Lesson 1A In a Classroom

Objectives:
• To build oral and written vocabulary about the classroom
• To introduce the language patterns:
  Where is the _____?
The _____ is (in/on) the _____.

You’ll Need:
• Theme Card 1A
• Newcomers Word Rods, Lesson 1A (See list on page 88.)
• Activity Page 1A (one copy for each child)
• Vocabulary-Building Dialogue Card 1A
• Chart paper

Introduce the Theme: School
Gather children in a circle. Write the word school on the board and say: “We are in school.” Name your school. Gesture to indicate your classroom and say: “This is a classroom.” Then say: “My name is ______. I am a teacher.” Help the child next to you say: “My name is ______. I am a student.” Continue until all the children have spoken.

Build Oral Language
Display Theme Card 1A. Say: “This is a picture of a classroom. What do you see in this picture?” Have them point to any objects they know and say the names of them. If they name things in their home language, accept this, but supply the word in English and have them repeat it.

Matching Game Have one child point to an item on Theme Card 1A and name it. Have another child find the same item in your classroom and name it. Then help children make labels for classroom items and post them around the room.

Introduce the Language Patterns
Display Theme Card 1A again and point to the rug as you say these sentences, emphasizing each word:

  Where is the rug?
  The rug is on the floor.

Have children repeat the sentences after you. Then use the Word Rods to build the same sentences. Read them aloud with children, pointing to each word as you read it. Return to Theme Card 1A and point to the computer. Say:

  Where is the computer?
  The computer is on the table.

Return to the Word Rod sentences and substitute computer and table for rug and floor. Read the sentences aloud with children, pointing to each word as you read it. Then invite children to make up their own questions and answers using the language pattern.

Teach on and in
Use a classroom item such as a desk or a pencil box to teach on and in. For example, place a book on a desk and say: “The book is on the desk.” Then put the book inside the desk and say: “The book is in the desk.” Write on and in on the board. Then have children make up sentences about other classroom items and help them use on and in correctly. Teach other location phrases such as in the corner, on the shelf, etc.

Write Together
Lead a Shared Writing activity by telling children you will write a chant together about items in your classroom. Have children select an item, such as a book. Say aloud and have children repeat: “Where is the (item)?” Write the question on chart paper as the first line of the chant, saying each word aloud as you write it. Have children answer the question and write the answer as the second line of the chant. Next, have children come up with a question and answer about a second item. Have them take turns writing the question and answer one word at a time on the chart paper. Repeat until you run out of room on the chart paper, and then have children say the entire chant aloud together.

Practice and Apply
Activity Page 1A Distribute copies of Activity Page 1A. Read the directions aloud. Help children find appropriate places to glue the picture cards. Show model sentences on the board as a guide for children.

Vocabulary-Building Dialogue Card 1A Read aloud and explain the directions. Make sure children understand the concept word classroom. Have children use Theme Card 1A and the Newcomers Word Rods for Lesson 1A to complete the activities with a partner.

Assess Learning
Have children point to classroom items and name them. Ask: “Where is the (item)?” Prompt them to respond using the language pattern: The (item) is (in/on) the (location).

Home Connection
Read aloud and explain the Family Note on Activity Page 1A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Where is the ____________?

The ____________ is ____________________________.

**Family Note:** Ask your child to name things in the picture. Tell your child the names for these things in the language you speak at home.
Lesson 1B  School Tools

Objectives:
• To build oral and written vocabulary about school tools
• To introduce the language patterns:
  What is this?
  This is a ______. I use a ______ to ______.
  These are ______. I use ______ to ______.

You’ll Need:
• Theme Card 1B
• Newcomers Word Rods, Lesson 1B (See list on page 88.)
• Activity Page 1B (one copy for each child)
• Vocabulary-Building Dialogue Card 1B
• Index cards

Review Classrooms
Have children ask each other questions about items in the classroom using this language pattern: Where is the _____? The _____ is (in/on) the ______.

Build Oral Language
Display Theme Card 1B. Ask: “What do you see in this picture?” Have children respond: “I see a ______.” Help children name all the items. Tell children that these things are tools. Explain that we use tools to do work. Then have children find examples of these tools in your classroom and name them aloud.

Pantomime  Have one child pantomime using one of the school tools on Theme Card 1B while others guess the name of the tool.

Introduce the Language Patterns
Display Theme Card 1B again and point to the pen. Say these sentences:

  What is this?
  This is a pen.
  I use a pen to write.

