Lesson 3A Who Is in a Family?

**Objectives:**
- To build oral and written vocabulary about family members
- To introduce the language patterns:
  - This is my ______.
  - This is his/her ______.
  - This is the ______.

**You’ll Need:**
- Theme Card 3A
- Newcomers Word Rods, Lesson 3A (See list on page 89.)
- Activity Page 3A (one copy for each child)
- Vocabulary-Building Dialogue Card 3A
- Drawing paper and name tags

**Introduce the Theme: Family and Home**
Display Theme Card 3A and say: “This is a family.” Talk about your own family, telling the names of some family members. If it seems appropriate, use a U.S. map or a world map to show places where your family members live. Invite children to say things about their own families. But please note: some children may be living far away from important family members. Be careful in dealing with this sensitive issue, and let children choose how much they want to share about their families.

**Build Oral Language**
Point to the child (Ben) in the foreground of Theme Card 3A and read aloud what he says:

*This is my brother.*

Follow his finger to the boy in the photo and say: “This is Ben’s brother. This is his brother.” Point out and name another family member in the photograph, saying “This is his ______.” Invite children to name other family members using the same language pattern.

**Family Tree**
Draw a labeled family-tree diagram of the family on Theme Card 3A. Lead a discussion about the boy’s relationship to different family members: “This is his father. This is his grandmother. Who is this? This is his aunt.”

**Introduce the Language Patterns**
Create an imaginary family by giving yourself a name tag labeled *mother* or *father*, and giving a boy and a girl name tags labeled *son*, *brother* and *daughter, sister*. Use the Word Rods to build these sentences:

*This is my son. This is my daughter.*

Read each sentence aloud, pointing to the child when you say *This* and to yourself when you say *my*. Have children repeat the sentence and the gestures. Then point to the boy and say: “This is (name of girl)’s brother. This is her brother.” Build the sentence:

*This is her brother.*

Read the new sentence, pointing to the boy when you say *This* and to the girl when you say *her*. Have children do the same. Then point to the girl and say: “This is (name of boy)’s sister. This is his sister.” Build and read the new sentence with children. Help children make up other sentences using *my, his, and her.*

**Teach More Family Names**
Tell children that people use other names for family members. Discuss the difference between formal and informal names like *mother* and *mommmy*. Create a T-chart like the following and list alternate names, including words that children suggest from their home languages.

<table>
<thead>
<tr>
<th>Formal Name</th>
<th>Informal Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>mom, mommmy, mama, mamá</td>
</tr>
<tr>
<td>father</td>
<td>dad, daddy, papa, papá</td>
</tr>
<tr>
<td>grandmother</td>
<td>grandma, nana</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandpa, grampa</td>
</tr>
</tbody>
</table>

**Write and Share**
Ask each child to draw a family member and write a sentence under the picture: *This is my ______.* Collect the pictures for a class album.

**Practice and Apply**
- **Activity Page 3A**
  Distribute copies of Activity Page 3A. Read the directions aloud. Tell children they can draw their own families or make up a family.

- **Vocabulary-Building Dialogue Card 3A**
  Read and explain the directions. Make sure children understand the concept word *family*. Have children use Theme Card 3A and the Newcomers Word Rods for Lesson 3A to complete the activities on the card.

**Assess Learning**
Cover the labels on Theme Card 3A with self-stick notes. Have each child point to different family members on the card and tell who they are.

**Home Connection**
Read aloud and explain the Family Note on Activity Page 3A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class. If children bring in family member names in other languages, you could add a column to the T-chart and write the new words in the row where they belong.
Family Note: Tell your child the names for family members in the language you speak at home. You can write the words on this page.

Family Words

mother    father    sister    brother    cousin
grandmother    grandfather    aunt    uncle

Family Picture

- Draw a picture of a family.
- Write words that tell who the people are.
  Use some of the words from the word box.
- Tell a partner about the family.
Lesson 3B What Do Families Do?

Objectives:
• To build oral and written vocabulary about family activities
• To introduce the language patterns:
  What do families do? They ______ together.
  What does your family do? We ______.
  I like to ______ with my ______.

