

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 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: My School		
<ul style="list-style-type: none"> • places at school • people at school • classroom objects/tools • classroom routines • cafeteria procedures • recess procedures • field trips • school activities • school safety 	Language arts Social studies	Common and proper nouns
Unit 2: My Classes		
<ul style="list-style-type: none"> • grades/classroom work • math class • science class • reading and writing classes • social studies class • music class • art class • gym class • the school library • computers 	Language arts Math Science Social studies	Plural nouns
Unit 3: Health and Safety		
<ul style="list-style-type: none"> • body parts • actions • hygiene and exercise • illness • the doctor's office • the dentist's office • safety equipment and symbols • emergency situations 	Language arts Science Social studies	Question words

Unit 4: The Outdoors

<ul style="list-style-type: none">• the park• plants• backyard animals• wild animals• the farm/farm animals• the forest• the beach/ocean life• the desert	Language arts Science	Commas
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The *Ready, Set, Go! Newcomers* materials are designed for students at the Beginning/Entering levels (Levels 1 and 2), as defined below.

ELP Descriptors

BEGINNING *Students can:*

- determine the meanings of frequently occurring words in oral presentations
- respond to yes/no and *wh*- questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

ENTERING *Students can:*

- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

TIME: 60 MINUTES

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

OBJECTIVES

- Identify features of a classroom
- Speak, read, and write about a classroom

VOCABULARY

- Tier 1: chair classroom clock desk flag
- Tier 2: bookshelf rug table
- Tier 3: bulletin board smartboard

WORK WITH THE PAGE

Introduce features of the classroom by pointing out things in your own room. Include items that are not listed in the lesson. Use the Picture Dictionary and the Vocabulary Picture Cards as needed.

Listen

Direct students to the illustration in the book. Read the name of each feature while pointing to it. Have students repeat the words as you say them.

TIP: Discuss similarities and differences between smartboards and whiteboards (you may include chalkboards if there is one in the classroom). Focus on features in your own classroom over what is given in the lesson.

Tell students to listen to a sentence and then circle the picture that goes with the sentence.

1. Choose a book from the bookshelf.
2. The United States flag hangs in the classroom.
3. My desk is in the second row.
4. The rug is soft and blue.

My Classroom

★ Listen
Listen and repeat.

Listen. Circle the correct choice.

<p>1. </p> <p>2. </p> <p>3. </p>	<p>4. </p> <p>5. </p> <p>6. </p>
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5. The teacher wrote the math problem on the smartboard.
6. Stack the books on the table.

★ 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.

What is something in this classroom that is different from other classrooms? This classroom ____.

What is something in this classroom that is the same as other classrooms? This classroom ____.

★ Write

Explain to students how to complete a crossword puzzle. Point out that this crossword puzzle has pictures for clues. Review the words in the word box. Instruct students to use the clues to complete the crossword puzzle on their own.

★ Speak
Talk with a partner.

What is at the front of the classroom?
At the front of the classroom, there is ____.

What is at the back of the classroom?
At the back of the classroom, there is ____.

★ Write
Use the pictures to fill in the puzzle.

Across

1  5  8 

3  7 

Down

1  4 

2  6 

1 b o o k s h e l f

2

u

l

3 c h a i r

4

g

u

g

5 c l o c k

6

d

7

t a b l e

8

s m a r t b o a r d

9

r

d

bookshelf

bulletin board

chair

clock

desk

flag

rug

smartboard

table

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REVIEW

Close the lesson by recapping the classroom features. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION

Classrooms in the US may look much different from what your students have experienced. Discuss similarities and differences with your students, allowing them to share their own experiences. Note that some newcomers may have limited to no experience in an actual classroom prior to their arrival in the US.

DIFFERENTIATED INSTRUCTION

Challenge

Have students write clues for a scavenger hunt that directs students to different features in the classroom. Collect the clues, and use them to organize a scavenger hunt for the students.

Remediate

Have students start in a group in the front or the back of the classroom. Give students instructions to go to a certain feature in the classroom. For example, say, "Go to the flag" or "Point to the clock." Have students follow your instructions.

TIME: 60 MINUTES

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

OBJECTIVES

- Identify words associated with music class
- Speak, read, and write about music class

VOCABULARY

- Tier 1: drum music sing
 listen piano songs
- Tier 2: clap instruments recorder
- Tier 3: maracas ukulele xylophone

WORK WITH THE PAGE

Ask students what they are learning or doing in their music class. Write key words on the board. Tell students that there are special words and terms that they use more in music class than in other classes. Show students any musical instruments you have in the classroom, and demonstrate how to use them.

★ Listen

🔊 Read the first sentence to the class, and have the students repeat the words. Look at the first two images and read the labels. You may want to clap and sing to show the words. Read the sentence and the labels for the instruments. Have students repeat the words after you. Discuss the instruments more as needed.

🔊 Tell students to listen to a sentence and then circle the picture that goes with the sentence.

1. Our music teacher plays the piano.
2. The ukulele comes from Hawaii.
3. Shake the maracas to the beat.
4. Use two mallets to play the xylophone.



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★ **Listen**
Listen and repeat.

In music class, you sing songs and play music.



clap



sing

You listen to and play instruments.

 drum	 maracas	 piano
 recorder	 ukulele	 xylophone

Listen. Circle the correct choice.

1



3



2



4



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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.

What instruments are important in your native country? In my native country, ____.

What type of songs do you like to sing or listen to? I like ____.

★ Write

Review the words in the word box. Instruct students to write the word from the word box to name each picture.

REVIEW

Close the lesson by recapping the words associated with music class. Continue with differentiated instruction activities as needed.

★ Speak
Talk with a partner.

What do you like to do in music class?
I like to ____.

Do you play any instruments?
Yes, I play ____.
No, but I would like to play ____.



★ Write
Write the word to go with each picture.

<p>1  <u> </u> piano</p> <p>2  <u> </u> maracas</p> <p>3  <u> </u> clap</p> <p>4  <u> </u> recorder</p>	<p>5  <u> </u> xylophone</p> <p>6  <u> </u> sing</p> <p>7  <u> </u> drum</p> <p>8  <u> </u> ukulele</p>
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clap

drum

maracas

piano

recorder

sing

ukulele

xylophone

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CULTURE CONNECTION

Music varies greatly among cultures. Allow students to share traditional or popular music from their native countries. Ask about instruments that may be common in their native countries but are unknown or uncommon in the US. Play some of the music in class, and discuss it with students.

DIFFERENTIATED INSTRUCTION

Challenge

Have students list other words and terms that they know from music class. Depending on the students' levels, these may include *rhythm, beat, sway, loud, soft, and notes.*

Remediate

Make picture cards to review the words in the lesson. Have students work as partners to test each other with the picture cards.