Have children repeat the sentences after you. Then use the Word Rods to build the same sentences. Read them aloud with children, pointing to each word as you read it. Return to Theme Card 1B and repeat this routine with notebook/take notes, and stapler/staple paper.

Teach These are
Point to the markers on Theme Card 1B. Say: “There is more than one marker here. When there is more than one, I say:

  These are markers.
  I use markers to color pictures.”

Write these sentences on the board. Then point to the scissors on Theme Card 1B and say: “This is a pair of scissors. Scissors is a special word. We say ‘These are scissors’ because it has two blades.” Write these sentences on the board:

  These are scissors.
  I use scissors to cut paper.

Point out other examples of plural items in your classroom (pens, books, etc.) and have children practice saying These are ______.

Write and Share
Have each child choose a school tool. Children should write two sentences about the tool on an index card: This is a ______. I use a ______ to ______. Set up a display table with the items and children’s cards and have each child share what he or she wrote.

Practice and Apply

  Activity Page 1B  Distribute copies of Activity Page 1B. Read the directions aloud. Have children practice writing the sentences after they have glued the word cards in place.

  Vocabulary-Building Dialogue Card 1B  Read and explain the directions. Make sure children understand the concept of school tools. Have children use Theme Card 1B and the Newcomers Word Rods for Lesson 1B to complete the activities on the card.

Assess Learning
Put some school tools on a desk or table and have children choose three. For each item they choose, ask “What is this?” or “What are these?” Have children use the featured language patterns to name the items and tell how they are used.

Home Connection
Read aloud and explain the Family Note on Activity Page 1B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Family Note: Talk about tools that you use at home.
Lesson 1C  Classroom Commands

Objectives:
• To build oral and written vocabulary about classroom commands
• To introduce the language pattern: Please ______.

You’ll Need:
• Theme Card 1C
• Newcomers Word Rods, Lesson 1C (See list on page 88.)
• Activity Page 1C (one copy for each child)
• Vocabulary-Building Dialogue Card 1C
• Chart paper

Review School Tools
Ask each child to bring a school tool to the group. Have each child “introduce” his or her school tool saying: “This is a ______. I use a ______ to ______.”

Build Oral Language
Display Theme Card 1C. Discuss what the children are doing in each scene. Then read what the teacher says for each scene. Explain that the teacher is giving commands, or telling children to do things. Write the word Please on the board and explain that it is polite to say please when we give commands or ask for things. Then write Thank you and explain that we say thank you when someone does something for us.

Practice Giving and Following Commands
Have one child say a command on Theme Card 1C and have other children obey it. Remind the child giving the command to say Please and Thank you.

Introduce the Language Pattern
Build the following command using the Word Rods, saying each word aloud as you add it:

Please take out your rulers.

Have children repeat the command and follow it. Then take away the word rulers and ask children to suggest another word for the sentence such as books or markers. Read the new command aloud and have children follow it. Then replace take out with put away. Have children follow the new command. Then invite them to build commands about other school items that could be put away. Repeat the other commands on Theme Card 1C and write them on the board.

Teach More Commands
Introduce other commands that you use frequently in the classroom and write them on the board. Possible commands include the following:

Please close your ______.
Please sit down.
Please stand up.
Please listen.
Please raise your hand.

Say each command aloud for children to follow.

Write Together
Ask each child to think of a classroom command for a class chant. Children can take turns writing their commands on the chart paper or dictating them. Then read the chant aloud, pausing for children to follow each command.

Practice and Apply
Activity Page 1C  Distribute copies of Activity Page 1C. Read the directions aloud and explain what “face down” means. After children have cut out their command cards, lead them through the game. Have children work in small groups as they read and act out commands for others to guess.

Vocabulary-Building Dialogue Card 1C  Read and explain the directions. Make sure children understand the concept word commands. Have children use the Newcomers Word Rods for Lesson 1C to complete the activities on the card.

Assess Learning
Work with children in pairs. Have one child give classroom commands while another follows them; then reverse their roles.

Home Connection
Read aloud and explain the Family Note on Activity Page 1C. Send the command cards home with children so they can play the game at home. Invite children to talk about the experience afterward.
Guessing Game

- Write words to finish each command.
- Cut out the commands.
- In a small group, mix your cards together. Place them face down in a pile.
- Take turns. Pick a card and act out a command. Let others guess the command.

