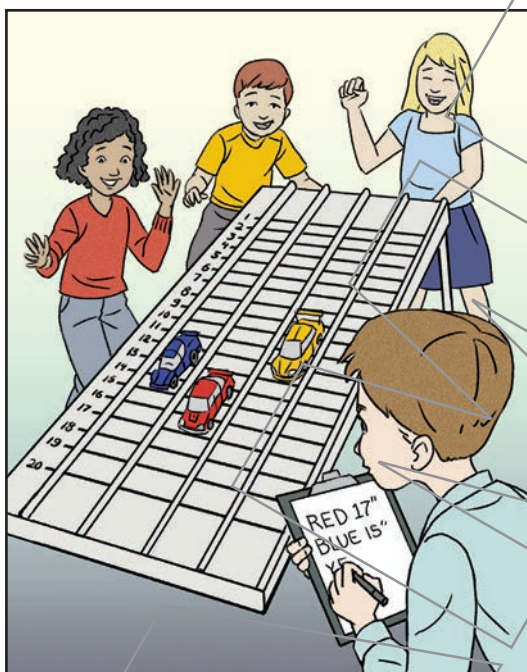
Introduction

Say: [POINT to PICTURE] The students are racing little cars. They start the cars on a ramp. They want to find out how far each car will go. This time, the red car won!

Question

Say: What are the students measuring?

4.



COMMANDING

Anchor 3

ToM.S.1–2.3

EXTENSION ACTIVITY

Have students measure objects using different tools. Discuss different units of measure including inches, feet, centimeters, meters, ounces, and pounds.



Say: Read, then answer Questions 1 through 6. Fill in the correct circle for each question.

You will now read a passage by yourself and answer questions about the passage.

Say: Do you understand what to do? Do you have any questions?

Answer any questions the students may have. Make sure students understand what to do.

Say: You may begin.

Campfire Safety



1 Have you ever sat around a campfire at night? Campfires can be fun. You can roast marshmallows. You can sing songs. You can tell stories. At a campfire, you must be safe. Always have an adult with you. To build a campfire, first clear an area. Place rocks in a circle there. Collect dry branches to burn.

Genre: Informational/Instructional
Lexile® Measure: 400L–600L
Word Count: 140



2 An adult should start the fire. Do not get too close. Stay four feet away from the fire. Sparks can fly, so stay back. Keep the fire small. Use a long stick for roasting marshmallows. Never throw objects into the fire. Never leave the fire without an adult watching it. When you are done, put the fire out. Use buckets of water. Remember these tips. Then you can enjoy your campfire.

SAMPLE



1. Which words tell something you can do at a campfire?

- (A) At night
- (B) Tell stories
- (C) Clear an area

EMERGING
Anchor 2
ToM.R.1–2.2

2. Which word tells something you must have at a campfire to be safe?

- (A) Sparks
- (B) Songs
- (C) Adult

TRANSITIONING
Anchor 1
ToM.R.1–2.1

SAMPLE



3. What is the passage mostly about?

- (A) Roasting marshmallows
- (B) Collecting branches to burn
- (C) Being safe at a campfire

EXPANDING
Anchor 1
ToM.R.1-2.1

4. Read these sentences again.

“Do not get too close. Stay four feet away from the fire. Sparks can fly, so stay back. Keep the fire small. Use a long stick for roasting marshmallows.”

Which words tell something that can help you stay back from the fire?

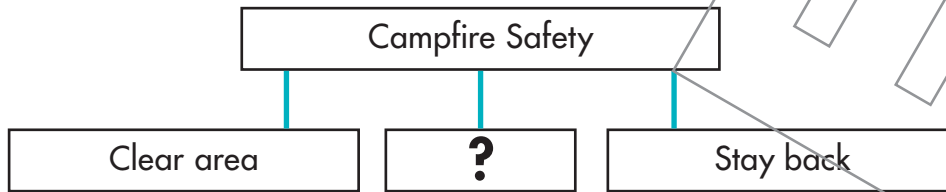
- (A) A long stick
- (B) Sparks can fly
- (C) Get too close

EXPANDING
Anchor 4
ToM.R.1-2.4





5. Look at the chart.



TRANSITIONING
Anchor 2
ToM.R.1-2.2

Which words show another detail about campfire safety?

