

# Instructional Features

*Ready, Set, Go! Newcomers* 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: Sounds and Letters</b>		
<ul style="list-style-type: none"> <li>• alphabet</li> <li>• uppercase/lowercase letters</li> <li>• consonants/consonant sounds</li> <li>• blends/digraphs</li> <li>• silent letters</li> <li>• vowels/vowel sounds</li> </ul>	Language arts	Consonants Vowels Digraphs Blends Alphabetical order
<b>Unit 2: The Basics</b>		
<ul style="list-style-type: none"> <li>• colors</li> <li>• shapes</li> <li>• cardinal and ordinal numbers</li> <li>• days/months/years</li> <li>• calendar/dates</li> <li>• weather</li> <li>• seasons</li> <li>• temperature</li> <li>• time</li> </ul>	Science Math	Capitalization
<b>Unit 3: Welcome</b>		
<ul style="list-style-type: none"> <li>• greetings and introductions</li> <li>• all about me</li> <li>• address</li> <li>• phone number</li> <li>• family/relatives</li> <li>• age</li> <li>• personal titles/marital status</li> <li>• emergency form</li> </ul>	Social studies Language arts	Verbs <i>is, are, and am</i>
<b>Unit 4: My School</b>		
<ul style="list-style-type: none"> <li>• classroom objects/tools</li> <li>• people at school</li> <li>• places at school</li> <li>• school rules</li> <li>• following directions</li> <li>• school schedule</li> <li>• useful phrases</li> </ul>	Language arts Social studies Math	Contractions



# The Alphabet

## TIME: 60 MINUTES

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

## OBJECTIVES

- Identify uppercase and lowercase letters of the alphabet
- Speak, read, and write uppercase and lowercase letters
- Review the sounds of the letters

## VOCABULARY

Tier 3: alphabet lowercase uppercase

## WORK WITH THE PAGE

Introduce the alphabet to students, along with the definitions of *uppercase* and *lowercase*. Point out letters used in materials around the room.

### ★ Listen

Direct students to the letter chart in the student book. Read each letter while pointing to it. Read the letters again and have students repeat each letter.

### ★ Speak and Write

Have students work with a partner. Say the letters to each other and then have each student write the uppercase and lowercase letters.

**TIP:** Students may have difficulty with the pronunciation of letters, especially vowels. Say the letter names in isolation and exaggerate the position of your mouth. Have students repeat the letters, making sure their mouths/tongues are in the correct position.

## The Alphabet

★ Listen

Listen and repeat.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

★ Speak and Write

Say each letter. Then write each uppercase and lowercase letter.

1 Aa <u>  Aa  </u>	10 Jj <u>  Jj  </u>	19 Ss <u>  Ss  </u>
2 Bb <u>  Bb  </u>	11 Kk <u>  Kk  </u>	20 Tt <u>  Tt  </u>
3 Cc <u>  Cc  </u>	12 Ll <u>  Ll  </u>	21 Uu <u>  Uu  </u>
4 Dd <u>  Dd  </u>	13 Mm <u>  Mm  </u>	22 Vv <u>  Vv  </u>
5 Ee <u>  Ee  </u>	14 Nn <u>  Nn  </u>	23 Ww <u>  Ww  </u>
6 Ff <u>  Ff  </u>	15 Oo <u>  Oo  </u>	24 Xx <u>  Xx  </u>
7 Gg <u>  Gg  </u>	16 Pp <u>  Pp  </u>	25 Yy <u>  Yy  </u>
8 Hh <u>  Hh  </u>	17 Qq <u>  Qq  </u>	26 Zz <u>  Zz  </u>
9 Ii <u>  Ii  </u>	18 Rr <u>  Rr  </u>	

8 The Alphabet

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.





## Write

Say the sets of three letters below, pausing briefly between each one. Have students write the letters on the line. You may specify uppercase and/or lowercase letters. Go over the answers with the class, making sure students have written the letters in the correct order.

- |          |           |
|----------|-----------|
| 1. a b c | 6. p q r  |
| 2. d e f | 7. s t u  |
| 3. g h i | 8. v w x  |
| 4. j k l | 9. y z d  |
| 5. m n o | 10. i r h |

Tell students that this time they will form words. Say the letters, pausing briefly between each one. Have students write the letters on the line. You may specify uppercase and/or lowercase letters. Go over the answers with the class, making sure students have written the letters in the correct order. Have students say each word.