Please take out your _________________.

Please put away your _________________.

Please open your _________________.

Please _____________________________________.

**Family Note:** Let your child show you how to play this game. Then play the game at home.
Lesson 1D  Around the School

Objectives:
• To build oral and written vocabulary about getting around school
• To introduce the language patterns:
  Where is the _____?
  The _____ is in the _____.
  Go _____.
  Turn _____.

You’ll Need:
• Theme Card 1D
• Newcomers Word Rods, Lesson 1D (See list on page 88.)
• Activity Page 1D (one copy for each child)
• Vocabulary-Building Dialogue Card 1D
• Chart paper

Review Classroom Commands
Give a series of classroom commands for children to follow, such as: Stand up. Sit down. Take out your books. Open your books. Then invite children to give commands for others to follow.

Build Oral Language
Display Theme Card 1D. Say: “This is a map of a school. The map tells us where things are.” Ask children to name places they see on the map. Talk about the people shown on the map and what they do. Then have children name people at your school and tell what they do. Record the information on a T-chart.

Directional Words  Write the following directional words on the board and teach their meanings: left, right, up, down, in, out, straight ahead. If you happen to know these words in a child’s home language, provide the translations. To practice the words, give commands like these for children to follow: Go left. Go right. Go up. Go down.

Introduce the Language Patterns
Display Theme Card 1D again and read the dialogue box. Put your finger on the “You are here” symbol on the school map. Move your finger down the hall toward the gym and repeat: “Go down the hall.” Move your finger left, into the gym, and repeat: “Turn left.” Then write sentences in the dialogue box on the board. Read the sentences aloud and have children repeat them. Next, replace coach with librarian in the first sentence. Find the librarian on the map. Revise the other sentences as follows:

The librarian is in the library.
Go down the hall.
Turn right.

Read the sentences aloud and have children repeat them as you trace the route to the library with your finger. Then choose other people and destinations on Theme Card 1D. Encourage children to suggest directions. Write the new sentences on the board.

Teach Important Places in Your School
Walk around the school with children. Ask them to notice the important places in your school. On the way, talk about directions you could give to find these places. When you return to the classroom, work with children to create a list of the important places in your school.

Write Together
Lead a Shared Writing activity by telling children you will write directions together about where to find a person who works at your school. Let children choose the person. Help them create directions that begin at the door of your classroom. Agree on each sentence before letting a child record it on the chart paper. If you like, invite another adult to follow the directions and report back to the class on whether or not they were able to find the person.

Practice and Apply
Activity Page 1D  Distribute copies of Activity Page 1D. Read the directions aloud and talk about the different places shown on the map. Then let children plan and write their directions. Have children work with a partner as they read each other’s directions and try to follow them with a finger on the map.

Vocabulary-Building Dialogue Card 1D  Read and explain the directions. Make sure children understand the concept word directions. Have children use Theme Card 1D and the Newcomers Word Rods for Lesson 1D to complete the activities on the card.

Assess Learning
Work with children individually. Display Theme Card 1D. Have each child give directions on how to get from the “You are here” symbol to a place you indicate on the map.

Home Connection
Read aloud and explain the Family Note on Activity Page 1D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Directions, Please

- Choose a room on the map.
- Draw a line from the Cafeteria to that room.
- Write directions from the Cafeteria to that room.

Use the sample sentences to help you.

Sample Sentences

Turn right.   Turn left.   Go down the hall.
Go in the room.   Go out the door.

Where is ____________________?

__________________________________________________________

__________________________________________________________

Family Note: Talk about the map with your child. Have your child give directions to another room on the map.
Lesson 2A  My Body

Objectives:
• To build oral and written vocabulary about the body
• To introduce the language patterns:
  • I am ____.
  • I have ____.
  • I can ____.

You’ll Need:
• Theme Card 2A
• Newcomers Word Rods, Lesson 2A (See list on page 88.)
• Activity Page 2A (one copy for each child)
• Vocabulary-Building Dialogue Card 2A
• Chart paper

Introduce the Theme: All About Me
Gather children in a circle for a game that will help them explore the concept of self. Start by saying your name and naming something you can do: “I am (name). I can sing.” (Sing to demonstrate.) Turn to the child on your right and say: “Tell me about yourself.” Help the child use the same language patterns (I am _____. I can ______. Tell me about yourself) to answer your question and pose it to the next child. Go around the circle in this way, helping each child name something they can do.