- A Sing songs
- B Campfire at night
- C Keep fire small

6. Read these sentences again.

“When you are done, put the fire out. Use buckets of water. Remember these tips. Then you can enjoy your campfire.”

Which word tells an object you will need at a campfire?

- A Tips
- B Enjoy
- C Bucket

EXPANDING
Anchor 2
ToM.R.1-2.2





Say: Now read the directions below.

Think about or imagine a time you were around a campfire. Where were you? Who were you with? What did you do? Write as much as you can to describe your experience. Use information from the passage and your own ideas to help you write.

You may use this space to plan your answer for the question. Read the question and make notes below about how you might answer it. Do not write your final answer on this page. Your writing on this page will not be scored. Write your final answer on pages 87 and 88.

Turn the page and point to the checklist and writing lines.

Plan Your Answer

Use the space below to plan your answer and organize your thoughts. Do NOT write your final answer on this page. Your writing on this page will NOT be scored.

Write your final answer on the next two pages.

SAVED

GO ON 

9 Nighttime

Say: This is where you will write your answer. Use the checklist to review your writing.

Instructional Note: Review the checklist if necessary. Make sure students understand the expectations for the writing assignment.

Say: Read the directions to yourself as I read them out loud. On the lines below, write about a real or imagined experience at a campfire.

Say: Does anyone have a question?

Answer any questions students may have.

Sample response:

I went camping
with my family.

We went to a
state park. My dad set up a
tent. Then I helped him make a
campfire. We found wood to
burn.

We cooked hot dogs

Anchors 1–3
ToM.W.1–2.1–3

Check Your Work

- Write about the topic.
- Check capital letters and punctuation.
- Reread your writing, and fix any mistakes.

GO ON



In the Water



LISTENING

Say: You are about to begin the Listening portion of the lesson. Look at the directions at the top of the page. Read them to yourself as I read them out loud. Listen, then answer Questions 1 through 3. Fill in the correct circle for each question.

Listen carefully to the passage and the questions. Each question will be read only once.

Do not turn the page until you are told to do so.

Now you will hear the passage. Listen carefully.

Read the passage.

Say: The title of the passage is “The Shark Lady.”

When she was young, Eugenie Clark loved to watch the fish at the New York Aquarium. She also loved to swim. She wanted to learn about fish. Later, Eugenie became a scientist who studied fish. She learned to dive underwater. She used a mask and an oxygen tank. Then she could see the fish clearly. The sea felt like home to her.

Eugenie thought sharks were interesting. She studied them. She learned about how they acted. People began to call her The Shark Lady. She wanted people to know that sharks were smart. She even trained them. She wanted to save sharks. She wanted to know more about the fish that lived in the ocean. She taught people about what she was learning.

Instruct students to turn the page after you have finished reading.

Say: Please turn the page.

Genre: Informational/Biography
Lexile® Measure: 410L–600L
Word Count: 126

Say: Look at Question 1. Listen to these sentences again.

“Eugenie thought sharks were interesting. She studied them. She learned about how they acted. People began to call her The Shark Lady. She wanted people to know that sharks were smart. She even trained them.”

EXPANDING
Anchor 4
ToM.L.1-2.4

What idea do these sentences support?

- A Eugenie was very afraid of sharks.
- B Eugenie was not afraid of sharks.
- C Eugenie never saw a real shark.

Pause about 15 seconds to allow students to respond.

Say: Look at Question 2. Which sentence tells how Eugenie could see clearly underwater?

- A The sea felt like home to her.
- B She learned to dive underwater.
- C She used a mask and an oxygen tank.

Pause about 15 seconds to allow students to respond.

TRANSITIONING
Anchor 2
ToM.L.1-2.2

Say: Look at Question 3. Listen to this sentence again.

“When she was young, Eugenie Clark loved to watch the fish at the New York Aquarium.”

Which words help tell the meaning of aquarium?

- A New York
- B Watch the fish
- C When she was young

Pause about 15 seconds to allow students to respond.

EXPANDING
Anchor 3
ToM.L.1-2.3