



**LESTER C. NOECKER SCHOOL**  
**ROSELAND SCHOOL DISTRICT**

# **ESL Newcomer Curriculum**

## **Grades K-6**

### **Lester C. Noecker School**



## Course Overview

The ELL program at the K-6 level offers students a minimum of 30 minutes of instruction with an ELL teacher on a daily basis. This instruction enables the student to progress through the different levels of language proficiency by using various teaching methodologies which include a holistic approach to reading and writing, teaching through content, and the development of critical skills in all domains of language through an emphasis on authentic meaning and language function.

As part of the content driven curriculum, instruction is based on vocabulary with an infusion of the necessary grammatical structures to follow a logical progression of second language acquisition. All instruction is aligned to the student's needs and tailored to the student's language proficiency.

New Jersey's English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades K through 6 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades K-6.

The WIDA Can Do Philosophy reflects the foundational belief that everyone brings valuable contributions to everything they do. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.

As young children and students learn additional languages, educators can draw on their assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse backgrounds enrich our early childhood program and K-6 school.

WIDA believes that multilingual students bring linguistic, cultural, experiential and social and emotional assets not only to the classroom, but to the larger community as well. Some of these assets may be immediately contributed, while others represent future potential. Whenever possible, WIDA promotes the Can-Do Philosophy beyond our organization and into the educational systems and organizations with whom we interact. Students are assessed using a state recommended standardized screening tool in order to determine eligibility and placement. The students' proficiency is tested again in the spring using the state mandated ACCESS test. The results of this test will determine the student's level of proficiency and whether the student is ready to be mainstreamed.

The ESL curriculum is an integrated framework that is designed to prepare English language learners (ELLs) to meet the WIDA English Language Proficiency Standards and the Common

Core State Standards. It incorporates the development of skills in the language/literacy components (listening, speaking, reading, writing, viewing and media literacy), and the utilization of these skills across content areas.

The format is used to enable educators to visualize the developmental nature of language acquisition across language proficiency.

levels. The combined frameworks for large scale assessment and classroom instruction and assessment appear as rubrics in the matrices.

The curriculum is developed based on the four language domains that include Listening, Speaking, Reading, and Writing. The grade level clusters (K, 1, 2-3, 4-6) are indicated at the top of the page. The learning outcomes are examples of observable, measurable language behaviors that English language learners can be expected to demonstrate as they engage in classroom tasks.

## **GOALS**

- English language learners communicate in English for social and instructional purposes within the school setting.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
- English language learners participate in a program that fulfills each individual's needs and abilities; emphasis is on the whole student, addressing cognitive, social, emotional and physical aspects of each individual.

- English language learners will engage in listening, speaking, reading and writing activities in which they process, understand, interpret, and evaluate spoken language in a variety of situations, and communicate for an array of purposes and audiences.

- English language learners will process, interpret and evaluate written language, symbols and text with understanding and fluency, and engage in written communication in a variety of forms for an array of purposes and audiences.

## **Who is considered a NEWCOMER?**

Newcomers are students who enter school under the Entering and Beginner Levels as per the WIDA Model or Screener. These students will engage in the acquisition of survival English language and learning about the culture of the United States, the community they live in, and the school community.

### **Summary and Rationale**

The Newcomer objectives shall serve as a guide for teachers with Entering/Beginner students at all levels K-6. They will include a focus on survival English to ensure that students are able to communicate basic needs within the school and in the community.

### **ELA Connections**

#### **Reading Strategies**

- Determine meanings of words and phrases
- Recognize and pronounce initial vowel and consonant sounds
- Connect spoken words with written text
- Use information gained from illustrations and words to demonstrate understanding of the text

#### **Writing Focus**

- Use a combination of drawing, dictating, and writing to communicate

#### **Speaking & Listening**

- Follow directions
- Participate in conversations

#### **Grammar and English Conventions**

- Demonstrate an understanding of word relationships
- Correctly write and use the word *I*

## WIDA English Language Development Standards

WIDA ELD Standards	Abbreviation	Standard
<b>Standard 1</b>	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
<b>Standard 3</b>	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
<b>Standard 4</b>	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
<b>Standard 5</b>	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

## The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria Features	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"><li>• Amount of speech/written text</li><li>• Structure of speech/written text</li><li>• Density of speech/written text</li><li>• Coherence and cohesion of ideas</li><li>• Variety of sentence types to form organized text</li></ul>
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"><li>• Types and variety of grammatical constructions</li><li>• Mechanics of sentence types</li><li>• Fluency of expression</li><li>• Match language forms to purposes/perspectives<ul style="list-style-type: none"><li>• Formulaic and idiomatic expressions</li></ul></li></ul>
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"><li>• General, specific, and technical language</li><li>• Multiple meanings of words and phrases</li><li>• Nuances and shades of meaning</li><li>• Collocations and idioms</li></ul>

## **ESL Benchmarks**

The following ESL Benchmarks are based on the K-12 Common Core State Standards. They have been aligned to proficiency levels and are applied to all grade levels at Lester C. Noecker School.

### **Beginners: Proficiency Level I**

#### **I. Conventions of Standard English**

Print upper all upper and lower case letters (1-12)

Use frequently occurring nouns and verbs

Form regular plural nouns by adding /s/ or /es/ orally and in writing (grade 1 and above)

Understand and use question words (who, what, where, when, etc.)

Use frequently occurring prepositions.

Use capitalization and punctuation when writing: (Capitalize the first word in a sentence, name and use end punctuation)

Spell simple words phonetically, drawing on sound-letter relationships.

#### **Vocabulary Acquisition**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on proficiency appropriate reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### **II. Listening and Speaking**

Speak audibly and express thoughts, feelings, and ideas clearly.

Respond to choice questions in which an explanation is presented.