You’ll Need:
• Theme Card 3B
• Newcomers Word Rods, Lesson 3B (See list on page 89.)
• Activity Page 3B (one copy for each child)
• Vocabulary-Building Dialogue Card 3B
• Old magazines
• Chart paper

Review Family Members
Have children look at pictures of families in magazines. Have them name the family members using the language pattern: This is the ______.

Build Oral Language
Tell children: “Today we will think about this question: What do families do?” Write the question on the board. Then display Theme Card 3B. Ask and answer a question: “What do these families do?” (Point to the first photo) “They cook together.” Help children say similar sentences about the other photos.

Family Activity List Ask children to name other things that families can do. Write a list of activities that children mention and suggest others as well. Include chores, at-home entertainment, and activities away from home. You could add simple drawings to the list to help children understand the items. Go through the list and have children say each activity with you.

Introduce the Language Patterns
Display Theme Card 3B and read the dialogue box. Point out the photo where people are hiking. Then build the sentence (I like to hike with my grandpa.) using the Word Rods. Read the sentence aloud, pointing to each word, and have children repeat the sentence after you. Then remove hike and grandpa, and replace them with shop and mother. Point out the people shopping on Card 3B and read the sentence aloud. Ask children to make new sentences telling what they like to do with a family member. Record their sentences on the board or have children write them.

Teach do and does in Questions
Gather children in a circle. Display a T-chart like this one to talk about using do and does in questions.

<table>
<thead>
<tr>
<th>One</th>
<th>More than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your family do?</td>
<td>What do families do?</td>
</tr>
<tr>
<td>What does your brother do?</td>
<td>What do your brothers do?</td>
</tr>
</tbody>
</table>

Then ask one child, “What does your family do?” Help the child answer: “We ______ (action).” Have that child pose the question to the next one, and continue that way around the circle. Remind children to refer to the Family Activity List for ideas.

Write Together
Lead a Shared Writing activity by asking each child to contribute a sentence to a class poster, using this sentence frame: ______ (Name) likes to ______ with (his/her) ______. Start by writing a sentence about something you like to do with a family member. Children should think of their own sentences and either dictate them or write them on the poster. You might also write the sentence frame on the poster each time and have the child fill in the blanks. Note: If the topic of family activities is a sensitive one, allow children to name something they like to do with a friend.

Practice and Apply
Activity Page 3B Distribute copies of Activity Page 3B. Read the directions aloud. Help children cut out and fold their books. Make sure they fold the books so that the printed words are on the outside of the pages. After children have correctly folded their books, they can complete the sentences by naming activities they do with their families.

Vocabulary-Building Dialogue Card 3B Read and explain the directions. Explain the meaning of by yourself. Have children use the Newcomers Word Rods for Lesson 3B to complete the activities on the card.

Assess Learning
Use self-stick notes to cover the labels on Theme Card 3B. Ask each child: “What do families do?” Allow children to answer by identifying the activity in each of the pictures.

Home Connection
Read aloud and explain the Family Note on Activity Page 3B. Send the take-home book home with children after they have completed it and tell children to share it with their families.
Family Book

- Cut on the dotted lines (- - - - - - -)
- Fold on the solid lines (———)
- Finish the sentences. Tell what your family does.
- Draw pictures for your book.

1. We

2. We

3. We

4. We

Family Note: Your child has made a book! Ask your child to read the book to you. Talk about the pictures.
Lesson 3C Houses and Homes

Objectives:
• To build oral and written vocabulary about homes
• To introduce the language patterns:
  * Is this a(n) ______? Yes, it is. No, it is not.
  * Does it have a(n) ______? Yes, it does. No, it does not.

You’ll Need:
• Theme Card 3C
• Newcomers Word Rods, Lesson 3C (See list on page 89.)
• Activity Page 3C (one copy for each child)
• Vocabulary-Building Dialogue Card 3C
• Writing paper

Review Family Activities
Gather children in a circle for a cumulative game. Start by saying: “What do families do? Families work together.” Have the next child say: “Families work together and (another activity).” Each child should repeat all the previous activities and add a new one. If one child is unable to repeat all the activities, start over with that child. See if the children can go around the circle once remembering all the activities.

