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# 6 Products in the Marketplace

SPEAKING



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

## Introduction

**Say:** Farmers sell fruits and vegetables to stores. Then the stores sell the food to families (*Point to FIRST picture*).

## Question

**Say:** How do families get the food from the farmers (*Point to SECOND picture*)?

3.



## EXPANDING

Anchor 2  
FoM.S.1-2.2

## EXTENSION ACTIVITY

Ask students the words for people in a family. Write the names on the board. Ask students which family members are oldest, which are next oldest, and which members are youngest. Point out that some words like *sister* and *brother* can be older or younger. Words like *grandmother* and *grandfather* name people who are older. Introduce the word *generation*. Explain that their grandparents and great aunts and uncles belong to the same generation and their parents and aunts and uncles belong to the next generation. They and their sisters, brothers, and cousins belong to a younger generation. Explain that the generations in a family can be shown in a family tree. Demonstrate how to draw a simple family tree with four grandparents, two parents, and several children. Use the words *first*, *next*, and *last* to explain the sequence of generations in the family tree. Have students draw their own family trees.

# 6 Products in the Marketplace



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

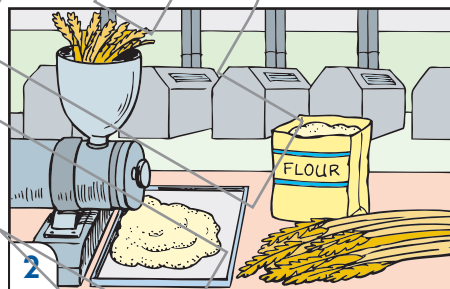
### Introduction

**Say:** Sometimes, food does not go straight from a farm to the store. For example, if a farmer grows wheat (Point to *FIRST* picture), the wheat may go to a mill (Point to *SECOND* picture). A mill is a place that grinds wheat into flour. Then the flour goes to a store. People buy the flour to use to make food like muffins (Point to *THIRD* picture).

### Question

**Say:** Why does the wheat need to go to a mill?

4.



**COMMANDING**

Anchor 3

ToM.S.1-2.3

# America's Story



LISTENING

*The activities in the Listening section of the Listening/Reading/Writing unit should be read to the students. An optional audio CD is also available.*

**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:** Neighbors

Everyone in America came here from another place. But they came at different times. The American Indians came first. Then, other people came from Europe and Africa. Still others came from all over the world. You may know people from other countries. Some may be your neighbors.

Life can be hard for new people in the United States. They learn and see new things. It takes time to learn a new language. People from the same place may live close to each other. This way things do not seem so strange. Cities have many different neighborhoods. People speak Spanish in one block. They speak Chinese in another. But they, their children, and their children's children can all become Americans.

The United States is lucky. The many different people add new ideas to our lives.

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

**Say:** Please turn the page.

**Genre:** Informational/Social  
**Lexile® Measure:** 400L–500L  
**Word Count:** 134

# 7 America's Story

LISTENING



**Say:** Look at Question 1. Based on the story, what takes time for someone to learn?

- A A new number
- B A new language
- C A new game
- D A new book

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

Anchor 2  
ToM.L.1-2.2

**Say:** Look at Question 2. Which phrase from the story tells why things might seem strange to new people?

- A Live close to each other
- B Many different neighborhoods
- C Speak Chinese
- D Learn and see new things

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

Anchor 2  
ToM.L.1-2.2

**Say:** Look at Question 3. Which phrase from the story tells about everyone in America?

- A Your neighbors
- B Learn a new language
- C Came here from another place
- D Live close to each other

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

Anchor 2  
ToM.L.1-2.2



**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.*

## Eggs and Chicks

- 1 Anna and her family live on a farm. One of Anna's jobs is to find eggs. Every day, Anna goes into the henhouse. She looks into the nests. When she finds the eggs, she puts them in her basket.
- 2 One day, Anna finished collecting the eggs and left the henhouse. She saw her brother Mickey sitting on the ground. He was looking closely at something. "What are you looking at?" she asked.
- 3 "There is a nest out here, too," he said.



**Genre:** Literary/Realistic Fiction

**Lexile® Measure:** 500L–600L

**Word Count:** 220



4 Anna sat down next to him and looked at the nest. Inside was an egg. There was a hole in the shell and a tiny beak was peeking out of the hole. As the children watched, the hole got bigger. Then they watched the beak start to make a crack in the shell. The beak moved around in a circle. It made the crack bigger. Finally, the top of the egg broke off. Inside was a tiny chick. Then the chick crawled out of the egg.

5 “It looks wet!” said Mickey.

6 “Chicks always look wet when they hatch,” said Anna. “It will dry soon.”

7 Then Anna and Mickey got up and walked away. They wanted to let the mother hen take care of her new chick. She would keep it warm. Then she would teach it to find food.

## EXTENSION ACTIVITY

Provide opportunities for students to practice pronunciation and phonemic awareness in English. Newcomers to English have probably missed critical skill building commonly covered in kindergarten and first grade. Phonemic awareness is fundamental for successful reading in English.

Have students separate spoken and written words into their component phonemes. For example, engage in pantomimes while practicing separating sounds in one-syllable words such as *bat*, *bad*, *bath*, *back*. Write the word *bat* on the board. Model the activity by saying the word *bat* while pantomiming batting a ball. Then separate the sounds /b/ /a/ /t/ as you point to the letters. Finally, repeat the word *bat* while pantomiming batting a ball. Continue the activity by changing only the final consonant: *bad*, *bath*, *back*, *bag*. Then change the initial consonant: *bat*, *cat*, *fat*, *hat*, *mat*, *pat*, *rat*, *sat*.



1. Where does the story take place?

- A On a farm
- B In the city
- C In the henhouse
- D Across the street from a farm

Anchor 1  
ToM.R.1–2.1

2. What is the story mostly about?

- A Brothers and sisters
- B Mickey's job at the farm
- C How hens build nests
- D Anna's job at the farm

Anchor 1  
ToM.R.1–2.1

SAMPLE





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

In the story “Eggs and Chicks,” Anna has an important job on the farm. Write one paragraph about an important job that you have at home or at school. Use ideas 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 page 120.

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

## Plan Your Answer

Use the space below to plan your writing 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 page.

SAVED

GO ON 



**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 1–3  
ToM.W.1–2.1–3

**Sample response:**

My important job  
is to put the clean  
dishes away. I take  
them out of the  
dishwasher. I make sure they are  
dry. I put them in the cabinet.  
Then we have clean dishes when  
we eat.

### 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.



STOP



*(Score using the rubric on page 162.)*