Communicate at the word level (with the appropriate supports such as illustrations and graphics) about content area topics using academic and domain specific vocabulary



Give personal information: first and last name, age, address and phone number  
Initiate and respond to greetings  
Name the days/months  
Name letters of the alphabet  
Give examples of rhyming words  
Name numbers 1-100/common colors  
Name parts of the body/clothing  
Use single word responses to WH- ques. Answer yes/no, choice questions  
Name common farm animals  
Name objects in the home/school  
Name common foods  
Name members of the immediate family. Name buildings in a town, occupations.  
Name words for simple activities  
Tell and retell main idea of a story or experience/make predictions  
Add drawings or other visual displays to descriptions as desired to provide additional detail.  
Ask and answer questions at the word and phrase level about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **III. Reading Foundations**

#### Print Concepts

1. Demonstrate an understanding of the organization and basic features of English language print:
  - a. Follow words left to right, top to bottom
  - b. recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. recognize and name all upper- and lower case letters of the alphabet .
  - e. Recognize the distinguishing features of a sentence (e.g., first word capitalization, end punctuation)

#### Phonological Awareness

- a. Demonstrate awareness of spoken words, syllables and sounds
- b. Recognize and produce rhyming words
- c. Orally produce single syllable words by blending sounds and consonant blends.
- d. isolate and pronounce initial medial vowel, and final sounds in single syllable words
- e. Segment spoken single-syllable words into their complete sequence of individual sounds.

#### Phonics and Word Recognition

Know and apply phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled high frequency words
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Determine the number of syllables in a word.

Fluency: Read emergent level texts with purpose and understanding

#### **IV. Reading Informational Texts and Literature**

Guess intelligently at the topic of written messages when these are accompanied by illustrations.

With prompting and support, ask and answer questions about a text.

Name the author and title of a text.

Describe the illustrations in the text.

Engage in group reading activities with purpose and understanding.

#### **V. Beginner Writing**

Understand concepts of print.

Write the letters of the alphabet.

Write first name and last name.

Label pictures or graphs.

Use a combination of drawing, dictating, and writing to communicate messages.

Reproduce drawings or diagrams of known items or ideas used in class that explain how something works.

## Accommodations and Modifications used in the ESL Classroom

This list includes the accommodations and modifications commonly used to address the needs of ELL students with disabilities (Special Education and 504).

Content/Material Accommodations/Modifications Allow extra time for task completion	Organizational Accommodations Use a consistent daily routine Break down tasks into manageable units
<b><u>Instructional Accommodations</u></b> Frequently check for understanding Emphasize use of visual aids Simplify task directions Provide hands-on learning activities Provide modeling Assign peer buddies Modify pace of instruction to allow additional processing time Provide small group instruction Demonstrate directions and provide a model or example of completed task Emphasize multi-sensory presentation of data Allow for repetition and/or clarification of directions, as needed Directions repeated, clarified or reworded Provide multi-sensory instruction Allow wait time for processing before calling on student for response Provide visual models of completed tasks	<b><u>Accommodations for Attention/Focus</u></b> Seat student near front of room Preferential seating Monitor on-task performance Establish and maintain eye contact when giving oral directions Provide short breaks when refocusing is needed Refocusing and redirection <b><u>Supplemental Services</u></b> 1:1 Assistant Prompting, cueing and redirecting student participation Reinforcing of personal, social, behavioral and academic learning goals.
<b><u>Social/Behavioral Accommodations</u></b> Provide opportunities for peer interactions Encourage student to self-advocate Present alternatives to negative behavior Monitor for overload, excess stimuli Maintain communication with home Provide positive reinforcement Provide consistent praise to elevate self esteem Model and role play problem solving	

# **Newcomer - Unit Planner**

**WIDA Proficiency Levels 1-2**

**Grades K-6**

## **Unit 1 - Building Blocks**

<b>Lesson 1</b>	<b>Colors</b>
<b>Lesson 2</b>	<b>Shapes</b>
<b>Lesson 3</b>	<b>Numbers</b>
<b>Lesson 4</b>	<b>The Alphabet</b>
<b>Lesson 5</b>	<b>Time</b>
<b>Lesson 6</b>	<b>Days of the Week</b>
<b>Lesson 7</b>	<b>Months of the Year</b>
<b>Lesson 8</b>	<b>Weather</b>
<b>Lesson 9</b>	<b>Temperature</b>
<b>Lesson 10</b>	<b>Seasons</b>

## **Unit 2 - All About Me**

<b>Lesson 11</b>	<b>Introducing Myself</b>
<b>Lesson 12</b>	<b>Greetings</b>
<b>Lesson 13</b>	<b>Goodbyes</b>
<b>Lesson 14</b>	<b>Address</b>
<b>Lesson 15</b>	<b>Phone Number</b>
<b>Lesson 16</b>	<b>Where I Am From</b>
<b>Lesson 17</b>	<b>My Family</b>

<b>Lesson 18</b>	<b>My Relatives</b>
<b>Lesson 19</b>	<b>How I Feel</b>
<b>Lesson 20</b>	<b>Important Questions and Statements</b>
<b><u>Unit 3 - My School</u></b>	
<b>Lesson 21</b>	<b>The School Building</b>
<b>Lesson 22</b>	<b>People at the School</b>
<b>Lesson 23</b>	<b>My Classroom</b>
<b>Lesson 24</b>	<b>Classroom Objects</b>
<b>Lesson 25</b>	<b>Classroom Routines and Directions</b>
<b>Lesson 26</b>	<b>The Cafeteria</b>
<b>Lesson 27</b>	<b>Recess</b>
<b>Lesson 28</b>	<b>Field Trips</b>
<b>Lesson 29</b>	<b>School Activities</b>
<b>Lesson 30</b>	<b>School Safety</b>
<b><u>Unit 4 - My Classes</u></b>	
<b>Lesson 31</b>	<b>My Grades</b>
<b>Lesson 32</b>	<b>Math</b>
<b>Lesson 33</b>	<b>Science</b>
<b>Lesson 34</b>	<b>Reading and Writing</b>
<b>Lesson 35</b>	<b>Social Studies</b>
<b>Lesson 36</b>	<b>Music</b>
<b>Lesson 37</b>	<b>Art</b>
<b>Lesson 38</b>	<b>Gym</b>

