

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 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store		
<ul style="list-style-type: none"> • foods and meals • the grocery store • food containers • clothes and clothing sizes • money 	Language arts Math	Nouns Adjectives
Unit 2: At Home		
<ul style="list-style-type: none"> • types of homes • rooms in a home • objects in rooms • the backyard • tools • activities in the home • a daily routine 	Social studies	Using <i>a</i> and <i>an</i>
Unit 3: Health and Well-Being		
<ul style="list-style-type: none"> • the body • feelings and emotions • hygiene • ailments and remedies • exercise • hobbies, sports, and music • healthy eating • the five senses 	Social studies Science	Action verbs
Unit 4: Around Town		
<ul style="list-style-type: none"> • places in a community • jobs • the bank • the post office • the library • the hospital and doctor's office • emergency situations • transportation, signs, and directions 	Language arts Social studies	Prepositions of place

TIME: 60 MINUTES

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

OBJECTIVES

- Identify items of clothing
- Speak, read, and write about clothes

VOCABULARY

- Tier 1: dress jacket jeans pants shirt
 shoes shorts skirt socks sweater
- Tier 2: cap suit

WORK WITH THE PAGE

Introduce the clothing words to students. Go around the room and have students name one piece of clothing they are currently wearing. If that piece of clothing is not given in the lesson, write the word on the board.

Listen

- 🔊 Direct students to the pictures in the book. Read each word while pointing to the picture. Have students repeat the word. Differentiate between similar items of clothing as needed (e.g., a dress vs. a skirt, pants vs. shorts).
- 🔊 Tell students to listen to a phrase and then circle the picture that goes with the phrase.

1. a green sweater
2. a pair of blue jeans
3. an orange shirt
4. a red skirt

TIP: Point out to students that some items of clothing are referred to as a *pair* even though there is just one piece (e.g., a pair of pants) while some are referred to as a *pair* because there are two items (e.g., a pair of socks).

Clothes

★ Listen
Listen and repeat.
People wear different clothes.

cap	dress	jacket	jeans
pants	shirt	shoes	shorts
skirt	socks	suit	sweater

Listen. Circle the correct choice.

<p>1 </p> <p>2 </p>	<p>3 </p> <p>4 </p>
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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 your favorite piece of clothing?
My favorite piece of clothing is my ____.
Why do you like that? I like it because ____.*

★ Write

 Have students look at each of the pictures. Discuss what each picture shows. Review the words in the lesson. Instruct students to write the word for the piece of clothing to describe each picture. They may look back at the Listen portion of the lesson. If needed, read the sentence frames aloud or play the audio.

Then have students use the words to write about what they are currently wearing and what they wore yesterday.

REVIEW

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

CULTURE CONNECTION

Allow students to share about articles of clothing that are commonly worn in their native countries but that may not be worn by people in the United States.

★ Speak
Talk with a partner.

What do you like to wear?
I like to wear ____.

Where do you buy clothes?
I buy clothes at ____.



★ Write
Write a word to complete each sentence. Use the picture.

1



Julia is shopping for a new dress.

3



Ivan wore a jacket or sweater because the day was cool.

2



Kyle wears shorts when it is hot.

4



Thick socks keep my feet warm in winter.

Write about you. Answers will vary.

I am wearing _____

Yesterday, I wore _____



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DIFFERENTIATED INSTRUCTION

Challenge	Using a clothing catalog or an appropriate website, have students add to the vocabulary list by identifying other types of clothing. Have them cut out or print the images and label each one. Encourage them to find examples of variations of clothing; for example, a formal gown, a sundress, and a sweater dress are all dresses but look very different.
Remediate	Bring in a collection of clothing for your classroom. Be sure to include all of the items listed in the lesson. Allow students to sort through the clothing, stating the word for each item as they handle it.

TIME: 60 MINUTES

- Introduction: 5 minutes
- Listen: 20 minutes
- Speak: 10 minutes
- Write: 20 minutes
- Review: 5 minutes

OBJECTIVES

- Identify types of transportation
- Speak, read, and write about transportation

VOCABULARY

- Tier 1: airplane bicycle bus car drive
 fly motorcycle ride taxi train
- Tier 2: subway transportation

WORK WITH THE PAGE

Introduce the methods of transportation to students. Explain that different methods of transportation have different verbs associated with them. For example, you ride a bicycle, and you drive or ride in a car.

★ Listen

- 🔊 Direct students to the pictures in the book. Read the name of each form of transportation while pointing to the picture. Have students repeat the words as you say them.
- 🔊 Tell students to listen to a sentence and then circle the picture that goes with the sentence.

1. Oliver rides his bicycle to school each day.
2. The subway runs underneath the city's streets.
3. The fastest way to travel across the country is by airplane.
4. My aunt drove her car to our house.
5. Hera took the train to visit her grandparents.
6. You need a special license to drive a motorcycle.

Transportation

★ Listen
Listen and repeat.

Transportation is a way to go someplace. There are many ways to travel. You can fly, ride, or drive.

airplane

bicycle

bus

car

motorcycle

subway

taxi

train

Listen. Circle the correct choice.

1.

2.

3.

4.

5.

6.

100 Transportation
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CULTURE CONNECTION

If students come from countries that use methods of transportation not listed in this lesson, allow them to share these methods with the class.

★ Speak

Have students work with their classmates to ask and answer the question 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 do your parents get to work? My parents get to work by ____.

What is your favorite way to travel? My favorite way to travel is ____.

What is one method of transportation that you have never used? I have never ____.

★ Write

Have students extend the speaking activity by asking the Speak question of five classmates. Then have them write each student's name and method of transportation in the chart. Then have students answer the questions about themselves.

★ Speak
Talk with your classmates.

How do you get to school?
I ____ to school.



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

Name	Transportation to School

Write about you. Answers will vary.

What is your favorite way to travel?

What forms of transportation do you use most often?

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REVIEW

Close the lesson by recapping the transportation terms. Continue with differentiated instruction activities as needed.

TIP: Discuss the various verbs associated with the forms of transportation. A person rides a bicycle or a motorcycle, but the person rides in a car, airplane, bus, etc. The verb *take* is often used for public transportation methods, such as a taxi. The use of *take* in this sense differs from other uses.

DIFFERENTIATED INSTRUCTION

Challenge	Categorize vehicles. For example, personal vehicles include cars, trucks, vans, and SUVs, while construction vehicles include bulldozers, dump trucks, and cranes. Use the Picture Dictionary "Transportation" section as a starting point for adding new words.
Remediate	Create a set of picture cards that contains two to three cards for each form of transportation. Hide the cards around the room. Write the word for each form of transportation on index cards (be sure that you have the same number of index cards as picture cards). Have one student ask, "How should I go?" You answer with "You should go this way" and hand the student a card. The student must search for a matching picture card. Continue the activity with the next student. As students locate a matching card, they should return to you to show you their cards and to repeat the activity. Continue as long as cards remain.