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Citizenship



SPEAKING

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

Pause about 15 seconds after each question to allow the student to respond.

Introduction

Say: Vijay likes to help others. Yesterday, Vijay helped his teacher, Ms. Lopez (Point to FIRST picture). Today, Vijay helped his friend Marcus (Point to SECOND picture).

Model

Say: I see Vijay putting the books on the shelves (Point to FIRST picture).

Question

Say: What does Vijay do to help?

Rephrasing

Say: Vijay helps to put the books back on the shelves. How else does Vijay help someone?

1.



EMERGING

Anchor 2

ToM.S.K.2



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

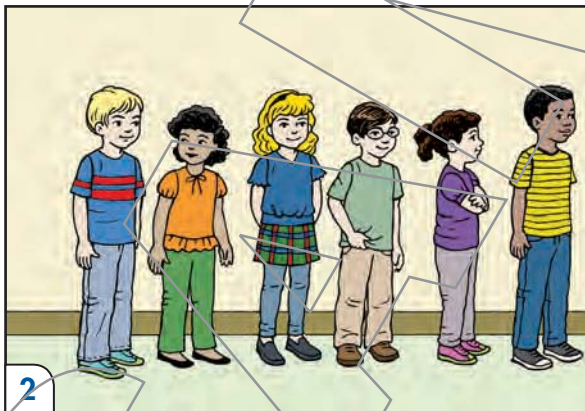
Introduction

Say: Mr. Hill asks the class to line up at the door. Noah is the last one out of his seat. He does not like to be the last one in the line, though. These pictures (Point to *FIRST* picture and then to *SECOND* picture) show what Noah could do.

Question

Say: Which picture (Point to *FIRST* picture and then to *SECOND* picture) shows the best choice for Noah? Tell me about what Noah is doing in that picture.

2.



TRANSITIONING

Anchor 3

ToM.S.K.3

7 Word Recognition

Say: Listen to some short stories. After each story, you will answer one question about that story. Fill in the correct circle.

Look at Question 5. Zoe is holding her dog. What is Zoe doing?

5. What is Zoe doing?

Anchor 3
ToM.L.K.3



(A)



(B)

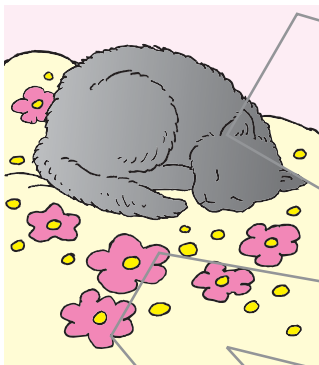


(C)

Say: Look at Question 6. The cat is sleeping on the bed. What is the cat doing?

6. What is the cat doing?

Anchor 3
ToM.L.K.3



(A)



(B)



(C)

Story Comprehension 2



LISTENING

Say: Look at the directions at the top of the page. Read them to yourself as I read them out loud.

Say: Now we will do something different. Listen to a short story and two questions. Fill in the circle to answer each question.

Now listen to the story.

“Kara and Bella are at the movies. First, they buy popcorn and drinks. Next, they walk into the theater. Finally, they find seats. Bella eats some popcorn. It tastes so good!”

Look at Question 1. What did the friends do first? Choose the correct picture.

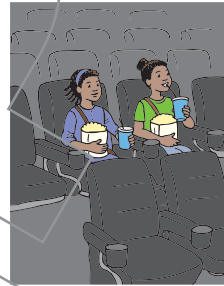
1. What did the friends do first?



A



B



C

Anchor 1
ToM.L.K.1
Story Order

Say: Listen to these sentences from the story again. Then I will ask you a question about the word tastes.

“Bella eats some popcorn. It tastes so good!”

Look at Question 2. Which word helps tell what tastes means?

Answer A says “eats.”

Answer B says “some.”

Answer C says “good.”

2. Which word helps tell what tastes means?

eats

A

some

B

good

C

Anchor 3
ToM.L.K.3
Words from
Context

Story Comprehension 3



LISTENING

Say: Look at the directions at the top of the page. Read them to yourself as I read them out loud.

Listen to a story. Listen to the questions. Then fill in the correct circle.

The Dog and the Bone

One day, a dog found a big bone. He carried it home. He could not wait to lie down and chew on it. On the way, he had to cross a bridge. The dog looked into the water under the bridge. He saw another dog! That dog had a bigger bone in his mouth! The dog was looking at himself in the water. But he did not know it. He wanted the other dog's bone. He opened his mouth to grab it. But then his bone fell into the water. Splash! The bone sank and disappeared.

