

# Instructional Features

*Ready, Set, Go! Newcomers Grades 3–5* is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

## Book 1

Lesson Topics	Standards Focus	Language Focus
<b>Unit 1: Building Blocks</b>		
<ul style="list-style-type: none"> <li>• colors</li> <li>• shapes</li> <li>• numbers</li> <li>• alphabet</li> <li>• time</li> <li>• days/months</li> <li>• weather</li> <li>• temperature</li> <li>• seasons</li> </ul>	Science Math	Capitalization
<b>Unit 2: Sounds of English</b>		
<ul style="list-style-type: none"> <li>• sight words</li> <li>• consonants/consonant sounds</li> <li>• vowels/vowel sounds</li> <li>• rhyming words</li> <li>• counting, adding, and subtracting phonemes</li> <li>• consonant blends/digraphs</li> </ul>	Language arts	Consonants Vowels Phonemes Rhyming words Blends Digraphs End punctuation
<b>Unit 3: Challenges of the English Language</b>		
<ul style="list-style-type: none"> <li>• substituting phonemes</li> <li>• vowel teams</li> <li>• silent letters</li> <li>• syllables</li> <li>• vowel sounds: vowels + <i>r</i>, final <i>y</i></li> <li>• hard and soft <i>c</i> and <i>g</i></li> <li>• consonant digraphs <i>gh</i> and <i>ph</i></li> <li>• high-frequency sight words</li> </ul>	Language arts	Phonemes Vowel sounds Silent letters Consonant sounds Sight words Homophones <i>to</i> , <i>too</i> , and <i>two</i>
<b>Unit 4: All About Me</b>		
<ul style="list-style-type: none"> <li>• introductions, greetings, and goodbyes</li> <li>• address</li> <li>• phone number</li> <li>• family/relatives</li> <li>• feelings</li> <li>• useful questions and phrases</li> </ul>	Language arts Social studies	Pronouns

## TIME: 60 MINUTES

- Introduction: 5 minutes
- Listen: 20 minutes
- Speak: 15 minutes
- Write: 15 minutes
- Review: 5 minutes

## OBJECTIVES

- Identify numbers 1-100 and their terms
- Identify ordinal numbers 1st-5th
- Speak, read, and write about numbers

## VOCABULARY

Tier 1: eight	five	ninety	seventy	thirty
eighteen	forty	numbers	six	three
eighty	four	one	sixteen	twelve
eleven	fourteen	one hundred	sixty	twenty
fifteen	nine	seven	ten	two
fifty	nineteen	seventeen	thirteen	zero
Tier 2: fifth	first	fourth	second	third

## WORK WITH THE PAGE

Introduce cardinal and ordinal numbers to the students. Point out numbers around the room. Then show students a group of five objects in a row. Point out the first, second, etc. objects in the group.

### Listen

Direct students to the number chart in the book. Read each number while pointing to it. Have students repeat the numbers as you say them a second time.

Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.

1. I have 2 sisters.
2. Carlos ate 5 carrots.
3. There are 60 cars in the parking lot.
4. Lily is in 1st grade.
5. I won 2nd place in the race.
6. There are 100 jellybeans in the jar.

## Numbers

★ Listen

Listen and repeat.

<b>0</b> zero	<b>1</b> one	<b>2</b> two	<b>3</b> three	<b>4</b> four	<b>5</b> five
<b>6</b> six	<b>7</b> seven	<b>8</b> eight	<b>9</b> nine	<b>10</b> ten	<b>11</b> eleven
<b>12</b> twelve	<b>13</b> thirteen	<b>14</b> fourteen	<b>15</b> fifteen	<b>16</b> sixteen	<b>17</b> seventeen
<b>18</b> eighteen	<b>19</b> nineteen	<b>20</b> twenty	<b>30</b> thirty	<b>40</b> forty	<b>50</b> fifty
<b>60</b> sixty	<b>70</b> seventy	<b>80</b> eighty	<b>90</b> ninety	<b>100</b> one hundred	

<b>1st</b> first	<b>2nd</b> second	<b>3rd</b> third	<b>4th</b> fourth	<b>5th</b> fifth
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Listen. Check the correct choice.

1 <input checked="" type="checkbox"/> 2	<input type="checkbox"/> 12	<input type="checkbox"/> 20
2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
3 <input type="checkbox"/> 30	<input checked="" type="checkbox"/> 60	<input type="checkbox"/> 90
4 <input checked="" type="checkbox"/> 1st	<input type="checkbox"/> 4th	<input type="checkbox"/> 5th
5 <input checked="" type="checkbox"/> 2nd	<input type="checkbox"/> 3rd	<input type="checkbox"/> 4th
6 <input type="checkbox"/> 0	<input type="checkbox"/> 10	<input checked="" type="checkbox"/> 100

**12** Numbers
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**★ Speak**

Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

*How many students are in your class? There are \_\_\_ students in my class.*

*What is the first thing you do when you go home? The first thing I do is \_\_\_.*

**★ Write**

Have students look at the picture. Review the words in the word box. Instruct students to write the ordinal number from the word box to describe each student's place in line in the picture. Then have students look at the numbers at the bottom of the page. Tell students to write the word name for each numeral shown.