Build Oral Language
Display Theme Card 3C. Talk about the different kinds of homes pictured on the card. Invite children to talk about other types of homes they know about. If, for example, children have been refugees, they may know that tents can be used as homes. Then look more closely at the picture of the trailer home. Go through the parts of the house with children. Invite children to find and name real-life examples of the types of homes they know about. If, for example, children have been refugees, they may know that tents can be used as homes. Then look more closely at the picture of the trailer home. Go through the parts of the house with children. Invite children to find and name real-life examples of the same items that you can see in your classroom: walls, a door, windows, etc.

Word Web Create a web of words related to homes. Place a circle with the word Homes in the center of the web. Connect this circle to two other circles titled Types of Homes and Parts of Homes. Have children suggest words for the web and tell where they should go.

Introduce the Language Patterns
Display Theme Card 3C and read the first question in the dialogue box. Point to the trailer home and read the first answer. Then read the second question. Point to a window on the trailer home and read the second answer. Then write the four sentences on the board. Read the sentences aloud, pointing to each word, and have children repeat each sentence after you.

Use a T-chart like the following to teach children the language patterns. Leave room between the lines so that you can add answers with no later:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a trailer home?</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td>Does it have a window?</td>
<td>Yes, it does.</td>
</tr>
</tbody>
</table>

Point out that when a question begins with Is, the answer will also use the word is. When a question begins with Does, the answer will also use the word does.

Teach no and not
Point to the picture of the apartment building on Theme Card 3C and ask: “Is this a trailer home?” Let children respond by saying or shaking their heads no. Then write the following on the T-chart under Yes, it is:

* No, it is not.

Then ask: “Does it have a yard?” Let children respond, and then write the following in the two columns of the T-chart:

* Does it have a yard? No, it does not.

Have children ask and answer more yes-and-no questions about the homes on Theme Card 3C, using the same language patterns. You may want to point out that when children ask about the apartment building, they should say “an apartment building,” not “a apartment building,” because apartment begins with a vowel.

Write and Share
Have children play a guessing game with partners. Each partner should secretly choose a home from Theme Card 3C. Then have children write two questions about the home their partner has chosen. If children cannot write independently, you could give them a sentence frame to complete or let them dictate questions to you. To play the game, one child reads his or her questions to the partner, one at a time. The partner says or writes an answer to each question, and the first child guesses which home the partner picked. Once the child guesses correctly, reverse roles and repeat the game.

Practice and Apply
Activity Page 3C Distribute copies of Activity Page 3C. Read the directions aloud. Children can work with a partner to decide where to glue the labels for each house part.

Vocabulary-Building Dialogue Card 3C Read and explain the directions. Remind children to point to the item they ask a question about. Have children use Theme Card 3C and the Newcomers Word Rods for Lesson 3C to complete the activities on the card.

Assess Learning
Have one child ask yes-and-no questions about Theme Card 3C while another answers. Then have them switch roles.

Home Connection
Read aloud and explain the Family Note on Activity Page 3C. Send the page home with children after they have completed it. Invite children to share home-language words for the parts of a house with the class.
Parts of a House

- Color the house.
- Cut out the labels.
- Glue the labels on the house.
- Tell a partner about the house.

Family Note: Ask your child to name the parts of this house. Tell your child the names for these things in the language you speak at home. You can write the words on this page.

door  window  roof
yard  sidewalk  chimney
Lesson 3D  What’s Inside a Home?

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

You’ll Need:
• Theme Cards 3C and 3D
• Newcomers Word Rods, Lesson 3D (See list on page 89.)
• Activity Page 3D (one copy for each child)
• Vocabulary-Building Dialogue Card 3D
• Writing paper

Review Types of Homes
Pass Theme Card 3C around a small group. Have each child point to one of the kinds of homes on the card and say: “This is a ____..” Continue until children have named all the homes. Then have them identify the different parts of a home.

Build Oral Language
Display Theme Card 3D. Say: “What do you see in this picture?” Have children answer: “I see a ____.” As each child names an item, verify the group’s understanding of the word, pointing to it on the poster and demonstrating its meaning with gestures. Write each word on the board or have children write them. Continue until children are able to name most of the labeled items on the Theme Card.