Now turn the page.



Say: Look at Question 1. What does the dog want to do with the bone?

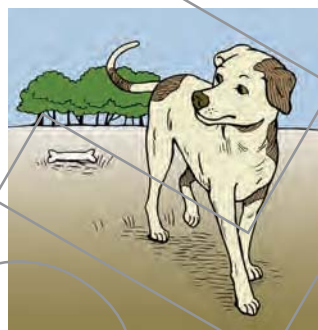
1. What does the dog want to do with the bone?



(A)



(B)



(C)

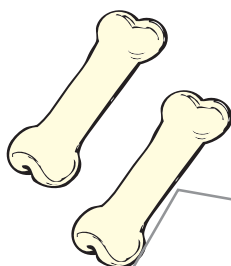
Anchor 4
ToM.L.K.4
Development
of Story-Image
Sorting

Say: Look at Question 2. Listen to these sentences from the story again.

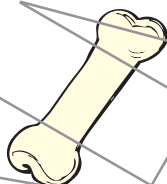
“The dog looked into the water under the bridge. He saw another dog! That dog had a bigger bone in his mouth!”

How many bones does the dog think there are?

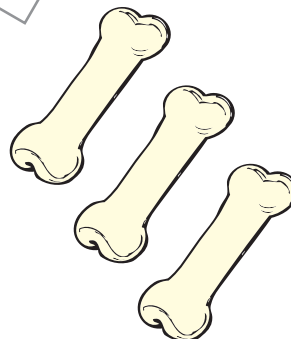
2. How many bones does the dog think there are?



(A)



(B)



(C)

Anchor 4
ToM.L.K.4
Development
of Ideas-
Image Sorting

11 Sound-Word Match

READING



Say: Listen to the sound. Fill in the circle for the letter that makes the sound.

Look at Question 4. Listen to the word *open*. ... Which letter makes the sound /ō/ in the word *open*?

4.

n

(A)

o

(B)

e

(C)

Anchor 3
ToM.R.K.3

Say: Look at Question 5. Listen to the word *pot*. ... Which letter makes the sound /p/ in the word *pot*?

5.

p

(A)

t

(B)

q

(C)

Anchor 3
ToM.R.K.3

Say: Look at Question 6. Listen to the word *game*. ... Which letter makes the sound /g/ in the word *game*?

6.

m

(A)

j

(B)

g

(C)

Anchor 3
ToM.R.K.3

EXTENSION ACTIVITY

It is important for children to have ample practice relating letters of the alphabet to their sounds. You can provide practice by writing two consonants, such as *s* and *p*, on separate sheets of paper. Hold up one letter at a time, say the sound the letter makes, and have children repeat the sound after you. Then say, "Listen as I say a sound. If the sound matches the letter I am holding up, clap once. If the sound does not match the letter, do not clap." Hold up the letter *s* and

say /s/. (clap) Then hold up *p* and say /s/. (no clap) Repeat, holding up the letter *p* and saying /p/. Then continue with other consonant pairs.

Once the students understand the activity, focus the practice on consonant pairs that have easily confused appearances such as *b* and *d* or sounds such as /f/ and /v/, /s/ and /z/, /b/ and /p/, and /d/ and /t/. Provide repeated practice with letters and sounds that children have difficulty with.

Word Reading 1



READING

Say: Look at the directions at the top of the page. Read them to yourself as I read them out loud.

Look at the picture. Listen to the word. Fill in the correct circle.

Instructional Note: Make sure students understand how to follow the directions. Model how to follow the directions as they are written. Use pointing and other gestures as clues to reinforce understanding. If necessary, restate the directions in language the students are familiar with; then repeat the directions as written.

Say: Look at Question 1. This is a picture of a dad. Fill in the circle for the word that spells dad.

Pause about 10 seconds after each item to allow students to answer.

1.

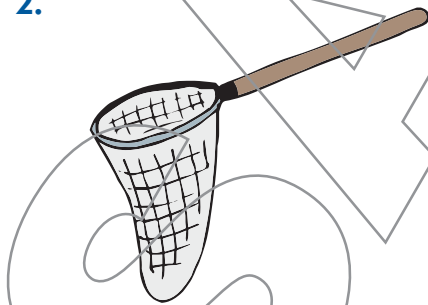


- ☐ A bad
☒ B dad
☐ C sad

Anchor 3
ToM.R.K.3

Say: Look at Question 2. This is a picture of a net. Fill in the circle for the word that spells net.