**★ Speak**  
Talk with a partner.

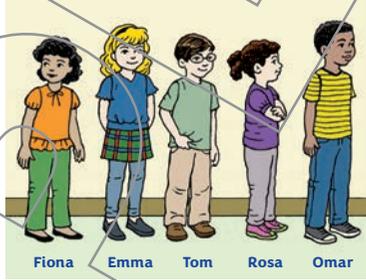
How many times can you jump on one foot? I can jump \_\_\_ times.

What grade are you in? I am in \_\_\_ grade.

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**★ Write**  
Write a word to tell which place each person is in the line.

fifth   first   fourth   second   third



Omar first

Rosa second

Tom third

Emma fourth

Fiona fifth

Write the word for each number.

1 4 <u>four</u>	4 70 <u>seventy</u>
2 19 <u>nineteen</u>	5 100 <u>one hundred</u>
3 8 <u>eight</u>	6 0 <u>zero</u>

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**REVIEW**

Close the lesson by recapping the number words. Continue with differentiated instruction activities as needed.

**CULTURE CONNECTION**

Have students teach the class to count to 10 in their native languages.



**DIFFERENTIATED INSTRUCTION**

**Challenge**

Give students index cards with the numerals 0-9 written on them (one numeral on each card). Have students work with a partner to make two-digit numbers and name the number. Help students recognize that a two-digit number is named by the tens and the ones places.

**Remediate**

Use the **Number Cards** to review the numbers. Give students a number line from 0-20. Say a number name, and have students point to the number on the line.

### TIME: 60 MINUTES

- Introduction: 5 minutes
- Listen: 10 minutes
- Write: 15 minutes
- Listen: 10 minutes
- Sight Words: 15 minutes
- Review: 5 minutes

### OBJECTIVES

- Recognize that words are made up of sounds
- Identify the number of phonemes in words

### VOCABULARY

Tier 1: sound

### WORK WITH THE PAGE

Tell students that all words are made up of sounds. Letters and letter groups make sounds in words. Point to several objects in the classroom. Say the name of the object, then say it again, segmenting phonemes. Have students repeat. Guide them in identifying the number of sounds.

### ★ Listen

Direct students to the two illustrations in the book. Read the word under the picture of the bow. Repeat, segmenting the phonemes. Do the same for the jet. Have students repeat the words as you say them.

Tell students to listen to a sentence and then circle the number of sounds they hear in the word. Repeat the words for students as necessary.

1. **Pan.** Circle the number of sounds in *pan*.
2. **Toe.** Circle the number of sounds in *toe*.
3. **Key.** Circle the number of sounds in *key*.
4. **Him.** Circle the number of sounds in *him*.
5. **Read.** Circle the number of sounds in *read*.
6. **I.** Circle the number of sounds in *I*.



## Counting Sounds in Words

Listen to the number of sounds in a word. The number of sounds is not always the same as the number of letters.

★ **Listen**  
Listen and repeat.



bow b ow

There are two sounds in **bow**.



jet j et

There are three sounds in **jet**.

Listen to the word. Circle the number of sounds you hear.

1 1 2 <b>3</b>	3 1 <b>2</b> 3	5 1 2 <b>3</b>
2 1 <b>2</b> 3	4 1 2 <b>3</b>	6 <b>1</b> 2 3

★ **Write**  
Say the picture name. Write the picture name next to the number of sounds.



bib



zoo



net



doll



leaf



pie

2 **zoo, pie** \_\_\_\_\_

3 **bib, doll, leaf, net** \_\_\_\_\_

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### ★ Write

Read the directions to the students. Have students look at each picture and say the picture name. Then have them write each word on the correct line.

## ★ Listen

 Tell students to look at each picture and listen as you say the picture name. They should color a square for each sound they hear. Alternatively, you may choose to play the audio.

1. two
2. book
3. broom
4. frog
5. pot
6. cane
7. swim
8. knee
9. egg

## ★ Sight Words

Read the directions to the students. Explain that they should only circle the pair of words if the two words have the same number of sounds.

## REVIEW

Go over the answers in the last section as a class. Continue with differentiated instruction activities as needed.

### ★ Listen

Listen to the picture name. Color a square for each sound you hear.

1 	2 	3 
4 	5 	6 
7 	8 	9 

### ★ Sight Words

Read each pair of words. Circle the pair if the words have the same number of sounds.

1 hot for 	2 at did 	3 red hjm 
4 read play 	5 go up 	6 tell clean 
7 ran an 	8 am off 	9 eat if 

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## DIFFERENTIATED INSTRUCTION

### Challenge

Create phoneme counting cards for words with 4 or 5 phonemes. You can also find many resources for cards online. Challenge students to count phonemes in words with more sounds.

### Remediate

Work one-on-one with students who are struggling to count the phonemes in words. Give students poker chips or other manipulatives. Then show them a picture representation of a word. Have students use the poker chips to represent the sounds they hear.