Classify Words  Draw a 3-column chart on the board. Label the columns Rooms, Furniture, and Decorations. Give examples of each category and have children decide where to list the items they see on Theme Card 3D.

Introduce the Language Patterns
Display Theme Card 3D and read the dialogue box. Then build the two sentences using the Word Rods:

  Where is the stove?
  The stove is in the kitchen.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then return to Theme Card 3D and point to the television. Say: “Where is the television? The television is in the family room.” Return to the Word Rod sentences and substitute television and family room for table and kitchen. Read the sentences aloud with children, pointing to each word as you read it together. Repeat this routine with bathtub/bathroom and bed/bedroom. Then invite children to make up their own questions and answers using the language patterns.

Review in and on
Point to the vase on Theme Card 3D and say: “The vase is in the kitchen. The vase is on the table.” Have children repeat the sentences, emphasizing in and on. Remind children with words and gestures that we use in when something is inside of something else, and we use on when something is on top of something else. Invite them to make up more sentences about Theme Card 3D that use in and on.

Write and Share
Have children choose an item on Theme Card 3D and write a riddle for it in this format:

  It is in the _____ (room).
  It is on the _____ (floor, wall, dresser, etc.).
  What is it?

Provide sentence frames for children to copy or fill in, and help them decide what to write for their riddles. Have children share their riddles for others to guess.

Practice and Apply
Activity Page 3D  Distribute copies of Activity Page 3D. Read the directions aloud. Tell children to plan their rooms before they glue in the furniture. Ask them to think about other furniture they want to draw in the room. When children have finished, invite them to talk about their rooms in a small group or with a partner.

Vocabulary-Building Dialogue Card 3D  Read and explain the directions. Have children use the Newcomers Word Rods for Lesson 3D to complete the activities on the card.

Assess Learning
Have children look at Theme Card 3D, choose a room, and then look away and tell you the names of objects in the Room. Use the Theme Card and the Word Rods to have children build one or more questions and answers using the language patterns Where is the _____? The _____ is (in/on) the _____. Verify that children use in and on correctly.

Home Connection
Read aloud and explain the Family Note on Activity Page 3D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Activity Page 3D

My Living Room

- Cut out the cards and glue them in the room.
- Draw more furniture for the room.
- Color the room and the furniture.
- Tell a friend about the room.

Family Note: Play a game. Choose something in the room. Say its name in the language you speak at home. Then have your child say the name in English.
Lesson 4A  Hello and Good-bye

Objectives:
- To build oral and written vocabulary about greetings and good-byes
- To introduce the language patterns:
  Greetings: Hello, _____. Hi.
  Good-byes: So long! Good-bye. See you later.
  How are you? I am fine, thank you. I’m fine.
  How is your ____? (She/He) is fine. (She’s/He’s) fine.
  How are your ____? They are fine. They’re fine.

You’ll Need:
- Theme Card 4A
- Newcomers Word Rods, Lesson 4A (See list on page 89.)
- Activity Page 4A (one copy for each child)
- Vocabulary-Building Dialogue Card 4A
- Chart paper

Introduce the Theme: Social Courtesies
Gather children in a circle. Say to each child: “Hello, (name).” or another greeting. Have each child say a greeting back to you. Ask: “Why do we say hello to people?” Accept any responses, and say: “We say hello to be nice. It is friendly.” Ask children for other nice things that we say. Suggest please and thank you if children do not, and ask if children know how to say these words in other languages. Explain that all people have ways to speak nicely to each other.

Build Oral Language
Display Theme Card 4A. Ask: “What do you see in these pictures?” Guide children to see that the picture on the left shows people saying hello, and the picture on the right shows people saying good-bye. Go through the greetings and good-byes in other languages. Ask children if they know how to say these words in other languages. Explain that all people have ways to speak nicely to each other.

Hello and Good-bye Chart  Create a T-chart with Hello and Good-bye as the headings. In each column, list additional ways to say hello and good-bye in English and other languages. Include greetings such as Good morning, Good afternoon, and Good evening, and good-byes such as Have a nice day and Good night. If children are able, invite them to write their home-language greetings on the chart.