<b>Lesson 39</b>	<b>Library</b>
<b>Lesson 40</b>	<b>Computers</b>
<b><u>Unit 5-Health and Safety</u></b>	
<b>Lesson 41</b>	<b>My Body</b>
<b>Lesson 42</b>	<b>Inside My Body</b>
<b>Lesson 43</b>	<b>Moving My Body</b>
<b>Lesson 44</b>	<b>Taking Care of My Body</b>
<b>Lesson 45</b>	<b>I Do Not Feel Well</b>
<b>Lesson 46</b>	<b>At the Doctor's Office</b>
<b>Lesson 47</b>	<b>At the Dentist's Office</b>
<b>Lesson 48</b>	<b>Safety Equipment</b>
<b>Lesson 49</b>	<b>Safety Symbols</b>
<b>Lesson 50</b>	<b>In an Emergency</b>
<b><u>Unit 6 - The Outdoors</u></b>	
<b>Lesson 51</b>	<b>The Park</b>
<b>Lesson 52</b>	<b>Plants</b>
<b>Lesson 53</b>	<b>Backyard Animals</b>
<b>Lesson 54</b>	<b>Wild Animals</b>
<b>Lesson 55</b>	<b>On a Farm</b>
<b>Lesson 56</b>	<b>Farm Animals</b>
<b>Lesson 57</b>	<b>In the Forest</b>
<b>Lesson 58</b>	<b>At the Beach</b>

<b>Lesson 59</b>	<b>In the Ocean</b>
<b>Lesson 60</b>	<b>In the Desert</b>
<b><u>Unit 7 - Clothing and Shopping</u></b>	
<b>Lesson 61</b>	<b>Clothes</b>
<b>Lesson 62</b>	<b>More Clothes</b>
<b>Lesson 63</b>	<b>On My Feet</b>
<b>Lesson 64</b>	<b>Accessories</b>
<b>Lesson 65</b>	<b>Outerwear</b>
<b>Lesson 66</b>	<b>Parts of Clothing</b>
<b>Lesson 67</b>	<b>Getting Dressed</b>
<b>Lesson 68</b>	<b>In the Clothing Store</b>
<b>Lesson 69</b>	<b>United States Money</b>
<b>Lesson 70</b>	<b>Making Purchases</b>
<b><u>Unit 8 - Food</u></b>	
<b>Lesson 71</b>	<b>Breakfast</b>
<b>Lesson 72</b>	<b>Lunch</b>
<b>Lesson 73</b>	<b>Dinner</b>
<b>Lesson 74</b>	<b>Snacks and Desserts</b>
<b>Lesson 75</b>	<b>Fruits</b>
<b>Lesson 76</b>	<b>Vegetables</b>
<b>Lesson 77</b>	<b>Making a Meal</b>
<b>Lesson 78</b>	<b>At the Table</b>
<b>Lesson 79</b>	<b>Table Manners</b>

<b>Lesson 80</b>	<b>In a Restaurant</b>
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**Unit 9 - My Home**

<b>Lesson 81</b>	<b>In a Home</b>
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<b>Lesson 82</b>	<b>In the Kitchen</b>
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<b>Lesson 83</b>	<b>In the Living Room</b>
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<b>Lesson 84</b>	<b>In a Bedroom</b>
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<b>Lesson 85</b>	<b>In the Bathroom</b>
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<b>Lesson 86</b>	<b>In the Laundry Room</b>
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<b>Lesson 87</b>	<b>My Pets</b>
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<b>Lesson 88</b>	<b>My Chores</b>
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<b>Lesson 89</b>	<b>A Family Party</b>
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<b>Lesson 90</b>	<b>Holidays</b>
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<b><u>Unit 10 - My community</u></b>	
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<b>Lesson 91</b>	<b>Places in My Community</b>
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<b>Lesson 92</b>	<b>People in My Community</b>
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<b>Lesson 93</b>	<b>Being a Good Citizen</b>
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<b>Lesson 94</b>	<b>Going to the Bank</b>
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<b>Lesson 95</b>	<b>Getting from Here to There</b>
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<b>Lesson 96</b>	<b>Transportation</b>
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<b>Lesson 97</b>	<b>Signs in My Community</b>
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<b>Lesson 98</b>	<b>Community Events</b>
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<b>Lesson 99</b>	<b>Traveling Far Away</b>
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<b>Lesson 100</b>	<b>Entertainment</b>
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## Unit 1 Building Blocks

### Lesson 1 Colors

**Vocabulary:** black, blue, brown, green, orange, pink, purple, red, white, yellow

### RAZ Kids ELL Edition:

*Colorful Eggs* (Level aa). Main idea/key details. Capitalization. Initial letter sound /p/

*Fruit Colors* (Level A). Classify information. Recognize end punctuation. Initial letter sound /p/

*Bird Colors* (Level A). Ask and answer questions. Main idea/key details. Initial letter sound /p/

*I See My Colors* (Level A). Visualizing. Identify setting. Initial consonant /p/

*Mixing Colors* (Level B). Connect to prior knowledge. Cause and effect. Initial letter sound /m/

*Color Wheel Colors* (Level F). Visualize. Author's Purpose. Syllables.

### Sentence Stems:

What is your favorite color?

My favorite color is ... .

What color are you wearing?

I am wearing ... .

## Lesson 2 Shapes

**Vocabulary:** shapes, circle, triangle, square, rectangle, diamond/rhombus, oval, heart, star

### RAZ Kids ELL Edition:

*Shapes in Nature* (Level A). Visualize. Main idea/key details. Discriminate initial /h/ sound.

*City Shapes* (Level C). Visualize. Classify. Discriminate final consonant /s/. Declarative sentences.

*Shadows* (Level C). Compare and contrast. Identify initial consonant *Ll* Recognize and use complete sentences. Antonyms.

*Spiral, Spirals Everywhere* (Level C). Visualize. Compare and contrast. Identify initial consonant /s/. Recognize and use periods. Alphabetical order.

*Shapes in Tide Pools* (Level E). Make, revise, and confirm predictions. Main idea/key details. Initial consonant digraph *sh*

*Let's Make Shapes* (Level J). Summarizing. Classifying.

*The Ship of Shapes* (Level J). Ask and answer questions. Cause and effect. Initial consonant digraph *sh*

*Li's Tangram Animals* (Level O). Visualize. Story elements. Alphabetize.