2.



- ☒ A net
☐ B pet
☐ C vet

Anchor 3
ToM.R.K.3

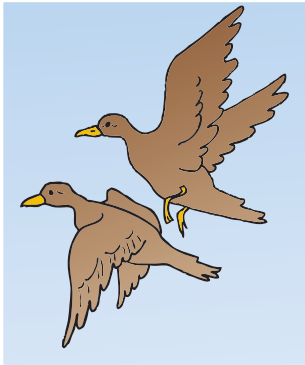
17 Sentence Reading 2

READING



Say: Read the sentence. Fill in the circle for the picture that goes with the sentence.

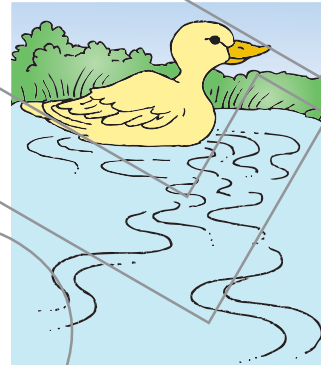
3. Two birds fly.



A



B



C

Anchor 4
ToM.R.K.4

4. The girls jump.



A



B



C

Anchor 4
ToM.R.K.4



Say: Look at the picture. Listen to the word. Write the word on the line.

Look at Question 7. This is a picture of a *pig*. Write the word *pig* on the line.

Give students as much time as they need to finish writing.

7.



_____ pig _____

Anchor 1
ToM.W.K.1

Say: Look at Question 8. This is a picture of the number *three*. Write the word *three* on the line.

Give students as much time as they need to finish writing.

8.

3

_____ three _____

Anchor 1
ToM.W.K.1

EXTENSION ACTIVITY

Practice dictated words by playing "Team Spelling Bee."

1. Assign students to groups of three. Have three teams stand at the front of the room.
2. Present a word to the first team. Give them one minute to discuss how to write it. Then have one of the team members write the word on the board. If it is correct, the team scores a point. If it is incorrect, the team does not earn a point, but is not eliminated.
3. Continue with the other two teams.
4. Have the first three teams sit down and the next three stand up.
5. When all teams have responded once, announce the teams that scored a point and end the game. All teams or no teams can win this game.



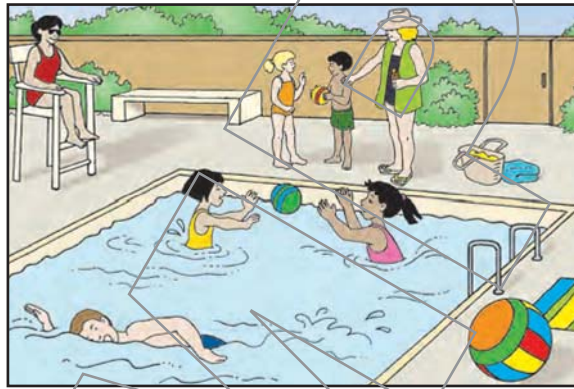
Say: Look at the directions at the top of the page. Read them to yourself as I read them out loud.

Listen to the story. Then draw and write about the story.

Now I will read a story called "A Fun Summer Day."

A Fun Summer Day

The sun is shining. It is a hot day. Abby is excited to go swimming. She wears her swimsuit. She brings her towel and her hat to the pool. First, Abby takes her shoes off her feet. She walks carefully over to the pool. Next, she jumps in the water. Abby makes a big splash! Soon she is swimming. It is fun to swim and play in the cool water.



Say: Abby enjoys swimming on a hot summer day. Write about something you enjoy doing in the summer. I will give you time to draw a picture of what you enjoy doing. Then, I will ask you to write about what you enjoy doing in the summer. You will be able to go back and work on your drawing when you are finished writing.

Say: Now turn the page.



Say: Look at the box at the top of the page. The words above the box say “Draw here.” In the box, draw a picture of what you enjoy doing in the summer.

Give students time to work on their drawing. Be sure students understand where to draw and where to write. Remind them that they can take as long as they need to in order to finish.

Say: Now look at the lines below the box. Use the lines for your writing. Write about what you enjoy doing in the summer.

Give students time to write. When they finish writing, they may return to their drawing or sit quietly while the rest of the class finishes.

Draw here.

Anchor 2
ToM.W.K.2

Write here.

Sample response:

I like to go to the
park. I like the
swings best. I can
swing high.

(Score using the rubric on page 157.)