Introduce the Language Patterns
Display Theme Card 4A and read the dialogue box. Then build the following sentences using the Word Rods:

How are you?
I am fine, thank you.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then change the sentences to the following:

How is your mother?
She is fine.

Write Together
Lead a Shared Writing activity by telling children you will write a skit together about a child who is riding a bike to school. Have children dictate what the child and his neighbors will say to each other as he passes them on the way to school. Then have children act out their skit.

Practice and Apply
Activity Page 4A  Distribute copies of Activity Page 4A. Read the directions aloud. Children could work with an English-proficient partner to collect greetings. If feasible, let them sit in a public space at school, such as the cafeteria, so that they can record what they hear people say.

Vocabulary-Building Dialogue Card 4A  Read and explain the directions. Have children use the Newcomers Word Rods for Lesson 4A to complete the activities on the card.

Assess Learning
Have partners act out two different ways of saying hello and good-byes to each other. Have them include the language patterns How is ____? and How are ____?

Home Connection
Read aloud and explain the Family Note on Activity Page 4A. Encourage children to add more greetings and good-byes from their families. Invite children to share their families’ responses with the class.
Hello! Good-bye!

- Listen to people talk.
- Write how they say hello and good-bye.
- Ask people to tell you more ways to say hello and good-bye.
- Write down the things they say.

<table>
<thead>
<tr>
<th>Hello!</th>
<th>Good-bye!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family Note: Tell your child more ways to say hello and good-bye in English and other languages. Help your child write them on this page.
Lesson 4B  Introductions

Objectives:
• To build oral and written vocabulary about introductions
• To introduce the language patterns:
  ______, this is ______.
  It's nice to meet you, ______.
  Hi, ______. How are you?

You’ll Need:
• Theme Card 4B
• Newcomers Word Rods, Lesson 4B (See list on page 89.)
• Activity Page 4B (one copy for each child)
• Vocabulary-Building Dialogue Card 4B
• Writing paper

Review Hellos and Good-byes
Gather children in a small group. Have them take turns greeting each other and saying good-bye to each other in different ways.

Build Oral Language
Display Theme Card 4B. Explain that the boy and the woman in the picture are meeting for the first time. The girl is introducing them. Write the words introduction and introduce on the board. Read the dialogue aloud and then reread each sentence, pausing to let children echo your words. Invite three children to act out the scene on the card. Explain that in the United States, it is polite to shake hands with someone you meet and to look them in the eye. Keep in mind that different cultures approach introductions differently. Ask children to share family customs about introductions, which might involve kisses on the cheek, bowing, etc.

More Introductions  Read the names of the four other people pictured on the card. Invite children to act out introducing Tom to each of these people. Suggest other expressions that can be used in introductions, such as It's nice to meet you, too and How do you do?

Introduce the Language Patterns
Write the three sentences from Theme Card 4B on the board.

Mrs. Chang, this is Tom.
It's nice to meet you, Tom.
Hi, Mrs. Chang, How are you?

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Explain that it's is another way of saying it is. Point out the commas in the sentences. Explain that a comma shows a short pause in a sentence. Read the sentences again, modeling how to pause briefly after each comma.

Teach Titles and Proper Names
Point out to children that in English, names always begin with a capital letter. Write some of their names with and without capital letters and have them identify the correct version. Then say that when we speak to adults, we often use a title to show respect. Write your own name with your title (Mr., Mrs., Ms., Miss, and Dr.) on the board. Ask: “What is my title?” Then list other titles on the board and explain how to pronounce them and when to use them. Include Mr., Mrs., Ms., Miss, and Dr. Have children say the names of school staff members with their titles as you write the titles and names correctly on the board.

Write and Share
Help each child write an introduction for another child or a staff member. Provide these sentence frames: This is ______. (She/He) is ______. Ask children to complete the second sentence by thinking of something they want to say about the person. Children who are not yet writing independently can dictate their introductions to you or a more proficient student.