ELL Content Picture Packs Geometric Shapes

ELL Content Picture Packs Measurement

ELL Vocabulary Book Series *Shapes Around Us*

### Sentence Stems:

What shapes do you see?

I see ...

## **Lesson 3 Numbers**

Numbers 1 - 100 (number, word, value)

1st - 5th

## **RAZ ELL Edition**

*Counting Letters* (Level aa). Classify information. Identify initial consonant /l/. Capitalization.

*Bedtime Counting* (Level A). Identify setting.

*Carlos Counts Kittens* (Level A). Ask and answer questions. Identify problem and solution.

*Fingers Go Five by Five* (Level A)

*Maria Counts Pumpkins* (Level A). Ask and answer questions. Identify problem and solution. Identify initial consonant Pp

*Pond Animals* (Level A). Author's purpose. Recognize I

*How Many Legs* (Level B). Classify information. Question marks.

*How Many Wheels?* (Level C). Classify information.

*The Easter Egg Hunt* (Level C). Classify information. Short e sound.

*We Count* (Level C). Visualize. Classify.

*Greater Than* (Level D). Compare and contrast.

*Less Than* (Level D). Compare and contrast.

*I Count 100 Things* (Level D). Visualize. Main idea/key details. Exclamation marks.

*How Many Teeth* (Level E). Ask and answer questions. Classify information.

*The Contest* (Level E). Make, revise, and confirm predictions. Sequence events. Quotation marks.

***The Meaning of Numbers* (Level E). Poetry Lesson.**

***A Desert Counting Book* (Level H). Classify information.**

***Number Twelve* (Level J). Summarizing. Main idea/key detail. Alphabetical order to the second letter.**

***Looking for Numbers* (Level L). Poetry Lesson.**

**ELL Vocabulary Book Series *Numbers***

**ELL Vocabulary Book Series *Measurement***

**What grade are you in?**

**I am in \_\_\_\_\_ grade.**

**How many times can you hop on one foot?**

**I can hop \_\_\_\_\_ times.**

**Place in line: 1st through 5th**

**Access Building Literacy Through Learning *Newcomers*, Lesson G (page 24)**

**Numbers 0 - 100**

**Give students number tiles. Create a scavenger hunt in the hallway with pictures of numbers that they have to identify.**

## **Lesson 4 The Alphabet**

Upper and lower case letters

## **Lesson 5 Time**

**Vocabulary:** clock, hour, minute, time; morning, afternoon, evening, night

60 seconds in a minute

60 minutes in an hour

24 hours in a day

365 days in a year

12 midnight is nighttime. 12a.

12 noon is midday. 12p.

What time do you wake up in the morning?

I wake up at \_\_\_\_\_ o'clock.

What time do you go to bed at night?

I go to bed at \_\_\_\_\_ o'clock.

Access Building Literacy Through Learning *Newcomers*, Lesson 6 (page 48)

School Schedule

Use Lesson Card for sample school schedule

## **RAZ ELL Edition**

***It is School Time* (Level B). Visualize. Sequence.**

***It's About Time* (Level K). Connect to prior knowledge. Main idea/key details.**

***Time of Day* (Level G). Sequence of events.**

**ELL Vocabulary Book Series *Free Time***

## **Lesson 6 Days of the Week**

**Vocabulary:** weekend, week days, calendar

### **RAZ ELL Edition**

*A Week with Grandpa* (Level E). Sequence of events.

*Firefly* (Level B). Sequence of events.

## **Lesson 7 Months of the Year**

**Vocabulary:** days, months, year

**12 months in the year**

**What is your favorite month?**

**My favorite month is ...**

**What month is your birthday?**

**My birthday is in \_\_\_\_\_.**

## **Lesson 8 Weather**

**Vocabulary:** storm, tornado, hurricane, blizzard; rainy, snowy, windy, sunny, cloudy, foggy; thermometer, temperature, degrees Fahrenheit; cold, hot, cool, warm.

### **RAZ Plus ELL Edition**

*Spring and Fall* (Level A). Visualizing. Main idea/key details.

*Spring Weather* (Level A). Visualizing. Main idea/key details.

*Clouds* (Level D). Visualize. Main idea/key details.

*How Is the Weather Today?* (Level F). Visualization. Identify characters and setting.

*Blizzards* (Levels I, L, O). Ask and answer questions. Author's purpose.

*Tornadoes* (Levels J, M, P). Cause and effect.

*Violent Weather* (Level Z). Ask and answer questions. Cause and effect.

ELL Vocabulary Book Series *Weather*

Access Building Literacy Through Learning *Newcomers*, Lesson 22 (page 80)

**Storms**

Use Lesson Card for small group instruction. Borrow books on weather from the library.

Access Building Literacy Through Learning *Newcomers*, Lesson 24 (page 82)

**School Schedule**

Use Lesson Card for sample school schedule



## **Lesson 9 Temperature**

### **Vocabulary:**

*Hot and Cold* (Level A). Visualize. Classify.

*Too Hot!* (Level C). Visualize. Problem and solution.

*How We Measure* (Level L). Ask and answer questions. Compare and contrast.

*Measurement* (Concept book)

## **Lesson 10 Seasons**

**Vocabulary:** Winter, spring, summer, fall (autumn)

## **RAZ Plus ELL Edition**

*It Is Spring* (Level B). Visualize. Main idea/key details.

*Winter Fun* (Level B). Visualize. Classify information.

*Fall* (Level C). Ask and answer questions. Classify information.

*Fall Foods* (Level C). Ask and answer questions. Compare and contrast.

*What Season Is It?* (Level C). Main idea/key details.

*Welcome Back, Butterflies* (Level D). Make, revise, and confirm predictions. Identify author's purpose.

*The Four Seasons* (Level E). Main idea/key details.

*Some Birds Go* (Level F). Main idea/key details.

*Changing Seasons* (Level F). Make, revise, and confirm predictions. Classify information.

*Spring Is Here* (Level H). Summarize. Classify.

*Seasons* (Concept book)

ELL Concept Picture Pack *Seasons & Weather*

**ELL Vocabulary Book Series *Fall Things***

**ELL Vocabulary Book Series *Seasons***

**ELL Vocabulary Book Series *Summer Fun***

**ELL Vocabulary Book Series *Winter Fun***

**ELL Vocabulary Book Series *Spring Things***

**What season is it now?**

**It is \_\_\_\_\_ now.**

**What do you enjoy doing in \_\_\_\_\_?**

**I enjoy \_\_\_\_\_ in \_\_\_\_\_.**

**What is your favorite season?**

**My favorite season is ...**

**Access Building Literacy Through Learning *Newcomers*, Lesson 24 (page 84)**

**Seasons**

**Use Lesson Card for sample school schedule**

## **Unit 2 All About Me**

### **Lesson 11 Introducing Myself**

#### **RAZ Plus ELL Edition**

*I Like My Hair* (Level D). Connect to prior knowledge. Compare and contrast.

*Winter Fun* (Level B). Visualize. Classify information.

**Boy, girl. Name, grade, age.**

**What is your name?**

**My name is ....**

**What grade are you in?**

**I am in \_\_\_\_\_ grade.**

**How old are you?**

**I am \_\_\_\_\_ years old.**

## **Lesson 12 Greetings**

**Hi. How are you? Nice to meet you. Good afternoon. Welcome.**

## **RAZ Plus ELL Edition**

**Comic Conversations *Marty Says Hello***

## **Lesson 13 Goodbye**

**Good bye! See you later. Bye! It was nice to meet you. Have a nice day.**

**I had fun. Thanks! I'm glad you came.**

## **RAZ Plus ELL Edition**

**Comic Conversations *Marty Says Goodbye***

## **Lesson 14 Address**

**Address: house number, street name, city, state, zip code. State abbreviation.  
Email address.**

**Where do you live?**

**I live on \_\_\_\_\_ Street in \_\_\_\_\_.**

**Where is our school?**

**Our school is in \_\_\_\_\_.**

## **Lesson 15 Phone Number**

**Phone number. Area code.**

## **Lesson 16 Where I Am From**

### **RAZ Plus ELL Edition**

***Are You From Brazil?* (Level F). Visualize to understand text. Compare and contrast.**

***Are You From India?* (Level F). Use the reading strategy of asking and answering questions. Compare and contrast.**

***Are You From Australia?* (Level G). Ask and answer questions to understand text. Main Idea and Key Details.**

**What country are you from?**

**I am from ... .**

**What languages do you speak?**

**I speak ... .**

**Access Building Literacy Through Learning *Newcomers*, Lesson J (page 30)**

**World Map**

**Give students a copy of the world map from the student edition.**

## Lesson 17 My Family

**Vocabulary:** Family: mother, father, brother, sister, wife, husband, grandmother, grandfather, granddaughter, grandson, aunt, uncle, niece, nephew, cousins; younger, older.

## RAZ Plus ELL Edition

*My Family* (Level aa). Connect text to personal experiences. Compare and contrast.

*Doctor Jen* (Level E). Retelling. Problem and solution.

*Carlos's Family Celebration* (Level K). Retelling events in the story. Sequence.

*Hugs for Daddy* (Level K). Retelling events in the story. Problem and solution.

*Celebrating Food and Family* (Level N). Mentally summarize details during reading. Main idea/key details.

*Families* (Level I). Connect to prior knowledge. Classify information.

*What Makes You, You?* (Level X) Ask and answer questions to understand text. Main idea and key details.

*Arthur's Bad-News Day* (Levels I, M, Q). Make, confirm, and revise predictions. Cause

and effect.

## Lesson 18 My Relatives

Who is in your family?

How many brothers and sisters do you have?

I have \_\_\_\_ brothers and \_\_\_\_ sisters.

## **RAZ Plus ELL Edition**

Comic Conversations *Marty At Family Night*

Access Building Literacy Through Learning *Newcomers*, Lesson 25 (page 86)

Family

Use Lesson Card for small group instruction

## **Lesson 19 How I Feel**

### **RAZ Plus ELL Edition**

*Feelings* (Level C). Connect to prior knowledge. Cause and effect.

Comic Conversations *Is Marty Okay?*

ELL Vocabulary Book Series *Feelings*

How do you feel?

I feel ...

Confused, angry, excited, frustrated, happy, hungry, mad, sad, thirsty, tired

## **Lesson 20 Important Questions and Statements**

Can you speak more slowly?

I don't speak English.

**I speak a little English.**

**I don't understand.**

**Excuse me.**

**Thank you.**

**Please repeat that.**

**Access Building Literacy Through Learning *Newcomers*, Lesson F (page 22)**

**Useful Words**

**At, to, on, off, in, out, near, under, over, down, up, above, below, into, by**

**A, an, the**

**Photocopy student edition pages 22 and 23**

**My Vocabulary Notebook**

## **Unit 3 My School**

### **Lesson 21 The School Building**

**Vocabulary:** cafeteria, office, bathroom, gym, library, office, hallway, water bottle filler,

auditorium; left, right, straight, upstairs, downstairs; go, turn.

**Where is the bathroom?**

**The bathroom is ...**



Map of school

## **RAZ Plus ELL Edition**

Comic Conversations *Marty Asks Directions*

Comic Conversations *Marty Gets It!*

Comic Conversations *Marty and the Map*

ELL Vocabulary Book Series *School*

*The School* (Level aa) Main idea and key details.

*Carlos Goes to School* (Level A). Sequence events.

*Maria Goes to School* (Level A). Sequence events.

*Busy At School* (Level C) Connect to prior knowledge to understand text. Compare and contrast.

