

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 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Clothing and Shopping		
<ul style="list-style-type: none"> • clothing • footwear • accessories • outerwear • parts of clothing • getting dressed • shopping for clothing • United States money • making purchases 	Language arts Social studies	Adjectives
Unit 2: Food		
<ul style="list-style-type: none"> • breakfast foods • lunch foods • dinner foods • snacks and desserts • fruits • vegetables • cooking terms • place setting • table manners • eating in a restaurant 	Language arts Social studies	Apostrophes
Unit 3: My Home		
<ul style="list-style-type: none"> • rooms in a home • kitchen objects • living room objects • bedroom objects • bathroom objects • laundry room objects • pets • chores • family celebrations • holidays 	Language arts Social studies	Verbs

Unit 4: My Community

<ul style="list-style-type: none">• places in a community• jobs in a community• good citizenship• the bank• directions• transportation• informational signs• community events• traveling• entertainment	Social studies	Pronouns
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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: 20 minutes
- Speak: 15 minutes
- Write: 15 minutes
- Review: 5 minutes

OBJECTIVES

- Identify names of common breakfast foods
- Speak, read, and write about breakfast foods

VOCABULARY

- Tier 1: bagel donut milk syrup
 breakfast eggs muffin waffles
 cereal jelly oatmeal
 coffee juice pancakes
- Tier 2: bacon jam omelet toast

WORK WITH THE PAGE

Write this sentence frame on the board: *This morning, I ate ___ for breakfast.* Then complete the sentence frame aloud, telling students what you had for breakfast. Ask volunteers to follow your example.

★ Listen

Direct students to the pictures in the book. Read the sentence and the name of each breakfast food while pointing to it. Have students repeat the words as you say them. Point out the variant form *doughnut*.

Tell students to listen to a sentence and then check the box for the word that goes with the sentence.

1. Would you like a banana muffin?
2. Many people put cream cheese on a bagel.
3. Will you eat one pancake or two?
4. I put blueberries in my oatmeal.
5. There are many ways to make eggs.
6. Dad likes a cup of hot coffee at breakfast.

TIP: Discuss the plural form of each word. Point out that *bacon, cereal, jam, jelly,*

Breakfast

★ Listen

Listen and repeat.

People eat breakfast in the morning.

bacon	bagel	cereal	coffee
donut	eggs	jam or jelly	juice
milk	muffin	oatmeal	omelet
pancakes	syrup	toast	waffles

Listen. Check the correct choice.

1 <input checked="" type="checkbox"/> muffin	<input type="checkbox"/> milk	4 <input checked="" type="checkbox"/> oatmeal	<input type="checkbox"/> waffle
2 <input checked="" type="checkbox"/> bagel	<input type="checkbox"/> bacon	5 <input checked="" type="checkbox"/> eggs	<input type="checkbox"/> toast
3 <input type="checkbox"/> cereal	<input checked="" type="checkbox"/> pancake	6 <input type="checkbox"/> juice	<input checked="" type="checkbox"/> coffee

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juice, milk, oatmeal, syrup, and toast are considered uncountable nouns. They are treated as singular nouns. In order to pluralize them, students can pair the words with another noun, for example, *pieces of bacon, bowls of cereal, or glasses of milk.*

★ Speak

Have students talk with their classmates 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 your favorite type of cereal? My favorite cereal is ____.

What do you put syrup on? I put syrup on ____.

How do you like to eat eggs? I like ____.

What did you have for breakfast this morning? I had ____.

★ Write

Have students complete the chart based on their conversations with their classmates in the Speak section. Then instruct them to write their three favorite breakfast foods on the lines given.

REVIEW

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


CULTURE CONNECTION

Ask students to share some foods that are common breakfast foods in their native countries. If possible, have some students bring in these foods for the class to try. Discuss any foods that are similar to foods from other countries or foods from the US.

★ Speak
Talk with your classmates.

What is your favorite thing to eat for breakfast?
I like to eat ____.

What do you usually drink at breakfast?
I drink ____.



★ Write
Write your classmates' answers in the chart. **Answers will vary.**

Name	Favorite Breakfast Food	Breakfast Drink

Write about you. Answers will vary.

My three favorite breakfast foods:

- 1 _____
- 2 _____
- 3 _____

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DIFFERENTIATED INSTRUCTION

Challenge	Have students create a menu for a café or restaurant, including additional breakfast foods not listed in the lesson. Introduce them to any regional favorites for your area of the country, such as <i>grits</i> , <i>scrapple</i> , <i>johnny cakes</i> , or <i>beignets</i> .
Remediate	Create picture cards for the vocabulary in the lesson. Use appropriate Vocabulary Picture Cards . Have students review the words with the cards by themselves or with a partner.

TIME: 60 MINUTES

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

OBJECTIVES

- Identify names of objects in a living room
- Speak, read, and write about objects in a living room

VOCABULARY

- Tier 1: carpet lamp sofa television
 chair living room
 coffee table pillow
 fireplace shelf

WORK WITH THE PAGE

Ask students what they do in their living rooms. Have them brainstorm items they would expect to find there and what they use those items for. Point out that some items such as a pillow or a blanket might be found in multiple rooms in the house.

★ Listen

Direct students to the picture in the book. Read the name of each item in a living room while pointing to it. Have students repeat the words as you say them.

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

1. Via sat on the sofa to read a book.
2. Set your mug on the coffee table.
3. Turn off the lamp when you leave the room.
4. Can you see the television?
5. The blue carpet matches the curtains.
6. The fireplace keeps the room warm in the winter.

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In the Living Room

★ Listen
Listen and repeat.

1 lamp
2 sofa
3 pillow
4 shelf
5 television

6 fireplace
7 coffee table
8 chair
9 carpet

Listen. Circle the correct choice.

1 sofa chair
2 fireplace coffee table
3 lamp pillow

4 television shelf
5 lamp carpet
6 fireplace television

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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 is something in your living room that is not in this lesson? One thing in my living room is ____.

Where can you sit in a living room? In a living room, you can sit ____.

Why are living rooms important in a home? Living rooms ____.

Do you think living rooms should be large or small? I think ____.

★ Write

 Review the words in the word box. Instruct students to write the word from the word box that matches each clue. Point out that there is one space given for each letter in the word. If needed, read the clues aloud or play the audio.

REVIEW

Close the lesson by recapping the words for items in a living room. Continue with differentiated instruction activities as needed.




★ Speak

Talk with a partner.

What do you do in your living room?
In my living room, I ____.

What is something that is on a coffee table?
A coffee table has ____.



★ Write

Write a word that matches each clue.

- 1 a short table in front of a sofa c o f f e e t a b l e
- 2 something soft on the floor c a r p e t
- 3 a place for two or three people to sit s o f a
- 4 something to watch shows and movies on t e l e v i s i o n
- 5 a place to put books and decorations s h e l f
- 6 something that keeps the room warm f i r e p l a c e
- 7 a place for one person to sit c h a i r
- 8 something soft on a chair or sofa p i l l o w
- 9 something that gives light to the room l a m p

carpet

chair

coffee table

fireplace

lamp

pillow

shelf

sofa

television

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DIFFERENTIATED INSTRUCTION

Challenge	Have students think of additional items that can be found in a living room. Encourage students to find pictures or draw pictures of the items, and create picture cards for these items.
Remediate	Use the Picture Dictionary and appropriate Vocabulary Picture Cards to review items in a living room. Then have students sketch a simple living room and label the items in it.