Build Oral Language
Display Theme Card 2A. Talk about the different actions shown on the card. Then point to the boy and go through all the labels that name body parts. Have children point to the corresponding parts of their own bodies as you say the names.

Classify Words
Create a T-chart with the headings What I Have and What I Can Do. Have children name body parts for the first column and name actions they can do with those body parts for the second column: arms/throw; legs/jump; eyes/see; etc.

Introduce the Language Patterns
Display Theme Card 2A and read the dialogue box. Then build the three sentences using the Word Rods. (Write Felipe on a blank Rod.) Read the sentences aloud, pointing to each word, and have children repeat each sentence after you.

Then replace hands with legs in the second sentence, and replace throw with kick in the third. Read the new sentences aloud and have children repeat them. Have children suggest other body parts and actions, and write the new sentences on the board.

Teach Singular and Plural Nouns
Use a T-chart like the one below to point out how the words in a sentence change when there is more than one of something.

<table>
<thead>
<tr>
<th>One of Something</th>
<th>More than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a mouth.</td>
<td>I have fingers.</td>
</tr>
<tr>
<td>I have one nose.</td>
<td>I have ten fingers.</td>
</tr>
<tr>
<td></td>
<td>I have two legs.</td>
</tr>
</tbody>
</table>

Write Together
Invite children to contribute lines for a class poem. Start by writing two sample lines on chart paper for students, using the language patterns I have _____. I can ______. Have children dictate or write other lines for the poem using the same pattern. After everyone has contributed, ask children to think of a name for the poem. Then read it aloud and have the children echo every line.

Practice and Apply
Activity Page 2A Distribute copies of Activity Page 2A. Read the directions aloud. After children have completed the sentences on the page, invite them to share what they wrote.

Vocabulary-Building Dialogue Card 2A Read and explain the directions. Make sure children understand the concept word body. Have children use the Newcomers Word Rods for Lesson 2A to complete the activities on the card.

Assess Learning
Have children point to different parts of their own bodies and name them. Then have them build three sentences about things they can do using the Lesson 2A Word Rods and the language pattern I can ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 2A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
A Picture of Me

- Draw a picture of yourself.
- Finish the sentences.
- Tell someone about your picture. Share your sentences.

I am ____________________________.
I have __________________________.
I can ___________________________.
I like ___________________________.

Family Note: Have family members talk about things they like.
Lesson 2B Feelings

Objectives:
• To build oral and written vocabulary about feelings
• To introduce the language patterns:
  I feel ______. He feels ______. She feels ______.
  I feel ______ when ______.
  I am ______. I’m ______.

You’ll Need:
• Theme Card 2B
• Newcomers Word Rods, Lesson 2B (See list on page 88.)
• Activity Page 2B (one copy for each child)
• Vocabulary-Building Dialogue Card 2B
• Drawing paper
• Clip art and/or old magazines

Review the Body
Gather children in a small group. Ask each child to name a body part and an action they can do, using the language patterns I have ______. I can ______.

Build Oral Language
Display Theme Card 2B and imitate the face of the first child in the photos. Say: “I feel happy!” Have children imitate the other faces and help them say the words for each feeling. Write the feelings words on the board.

More Feelings Words Say other feelings words and help children act them out. Add the words to the list on the board. Include the following: sick, hungry, silly, shy, surprised, proud, lonely, and excited.

Introduce the Language Patterns
Display Theme Card 2B again and read the text in the dialogue box, emphasizing I, He, and She while pointing to yourself and the children in the photos. Have children repeat the sentences after you, also pointing to themselves and the children in the photos. Then build the three sentences using the Word Rods. Read the sentences aloud, pointing to each word, and have children repeat each sentence after you.

Then point to the photo for sad. Have children name the feeling. Substitute sad for tired in the second sentence on display and read:
  He feels scared.

Have children repeat the sentence. Then invite children to say new sentences about the other children in the photos, using He or She as appropriate. Record their sentences on the board. Point out that when using I, the verb is feel. When using He or She, the verb is feels with an s.

Teach I am and I’m
Go back to the first display sentence and change I feel to I am. Have children name other feelings and substitute them into the sentence. Then write I am on the board. Erase the a and put an apostrophe there. Then write the new word, I’m, next to the first word. Explain that in English, sometimes two words are put together with an apostrophe to make one word. This is called a contraction. The word I’m means the same as the two words I am. Write the following sentences and read them aloud with children:
  I feel hungry. (Change feel to am.)
  I am hungry. (Change I am to I’m.)
  I’m hungry.