*The School Lunch Room* (Level K)

*The Worst School Day* (Independent Practice Passage, Grade 2)

## **Lesson 22 People at the School**

**Vocabulary:** principal, secretary, nurse, counselor, bus driver, aide, student, teacher.

## **Lesson 23 My Classroom**

**Vocabulary:** desk, chair, flag, door, trash can, recycle can, table, book shelf, rug/carpet, smartboard/screen.

## **RAZ Plus ELL Edition**

***The Classroom* (Level aa) Classify information.**

***Class Pets* (Level E). Connect to prior knowledge to understand text. Author's purpose: Determine author's purpose.**

***A Day of Firsts* (Level E). Ask and answer questions to understand text. Main idea and key details.**

***First Day of School* (Level Q). Connecting to prior knowledge to understand text. Make inferences.**

**What is at the front of the classroom?**

**What is at the back of the classroom?**

## **Lesson 24 Classroom Objects**

**Vocabulary: book, pencil, pen, marker, highlighter, eraser, notebook, folder, backpack, scissors, stapler, glue, glue stick, tape, paper**

## **RAZ Plus ELL Edition**

**Comic Conversations *Marty's Backpack***

***The Classroom* (Level aa) Connecting to prior knowledge. Classify information.**

## **Lesson 25 Classroom Routines and Directions**

**Your teacher expects you to act in a certain way in class.**

**Listen when others are talking.**

**Raise your hand and wait to be called on before you speak.**

Sit in your seat.

## **RAZ Plus ELL Edition**

ELL Content Picture Packs *Daily Routines*

ELL Content Picture Packs *Places at Schools*

## **Lesson 26 Cafeteria**

Vocabulary: tray, straw, lunch, napkins, milk, juice

## **RAZ Plus ELL Edition**

Comic Conversations *Marty's Lunch*

*Lunch at School* (Level aa) Connect to prior knowledge. Main idea and key details.

*The School Lunch Room* (Level K)

## **Lesson 27 Recess**

Students go outside to play.

**Vocabulary:** Slide, monkey bars, basketball, soccer

## **RAZ Plus ELL Edition**

ELL Content Picture Pack *Sports and Games*

*The Playground* (Level aa) Visualize to understand text. Author's purpose.

*Standing Up to the Bullies* (Level L). Retell to understand text. Problem and solution.

## **Lesson 28 Field Trips**

**Vocabulary:** field trip, bus, museum, park, performance, zoo, baseball field, permission slip

### **RAZ Plus ELL Edition**

*A Visit to the Zoo* (Level K)

*Don't Wake the Mummy* (Level U) Make Inferences/Draw Conclusions. Make, revise, and confirm predictions.

*Mr. Irwin's Field Trips*

## **Lesson 29 School Activities**

**Vocabulary:** band, chorus, sports club, ukulele, student government, Helping Hands

### **RAZ Plus ELL Edition**

*After School* (Level B) Connect to prior knowledge. Classify information.

*Busy at School* (Level C) Connect to prior knowledge to understand text. Compare and contrast.

*My Day* (Level G) Sequence events.

*After School* (Level B) Connect to prior knowledge. Classify information.

*My Day* (Level G) Connect to prior knowledge. Sequence events.

*Taking Turns* (Level C) Connect to prior knowledge. Sequence events.

*What's Next?* (Level S) Ask and answer questions. Analyze plot.

*After School*. ELL Vocabulary Book Series.

## **Lesson 30 School Safety**

**Vocabulary:** crossing guard, fire drill, lockdown drill, early dismissal

## **RAZ Plus ELL Edition**

*Joey's Stop Sign* (Level L) Use the reading strategy of retelling to understand and remember story events. Problem and solution.

*Fire Safety* (Level G) Connect to prior knowledge. Main idea and key details.

*Playing It Safe* (Level K) Connect to prior knowledge. Author's purpose: identify author's purpose.

*I'm Allergic to Peanuts* (Level K) Ask and answer questions to understand text. Cause and effect.

## **Unit 4 My Classes**

### **Lesson 31 My Grades**

**Vocabulary:** grades, report card, tests, quizzes, homework, projects; work alone, work with a partner, work with a group

## **RAZ Plus ELL Edition**

Comic Conversations *Marty Writes a Story*

*Who Needs Grades* (Grade 4)

### **Lesson 32 Math**

## **RAZ Plus ELL Edition**

*Carlos Counts Kittens* (Level A) Use the reading strategy of asking and answering questions. Problem and solution.

*Maria Counts Pumpkins* (Level A) Ask and answer questions. Problem and solution.

*Greater Than* (Level D) Compare and contrast. Connect to prior knowledge to

**understand text.**

***Double It!* (Level F) Make, revise, and confirm predictions. Cause and effect.**

***Math Test Mix-Up* (Level H) Make, revise, and confirm predictions; compare and contrast**

***Who Needs Grades* (Grade 4)**

## **Lesson 33 Science**

## **Lesson 34 Reading and Writing**

## **Lesson 35 Social Studies**

## **Lesson 36 Music**

## **Lesson 37 Art**

## **RAZ Plus ELL Edition**

***I Love Art Class* (Level B) Visualize to understand text. Main idea and key details.**

## **Lesson 38 Gym**

## **Lesson 39 Library**

**Vocabulary:** librarian, library, books, magazines, shelves, catalog; borrow, check out, return, due date

## **RAZ Plus ELL Edition**

Comic Conversations *Marty at the Library*

### **Lesson 40 Computers**

**Vocabulary:** computer, mouse, screen/monitor, cursor, keyboard, printer, type, headphones, right click, enter, backspace, undo, escape, scroll wheel, user name, password, log on, sign out, restart.

## **Unit 5 Health and Safety**

### **Lesson 41 My Body**

**Vocabulary:** head, face, hair, ears, eyes, nose, mouth, cheeks, chin, shoulder, arm, elbow, wrist, hand, fingers, leg, knee, ankle, foot, toes.

## **RAZ Plus ELL Edition**

*Bananas Sometimes* (Level B). Visualizing. Main idea/key details. Initial consonant /l/

*My Bones* (Level H). Classify information. Long /o/. Adjectives.

*My Skin* (Level I). Connect to prior knowledge. Main idea/key details.

ELL Vocabulary Book Series *Parts of the Body*

Access Building Literacy Through Learning *Newcomers*, Lesson L (page 34)

Parts of the Body

Use Lesson Card for parts of the body and copy of student edition

## **Lesson 42 Inside My Body**

**Vocabulary:** brain, heart, lungs, stomach, teeth, tongue, spine, ribs, muscle, bone

### **RAZ Plus ELL Edition**

*Animal Skeletons* (Level J). Ask and answer questions. Compare and contrast.