Practice and Apply  Activity Page 4B  Distribute copies of Activity Page 4B. Read the directions aloud. Explain what “unscramble” and “speech balloon” mean. Give an example by unscrambling the first speech balloon. Remind children to draw pictures of Sara, Len, and Mrs. Brown after they write the sentences. Have them talk about their pictures and sentences with a partner.

Vocabulary-Building Dialogue Card 4B  Read and explain the directions. Make sure children understand the concept word introduction. Point out that the pictures on the card show who is saying each sentence. Help children decide on two friends’ names and write each name on two word cards. Have children use the word cards and Newcomers Word Rods for Lesson 4B to complete the activities on the card.

Assess Learning
Have pairs of children act out introducing each other to you. Then act out introducing them to each other and verify that they know how to respond to introductions.

Home Connection
Read aloud and explain the Family Note on Activity Page 4B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Introducing...

- Help Sara introduce Len and Mrs. Brown.
- Unscramble the words. Write them correctly in the speech balloon.
- Draw pictures of Sara, Len, and Mrs. Brown.
- Read your sentences to a partner. Talk about your pictures.

**Sara**
- is
- Mrs. Brown
- Len
- This

**Len**
- Mrs. Brown
- you
- nice
- meet
- It’s
- to

**Mrs. Brown**
- are
- you
- Len
- Hello
- How

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**Family Note:** Tell your child how to introduce someone in the language you speak at home.
Lesson 4C  Phone Calls

Objectives:
• To build oral and written vocabulary about phone calls
• To introduce the language patterns:
  Hello, is _____ there?
  Yes, (she/he) is. Just a minute, please.
  No, (she/he) isn’t. Can I take a message?
  Yes, please tell (her/him) _____.
  No, thank you. I’ll call back later.

You’ll Need:
• Theme Card 4C
• Newcomers Word Rods, Lesson 4C (See list on page 89.)
• Activity Page 4C (one copy for each child)
• Vocabulary-Building Dialogue Card 4C
• Chart paper

Review Introductions
Gather children in a small group. Ask them to take turns introducing each other.

Build Oral Language
Display Theme Card 4C. Point out that the people are talking on the phone. Ask children to show how they talk on the phone. Then read the phone conversation at the top of the card. Use your finger to point to the correct speaker as you read each sentence. Then invite two children to repeat the dialogue, each taking a part. Repeat these steps with the phone conversation on the right side of the card, and explain the meaning of the phrase just a minute. Then share these basic rules for phone calls with children:
• When you call someone:
  • say your name;
  • speak slowly and clearly;
  • say good-bye when you finish the call.
• When someone calls you:
  • speak slowly and clearly;
  • to be safe, do not tell strangers that adults are not home.
  Instead, say things like: “She cannot come to the phone right now.”

Role Play Invite children to act out phone conversations with a partner, practicing the following situations:
• The person they want answers the phone.
• The person they want is not home. They leave a message.
• The person they want is home, but someone else answers the phone. They ask for the person.

Introduce the Language Patterns
After children have acted out several phone conversations, return to the second conversation on Theme Card 4C. Write the following sentences on the board:
Hello?
Hi, this is Uncle Miguel. Is your mother there?
No, she’s not. Can I take a message?

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Point out that she’s not means she is not. Then invite children to make up a different answer to the question, such as:
Yes, she is. Just a minute, please.

Teach Phone Messages
Have children think of simple messages they could leave when calling someone. Write examples such as these on the board:
Please tell her to call me.
Please tell him that I called.

Have children practice saying and writing the messages.

Write Together
Talk about voice mail and answering machines with children. Write each term on the board and ask children to share experiences using either one. Lead a Shared Writing activity by asking children to plan a voice mail message for a phone in your classroom or school. Once they agree on the wording, record the message on chart paper. Read the message aloud with children. If possible, let children record the message and play it back.

Practice and Apply
Activity Page 4C Distribute copies of Activity Page 4C. Read the directions aloud. Explain that children should add names and words like he, she, him, and her to complete the sentences. Tell them to choose the cards they want to use in the phone conversation. Let children present their conversations to the group.