Choose another feelings word and invite children to say three more sentences using the same language patterns.

Write and Share
Have children work with a partner to make and label a Feelings Book. They can use clip art, drawings, or pictures from magazines to show at least four different feelings. When the books are completed, have children show them to the class and name the different feelings.

Practice and Apply
Activity Page 2B Distribute copies of Activity Page 2B.
Read the directions aloud. Show children how to complete the first sentence (He feels sad.). Point out that they should draw their own face in the last circle.

Vocabulary-Building Dialogue Card 2B Read and explain the directions. Make sure children understand the concept word feeling. Have children use the Newcomers Word Rods for Lesson 2B to complete the activities on the card.

Assess Learning
Cover the feelings words on Theme Card 2B and have children say sentences about how the children in the photos feel. Observe whether they are using He feels and She feels correctly. Then put the Word Rods for Lesson 2B in a bowl. Have each child choose Word Rods to make a sentence that tells how he or she feels.

Home Connection
Read aloud and explain the Family Note on Activity Page 2B. Tell children that their family members can write the home-language words for each feeling on the page. Send the page home with children after they have completed it. If families supply home-language words for the various feelings, create a poster chart that shows the feelings words in English and other languages.
Name That Feeling

- Look at the faces.
- Use words from the box to help you complete each sentence. Tell how each person feels.
- Draw your own face. Write how you feel.

Feelings Words

<table>
<thead>
<tr>
<th>happy</th>
<th>angry</th>
<th>scared</th>
<th>tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>silly</td>
<td>surprised</td>
<td>sad</td>
<td>proud</td>
</tr>
</tbody>
</table>

Family Note: Ask your child to name the feelings in each picture. Tell your child the names for these feelings in the language you speak at home.
Lesson 2C  Taking Care of Myself

Objectives:
• To build oral and written vocabulary about personal hygiene
• To introduce the language pattern:
  I ______ (my) ______ with ______ and a ______.
  (I wash my face with soap and a washcloth.)

You’ll Need:
• Theme Card 2C
• Newcomers Word Rods, Lesson 2C (See list on page 88.)
• Activity Page 2C (one copy for each child)
• Vocabulary-Building Dialogue Card 2C
• Chart paper

Review Feelings
Gather children in a circle. Make a face that shows you feel tired and say: “I feel tired.” Have the child next to you make a face that shows a certain feeling and say a sentence about it. Continue around the circle. Remind children that they can say I feel, I am, or I’m to talk about their feelings.

Build Oral Language
Display Theme Card 2C. Ask: “What do you see in this picture?” Prompt children to answer with complete sentences: “I see ______.” Ask children to share what they know about each item with words and gestures. Then talk about how you use these items to take care of yourself and stay clean, for example: “I wash my hair with shampoo. I brush my teeth with toothpaste and a toothbrush.”

Classify Words Create a T-chart with the title Keeping Clean and the headings What I Do and What I Use. Have children name personal care tasks for the first column and the items they use to do those tasks for the second column: wash my hair/shampoo; take a bath/bathtub, soap, and towel; brush my teeth/toothpaste, toothbrush; etc.

Introduce the Language Pattern
Display Theme Card 2C and read the dialogue box. Then write the two sentences on the board. Read each sentence aloud, pointing to each word, and have children repeat each sentence after you. Then have children use the T-chart to suggest another sentence, such as I brush my teeth with toothpaste and a toothbrush. Write the new sentence and read it aloud with children. Ask for another suggestion from the T-chart and see if children can dictate a sentence.

Teach Commands
Write the following command on the board:

Brush your teeth.

Read the sentence aloud and act out brushing your teeth. Have children repeat the sentence and copy your actions. Then erase teeth and write hair. Read the new command aloud with children and act it out. Write a few more commands on the board and show how to follow them. (Wash your face; Take a bath; Comb your hair; etc.) Then play a game of Simon Says, giving commands for various personal care tasks (Simon says, wash your face) and having children act them out. After children have become comfortable with the activity, invite them to take turns being Simon.

Write Together
Use two pieces of chart paper or one horizontal piece to list children’s morning and evening personal care routines. First, have children name tasks they do in the morning. Help them form the tasks into a list and invite them to take turns recording the list on chart paper. Then repeat the process for evening personal care routines. Read the two lists together, having children act out each routine as they read.

Practice and Apply
Activity Page 2C Distribute copies of Activity Page 2C. Read the directions aloud and have children name the items pictured on the page. Explain the meaning of the phrase “Fill in” and point out the word box.

Vocabulary-Building Dialogue Card 2C Read and explain the directions. Have children use the Newcomers Word Rods for Lesson 2C to complete the activities on the card.

Assess Learning
Ask children to name things they do in the morning and at night to take care of themselves.

Home Connection
Read aloud and explain the Family Note on Activity Page 2C. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.

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Activity Page 2C

Keeping Clean

- Look at the list.
- Fill in the missing words. Use words from the box.
- Read your sentences to a partner.

I ____________ my ____________.

I ____________ my ____________.

I ____________ my ____________.

Family Note: Talk about the things your child can do to stay clean and healthy.
Lesson 2D  Feeling Sick

Objectives:
• To build oral and written vocabulary about feeling sick
• To introduce the language patterns:
  How do you feel?
  I feel ____.
  My ____ hurts.
  I have a ____.

You’ll Need:
• Theme Card 2D
• Newcomers Word Rods, Lesson 2D (See list on page 88.)
• Activity Page 2D (one copy for each child)
• Vocabulary-Building Dialogue Card 2D
• Chart paper

Review Personal Care Words
Gather children in a circle. Turn to the child next to you and say: “Brush your teeth.” The child should pretend to brush his or her teeth. Then that child should give a command about personal care (Wash your face, Comb your hair, etc.) to the next child. Continue in this way until every child has acted out a command and given a command.

Build Oral Language
Display Theme Card 2D. Tell children that the adult in the center is a doctor. Ask children to share what they know about doctors. Then read the doctor’s question. Read each of the boy’s answers and discuss how he looks in each picture.

Classify Words
Make a three-column chart with the headings I feel ____; I have a ____; My ____ hurts. For the first column, have children suggest feelings that complete the sentence. For the second column, have them suggest symptoms (sore throat, cough, headache, etc.) to complete the sentence. For the third column, have them name body parts that could complete the sentence.

Introduce the Language Patterns
Display Theme Card 2D. Reread the doctor’s question and the different answers to the question. Have children repeat the question and the answers. Then build the following with the Word Rods:
  How do you feel?
  I feel ____.
  My ____ hurts.
  I have a ____.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then replace hot with tired and read the new sentence. Ask if children can suggest other feelings words for the sentence (cold, sick, fine). Write the new sentences on the board and have children read them aloud. Then build this sentence:
  My head hurts.

Follow the same routine. Other words that can be substituted in the sentence are leg, arm, stomach, and throat.

Teach Questions and Answers
Use a T-chart like the following to teach question-and-answer patterns. Point out that does not and do not can be written as contractions: doesn’t and don’t. Invite children to ask each other these questions and respond to them.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your head hurt?</td>
<td>Yes, it does.</td>
</tr>
<tr>
<td>Do you feel tired?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td></td>
<td>No, it does not.</td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
</tr>
<tr>
<td></td>
<td>No, it doesn’t.</td>
</tr>
</tbody>
</table>

Write Together
Lead a Shared Writing activity by having children think of questions to ask someone who is feeling sick. Invite children to write or dictate their questions for a class list of questions. Once the questions have been recorded on chart paper, invite children to practice asking and answering these questions with a partner.

Practice and Apply
Activity Page 2D  Distribute copies of Activity Page 2D. Read the directions aloud. If necessary, help children decide where to paste the word cards. If children want a model for their drawings, they could ask a partner to act out each sentence and draw their partner.

Vocabulary-Building Dialogue Card 2D  Read and explain the directions. Have children use Theme Card 2D and the Newcomers Word Rods for Lesson 2D to complete the activities on the card.

Assess Learning
Use the Word Rods to build the question How do you feel? Have children use the Word Rods to make at least one answer.

Home Connection
Read aloud and explain the Family Note on Activity Page 2D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
I Feel Sick!

• Cut out the cards.
• Use each card to complete a sentence. Glue the cards on the page.
• Draw a picture for each sentence.

I feel __________.

My __________ hurts.

I have a __________.

Family Note: Let your child read the sentences to you. Tell your child how to say these sentences in the language you speak at home.