## **Lesson 43 Moving My Body**

**Vocabulary:** push, pull, walk, run, jump, climb, dance, hop, swim, throw

I can ...

Can you ... ?

### **RAZ Plus ELL Edition**

Comic Conversations *Marty Can*

## **Lesson 44 Taking Care of My Body**

**Vocabulary:** brush my teeth; wash my hands; take a bath or shower; comb my hair; exercise; comb, shampoo, soap, toothbrush, toothpaste

## **Lesson 45 I Do Not Feel Well**

**Vocabulary:** sick, hurt, cough, sneeze, cut, bleed, flu, fever, stomachache,



headache, pain, rash, itch; bandage, medicine, ointment, tissue

## **RAZ Plus ELL Edition**

ELL Content Picture Pack *Being Healthy*

### **Lesson 46 At the Doctor's Office**

**Vocabulary:** doctor, check-up, examination, nurse, height, weight, stethoscope, vaccine, needle, x-ray

### **Lesson 47 At the Dentist's Office**

**Vocabulary:** dentist, hygienist, polishes, paste, gums, teeth, jaw, cavity, floss, mouthwash

### **Lesson 48 Safety Equipment**

**Vocabulary:** helmet, elbow pads, shoulder pads, knee pads, mouthguard, shin guards, goggles, life vest

### **Lesson 49 Safety Symbols**

**Vocabulary:** stop, yield, slippery floor, caution, fire exit, poison, flammable, no smoking

### **Lesson 50 In An Emergency**

**Vocabulary:** emergency, fire, accident, crime; first responders, firefighter, police officer,

**Access Building Literacy Through Learning *Newcomers*, Lesson 12 (page 60)**

**Emergency!**

**Use Lesson Card for emergency scenario.**

## **Unit 6 The Outdoors**

**Lesson 51 The Park**

**Lesson 52 Plants**

**Lesson 53 Backyard Animals**

**Lesson 54 Wild Animals**

**Lesson 55 On a Farm**

**Lesson 56 Farm Animals**

**Lesson 57 In the Forest**

**Lesson 58 At the Beach**

**Lesson 59 In the Ocean**

**Lesson 60 In the Desert**

## **Unit 7 Clothing and Shopping**

**Lesson 61 Clothes; Lesson 62 More Clothes**

**Vocabulary:** shirt, pants, dress, skirt, jeans, pajamas, vest, suit, robe, cardigan, sweater, swimsuit, swim trunks, tank top

**What are you wearing today?**

**I am wearing ... .**

**What do you wear when the weather is hot?**

**When the weather is hot, I wear ... .**

**What do you wear when the weather is cold?**

**When the weather is cold, I wear ... .**

## **RAZ Plus ELL Edition**

**ELL Vocabulary Book Series *Clothes***

### **Lesson 63 On My Feet**

**Vocabulary:** shoes, sneakers, heels, boots, flip flops, sandals, slippers; socks, tights, stockings

**What kind of shoes are you wearing today?**

**Today I am wearing ... .**

**What are your favorite shoes?**

**My favorite shoes are ... .**

## Lesson 64 Accessories

**Vocabulary:** briefcase, backpack, cane, umbrella, purse, belt, hat, cap, sunglasses, glasses, tie; bracelet, earrings, necklace, ring, watch

## Lesson 65 Outerwear

**Vocabulary:** coat, hat, gloves, mittens, scarf, raincoat, earmuffs;

What do you wear when the weather is cold?

When the weather is cold, I wear ... .

## Lesson 66 Parts of Clothing

**Vocabulary:** collar, button, sleeve, cuff; zipper, leg, pocket; turtleneck, long sleeve; short sleeve

## Lesson 67 Getting Dressed

## Lesson 68 In the Clothing Store

**Vocabulary:** shop, hanger, price, tag, rack, size; try on, fitting room, fits

## Lesson 69 U.S. Money

**Vocabulary:** penny, nickel, dime, quarter, one dollar, five dollar bill, ten dollar bill, twenty dollar bill; money, dollars, cents

## **Money**

Use Lesson Card and play money for small group lesson

### **Lesson 70 Making Purchases**

**Vocabulary:** money, buy, purchases, cashier, cash register, price, pay, total, receipt

How much does this cost?

It costs ... .

### **RAZ Plus ELL Edition**

ELL Content Picture Pack *Money*

ELL Content Picture Pack *U.S. Symbols*

ELL Vocabulary Book Series *Money*

Access Building Literacy Through Learning *Newcomers*, Lesson 16 (page 68)

At the Grocery Store

Use Lesson Card for sample grocery menu. Combine with circulars from grocery store for “Making Purchases” practice

## **Unit 8 Food**

### **Lesson 71 Breakfast**

**Vocabulary:** breakfast, morning; bacon, bagel, cereal, coffee, donut, eggs, jam or jelly, juice, milk, muffin, oatmeal, omelet, pancakes, syrup, toast, waffles

What do you eat for breakfast?

I eat ... .

## **Lesson 72 Lunch**

**Vocabulary:** lunch, afternoon; hot dog, fries, hamburger, pizza, salad, soup, sandwich, tacos, wrap

What did you have for lunch today?

Today I had ... for lunch.

## **RAZ Plus ELL Edition**

Comic Conversations *Marty's Lunch*

## **Lesson 73 Dinner**

**Vocabulary:** dinner, evening, supper; chicken, steak, ham, fish, potatoes, rice, pasta,

vegetables

What do you want for dinner tonight?

I want ... .

Access Building Literacy Through Learning *Newcomers*, Lesson 17 (page 70)

Meals

Use Lesson Card for small group instruction activity

## Lesson 74 Snacks and Desserts

**Vocabulary:** dessert; after lunch, after dinner; candy, crackers, cookies, nuts, popcorn, yogurt, potato chips, pretzels, cake, pie, ice cream, chocolate, candy, cookies, cupcake

What is your favorite snack?

My favorite snack is ... .

What is your favorite dessert?

My favorite dessert is ... .