- |           |               |
|-----------|---------------|
| 11. c a t | 16. n e s t   |
| 12. d i g | 17. t r e e   |
| 13. f u n | 18. p l a n e |
| 14. l i p | 19. s a v e   |
| 15. b o x | 20. m o p     |

Finally, have students write their names using uppercase and lowercase letters.

## REVIEW

Close the lesson by recapping the terms *alphabet*, *lowercase*, and *uppercase*. Continue with differentiated instruction activities as needed.

## ★ Write

Listen. Then write the letters.

- |          |           |
|----------|-----------|
| 1. a b c | 6. p q r  |
| 2. d e f | 7. s t u  |
| 3. g h i | 8. v w x  |
| 4. j k l | 9. y z d  |
| 5. m n o | 10. i r h |

Listen. Then write the letters to form words.

- |           |               |
|-----------|---------------|
| 11. c a t | 16. n e s t   |
| 12. d i g | 17. t r e e   |
| 13. f u n | 18. p l a n e |
| 14. l i p | 19. s a v e   |
| 15. b o x | 20. m o p     |

Write your name using uppercase and lowercase letters.

**Answers will vary.**

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

The Alphabet 9

## DIFFERENTIATED INSTRUCTION

### Challenge

Have more advanced students work in pairs to create lists of words on the board. Have them say each word for the class.

Spell students' names out loud and ask: Who is this? Repeat if necessary. Have students point to that student.

### Remediate

Point to letters in the alphabet chart in random order. Ask students to say the letter. Increase the speed.

Flash the **Alphabet Cards** and elicit responses from students or say letters and have students show the appropriate card.

## TIME: 60 MINUTES

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

## OBJECTIVES

- Identify classroom objects
- Speak, read, and write about objects in the classroom

## VOCABULARY

- Tier 1: book classroom paper pen pencil scissors  
 Tier 2: backpack eraser notebook objects ruler tape  
 Tier 3: calculator stapler

## WORK WITH THE PAGE

Introduce objects in the classroom to the students by pointing out things in your own room, including objects that are not listed in the student book.

### ★ Listen

Direct students to the pictures on the page. Say the name of each picture and point to the word. Say the words again and have students repeat.

Tell students to listen to a sentence and then circle the correct picture.

1. Write your name on your paper.
2. Please open your book to page 24.
3. Use the scissors to cut the flash cards.
4. I used a calculator in math class.
5. Her pencil needs to be sharpened.
6. Use a ruler to measure the line segment.

### ★ 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.

## Classroom Objects

**★ Listen**  
Listen and repeat.

backpack	book	calculator	eraser
notebook	paper	pen	pencil
ruler	scissors	stapler	tape

**Listen. Circle the correct choice.**

<p>1  </p> <p>2  </p> <p>3  </p>	<p>4  </p> <p>5  </p> <p>6  </p>
----------------------------------	----------------------------------

**★ Speak**  
Talk with a partner.

What is in your backpack?  
\_\_\_ is in my backpack.

Where is the stapler?  
The stapler is \_\_\_.

**88 Classroom Objects**
© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.


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

*When do you use an eraser? I use an eraser \_\_\_.*

*What does a calculator do? A calculator \_\_\_.*

## ★ Write

Go over the words in the word box with the students. Tell them that they will use the word box to answer questions in both parts of the writing section.

 Tell students to write a word to complete each sentence. Read, play the audio, or have a volunteer read the sentence frames if necessary.

Then direct students to write the word for each picture. Do one item together as an example if necessary.


## REVIEW


Close the lesson by recapping the terms for common classroom objects. Continue with differentiated instruction activities as needed.


**★ Write**  
Write the word to complete each sentence.


- I carry my books in a backpack.
- I read a book about the space program.
- Fold the paper in half.
- The pencil has an eraser on the end.
- I used scissors to cut snowflakes for an art project.
- We measured different objects with a ruler.


Write the word for each picture.


7  eraser

8  pen

9  stapler

10  tape

11  notebook

12  calculator

backpack  
book  
calculator  
eraser  
notebook  
paper  
pen  
pencil  
ruler  
scissors  
stapler  
tape

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Classroom Objects 89

## DIFFERENTIATED INSTRUCTION

<b>Challenge</b>	Have more advanced students play a game of “Pictionary.” Separate student into two teams. Have one student from each team go to the board. Show the students a picture of a classroom object or whisper the word in their ears. Have these students draw the object on the board. The student who correctly guesses the object earns a point for his or her team.
<b>Remediate</b>	Hold up <b>Vocabulary Picture Cards</b> of classroom objects and ask, “What’s this?” Have students match the card to the actual object in the classroom and say its name aloud.