Vocabulary-Building Dialogue Card 4C Read and explain the directions. Make sure that children understand the concept of a phone call. Point out that the pictures on the card show who is saying each sentence. Help children write names on two word cards. Have children use the word cards and the Newcomers Word Rods for Lesson 4C to complete the activities on the card.

Assess Learning
Role-play a phone conversation with a child, first with you as the caller and then as the person who answers the call.

Home Connection
Send the phone-call cards home with children so they can practice at home. Tell children to ask about rules their families have about phone calls. Invite children to share their families’ responses with the class.
Activity Page 4C

On the Phone

• Complete the sentences on the cards.
• Cut out the cards.
• Use some of the cards to act out a phone conversation.

Hello?

Hi. Is _________ there?

Yes, _________ is.
Just a minute, please.

Please tell _________ that I called.

No, _________ is not.
Can I take a message?

Please tell _________ to call me.

Family Note: Talk to your child about any rules your family has about phone calls.
Lesson 4D  Mealtime Manners

Objectives:
• To build oral and written vocabulary about mealtime etiquette
• To introduce the language patterns:
  Please pass the ________.  
  Would you like some ________?  
  Yes, please. No, thank you.  
  Thank you. You’re welcome.  
  May I please be excused?

You’ll Need:
• Theme Card 4D  
• Newcomers Word Rods, Lesson 4D (See list on page 89.)  
• Activity Page 4D (one copy for each child)  
• Vocabulary-Building Dialogue Card 4D  
• Chart paper

Review Phone Calls
Have pairs of children act out making and receiving phone calls.

Build Oral Language
Display Theme Card 4D. Ask children to name things they recognize in the picture. Have them talk about the food on the table, the people in the family, and what the people are doing. Introduce the words sharing and pass by writing them on the board and saying: “This family is sharing a meal. They are eating food together. They pass food to each other” (pretend to pass food). Then read the dialogue as you point to each speaker and have children repeat it.

Share More About Meals
Invite children to share the things they say and do during meals at home. They could say it first in their home language and then try to translate it. Keep in mind that children may follow traditions regarding meals at home that are quite different from luncheon routines at school. Your respect and enthusiasm for the mealtime customs that children describe will affirm their home cultures and reinforce self-esteem.

Introduce the Language Patterns
Display Theme Card 4D and read the dialogue again. Then build the following sentences using the Word Rods. Read the sentences aloud, pointing to each word, and have children repeat each sentence after you.

  Would you like some water?  
  Yes, please.  
  No, thank you.

Point out the word Would and reinforce its pronunciation. Then take away water and have children suggest another drink or food item. Write it on a blank rod and say the new sentence aloud with children. Then write the following on the board:

  Please pass the ________.

Have children suggest a food to complete the sentence. Then invite children to use these language patterns to say other sentences about food.

Teach Please and Thank you
Write please, thank you, and You’re welcome on the board. Help children understand when to use each of these expressions.

• Say please when you ask for something.  
• Say thank you when you receive something.  
• Say You’re welcome when someone thanks you.  
• Say No, thank you when you do not want something.

Give each child a classroom object, such as a piece of chalk or a book. Have children exchange these objects with each other and practice using these expressions as they do so.

Write Together
Lead a Shared Writing activity by having children create a short script about a family having a meal and passing food to each other. Each child can choose a role within the family and either dictate or write a line of dialogue on chart paper. Remind them that if one person asks a question about food, the next person has to answer it. When the script is written, read it aloud together. Then let children perform the skit.

Practice and Apply
Activity Page 4D  Distribute copies of Activity Page 4D.
Read the directions aloud and point out the speech balloons. Tell children to add words to the speech balloons that go with their drawings.

Vocabulary-Building Dialogue Card 4D  Read and explain the directions. Point out that the pictures on the card show who is saying each sentence. Have children use the Newcomers Word Rods for Lesson 4D to complete the activities on the card.

Assess Learning
Lead a small group of children in a role-play about sharing a meal at school. Ask questions about the food for them to answer, and have them ask each other questions as well. Observe how well they are able to use the language patterns.

Home Connection
Read aloud and explain the Family Note on Activity Page 4D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Pass the Peas, