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# 1 A Field Trip



**Say:** Look at the pictures. Listen to the question about the pictures. Then answer the question.

### Introduction

**Say:** At the zoo, the class looks at different animals. One group is looking at the penguins (Point to *FIRST* picture). Another other group is looking at the zebras (Point to *SECOND* picture).

### Question

**Say:** What are some differences between the animals the groups are looking at? (Point to *FIRST* picture and then to *SECOND* picture.)

2.



### TRANSITIONING

Anchor 2  
ToM.S.1-2.2



## EXTENSION ACTIVITY

1. Create a Speaking and Listening Corner in your classroom. Provide puppets and picture books. Explain that this is an area to practice speaking English, and only English may be spoken there.
2. Generate questions with students that they might ask someone. Write lists of five questions and leave them in the Speaking Corner.
3. Have pairs of students visit the Speaking Corner. Encourage them to use the puppets to ask and answer questions.
4. Every six weeks, put a recorder in the Speaking Corner. Have students record a short conversation or question-and-answer session. Save the files as documentation of speaking progress.

# 1 A Field Trip

SPEAKING



**Say:** Look at the pictures. Listen to the question about the pictures. Then answer the question.

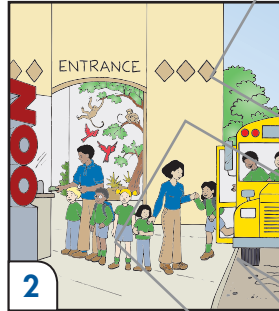
## Introduction

**Say:** After the field trip, Ms. Feliz asks the students to do reports on their favorite animals. They can use the library (Point to *FIRST* picture) and what they learned at the zoo (Point to *SECOND* picture). They can also use the Internet (Point to *THIRD* picture).

## Question

**Say:** How do the students get ready to give their reports to the class?

3.



**EXPANDING**

Anchor 3  
ToM.S.1-2.3



**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. You will hear a story read to you. Then you will hear questions about the story. Fill in the correct circle for each question.

Listen carefully to the story 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 story. Listen carefully.

*Read the passage.*

**Say:** Reading in the Dark

Enrico sat on the couch. He was watching his favorite TV show.

Outside, the sky lit up with a flash of lightning.

**BAM!**

Then the house went dark.

“I thought this might happen,” Enrico’s dad said. “Seems like our power always goes off during thunderstorms.” Enrico’s dad clicked on a flashlight. He pulled several more out of a drawer.

“Isn’t this fun? We can make our own adventures and read by flashlight,” Dad said.

Enrico was not happy. He wanted to watch the show. But he picked some books off the shelf. Dad got some blankets. Together, Dad and Enrico turned the kitchen table into a fort. They crawled underneath and started reading by flashlight.

Enrico’s mom came home. She turned on the lights.

“Turn them off!” Enrico and Dad called.

“But the power came back on,” Mom said.

“We don’t need it,” Enrico said.

Mom crawled under the table and into the reading fort. They read many more books together.

“It’s fun when the lights go out,” Enrico said.

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

**Say:** Please turn the page.

**Genre:** Literary/Realistic Fiction

**Lexile® Measure:** 400L–500L

**Word Count:** 170



**Say:** Look at Question 1. Listen to these sentences from the story again.

“Outside the sky lit up with a flash of lightning.

“BAM!

“Then the house went dark.

“‘I thought this might happen,’ Enrico’s dad said. ‘Seems like our power always goes off during thunderstorms.’ Enrico’s dad clicked on a flashlight.”

Anchor 4  
ToM.L.1-2,4

**Which word or phrase from the story helps you know why the lights went off?**

- A A flash of lightning
- B Went dark
- C A flashlight
- D Thunderstorms

*Pause about 10 seconds to allow students to respond.*

SAMPLE



**Say:** Read the story. Then answer the questions that follow. Fill in the correct circle.

*Pause while students read the passage.*

**Say:** Does anyone have any questions about the story?

*Answer any questions the students may have. Make sure students understand the passage and how to answer the questions.*

## Hadi's Little Sister

- 1 Hadi was building a model spaceship in his room. His sister Ripa came into the room.
- 2 "Can I borrow your scissors?" Ripa asked.
- 3 "Be careful," said Hadi. He handed her the scissors. "Don't forget to bring them back," he grumbled.
- 4 Ripa was back in three minutes.
- 5 "I need to borrow your purple and blue markers, too," Ripa said.
- 6 "Here," Hadi said. He was getting grumpier by the minute.
- 7 Hadi was thinking hard when Ripa came back into his room.
- 8 "You should knock before you come into my room," Hadi said.

**Genre:** Literary/Realistic Fiction

**Lexile® Measure:** 400L–500L

**Word Count:** 196



- 9 “Sorry. How do you spell Earth?” Ripa asked.
- 10 “E-A-R-T-H. Now go away!” Hadi said.
- 11 Hadi was just finishing his spaceship. He heard a soft knock.
- 12 “What now?” he said.
- 13 “I just wanted to return your things,” Ripa said.
- 14 “Put them on the shelf,” Hadi said.
- 15 Ripa walked very quietly into his room. “Thanks,” she said softly.
- 16 Later, Hadi was looking for his scissors. He remembered where Ripa had left them. He went to the shelf. He found the scissors and the markers. Hadi also found a card cut into a circle. In purple and blue letters, the card said, “You are the best brother on Earth.”





1. Why was Hadi getting grumpier?

- A His spaceship was not working out.
- B Ripa wanted to use his favorite markers.
- C Ripa kept coming into his room.
- D He did not know how to spell Earth.

Anchor 4  
ToM.R.1-2.4

2. Read these sentences from the story again.

“Hadi was thinking hard when Ripa came back into his room.

“‘You should knock before you come into my room,’ Hadi said.”

Which phrase tells you what Ripa did?

- A Thinking hard
- B My room
- C Came back
- D Knock before you come

Anchor 1  
ToM.R.1-2.1





**Say:** Now read the directions below.

Think about how Hadi treated Ripa in the story. How did Ripa treat Hadi? Which is a kind way to treat someone? Write two paragraphs about how to treat others. Describe how you think you should treat others. Tell how you feel when people treat you this way. Use information from the story 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 149 and 150.

*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.

Large empty rectangular box for planning the answer, with a large 'SAMPLE' watermark diagonally across it.

**GO ON**

# 12 Building and Creating

WRITING



**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:** Does anyone have a question?

*Answer any questions students may have.*

Anchors 1, 2, 4  
ToM.W.1–2.1, 2, 4

**Sample response:**

It is best to treat other people kindly. This is the way I like to be treated. Hadi was mean to Ripa. But Ripa was nice to Hadi. She made him a card. You should treat other

## Check Your Work

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the story.
- Support your answer with details.
- Write complete sentences.
- Use correct grammar, punctuation, and spelling.



GO ON