## Lesson 75 Fruits

**Vocabulary:** apple, banana, blueberries, cherries, coconut, grapes, kiwi, lemon, orange, peach, pear, pineapple, plum, strawberry, tomato, watermelon

What is your favorite fruit?

My favorite fruit is ... .

## Lesson 76 Vegetables

**Vocabulary:** beet, broccoli, carrot, cauliflower, celery, cucumber, corn, green beans, lettuce, lima beans, onion, peas, pepper, spinach, sweet potato

What is your favorite vegetable?

My favorite vegetable is ... .

## **Lesson 77 Making a Meal**

**Vocabulary:** recipe, measure, chop, mix, ingredients; teaspoon, tablespoon, cup; cook, bake, boil, fry, grill

What does a recipe help you do?

A recipe helps me ... .

Why is it important to measure ingredients?

It is important to measure ingredients because ... .

## **RAZ Plus ELL Edition**

ELL Content Picture Pack *Foods Around the World*

## **Lesson 78 At the Table**

**Vocabulary:** table, plate, knife, fork, spoon, napkin, cup, glass, bowl, mug, salt, pepper



## Lesson 79 Table Manners

**Vocabulary:** manners, pass, chew, wash

Why should you wash your hands before eating?

I should wash my hands before eating because ... .

### Good Table Manners

Wash your hands before eating.

Use your napkin.

Pass the food.

Chew with your mouth closed.

### Bad Table Manners

Chew with your mouth open.

Make a mess.

Grab for food.

Use your fingers to eat.

Throw food.

## Lesson 80 In a Restaurant

**Vocabulary:** restaurant, menu, serves, food, order, takeout, waiter, waitress, tip

## Unit 9 My Home

### Lesson 81 In a Home

**Vocabulary:** home, house, roof, attic, window, door, ceiling, bedroom, bathroom, wall, living room, dining room, stairs, floor, kitchen

Access Building Literacy Through Learning *Newcomers*, Lesson 27 (page 90)

Places at Home

Use Lesson Card for small group activity

## **Lesson 82 In the Kitchen**

**Vocabulary:** cabinet, oven, stove, sink, counter, microwave, dishwasher, refrigerator, freezer, table, chair

## **Lesson 83 In the Living Room**

**Vocabulary:** lamp, pillow, sofa, chair, television, shelf, fire place, coffee table, rug

## **Lesson 84 In a Bedroom**

**Vocabulary:** curtains, bed, pillow, comforter, blanket, desk, mirror, dresser

## **Lesson 85 In the Bathroom**

**Vocabulary:** mirror, faucet, sink, shower, shower curtain, bathtub, toilet, towel, bath mat, toilet paper, razor, scale, laundry basket, hair dryer

How are the bathtub and the shower the same? How are they different?

## **Lesson 86 In the Laundry Room**

**Vocabulary:** laundry; laundromat, washer, dryer, clothes pin, detergent, iron, ironing board, hanger

## **Lesson 87 My Pets**

**Vocabulary:** pets, home, cat, kitten, dog, puppy, rabbit, guinea pig, hamster,

mouse, parakeet, snake

Do you have a pet?

Yes, I have a pet ... .

No, I do not have a pet.

What pet do you want?

I want a ... .

## **Lesson 88 My Chores**

**Vocabulary:** dry, fold, make the bed, mow, rake, take out the trash, vacuum, wash, weed

## **Lesson 89 A Family Party**

**Vocabulary:** party, celebrate, birthday, graduation; decoration, balloons, streamers, banners; guests, gifts, cards

## **Lesson 90 Holidays**

**Vocabulary:** Martin Luther King, Jr. Day; Valentine's Day; Memorial Day; Independence Day; Halloween; Thanksgiving

What is your favorite holiday?

My favorite holiday is ... .

How do you celebrate ... ?

I celebrate ... by ... .

## **RAZ Plus ELL Edition**

ELL Content Picture Pack *U.S. Symbols*

ELL Vocabulary Book Series *Holidays*

## **Unit 10 My Community**

### **Lesson 91 Places in My Community**

**Vocabulary:** bus stop, grocery store, drug store, hospital, mall, post office, bridge, sidewalk, street.

### **Lesson 92 People in My Community**

**Vocabulary:** baker, carpenter, chef, florist, hairdresser, mechanic, mail carrier, photographer, plumber, reporter, truck driver, veterinarian

What job do you want when you grow up?

When I grow up, I want to be ... .

## **RAZ Plus ELL Edition**

ELL Vocabulary Book Series *Jobs*

ELL Vocabulary Book Series *My Neighborhood*

### **Lesson 93 Being a Good Citizen**

**Vocabulary:** citizen, obeys, rules; litter, recycle, respectful, help, listen

How can you be a good citizen in your community?

I can be a good citizen in my community by ... .

How can you be a good citizen in your school?

I can be a good citizen in my school by ... .

## **Lesson 94 Going to the Bank**

**Vocabulary:** bank, deposit, withdrawal, money, account, savings account, checking account, check, teller, ATM, debit card

## **Lesson 95 Getting From Here to There**

**Vocabulary:** directions, straight, turn right, turn left, left, right, map

How would you walk home from school?

## **RAZ Plus ELL Edition**

Comic Conversations *Marty and the Map*

Comic Conversations *Marty Asks Directions*

## **Lesson 96 Transportation**

**Vocabulary:** bicycle, bus, car, motorcycle, subway, truck, taxi, van

## **Lesson 97 Signs in My Community**

**Vocabulary:** crosswalk, exit, restrooms, school zone, stop, street names; red means stop; yellow slow down and get ready to stop; green means go.

## **Lesson 98 Community Events**

**Vocabulary:** block party, concert, fair, festival, parade

What events are held in your community?

My community holds ... events.

## **Lesson 99 Traveling Far Away**

**Vocabulary:** travel, airplane, airport, train, train station, ticket, passport, suitcase, hotel

Would you rather travel by train or by plane?

I would rather travel by ... because ... .

## **Lesson 100 Entertainment**

**Vocabulary:** arena, concert, sports, movie theater, movie, stadium, theater, play, musical, stage, ticket, stage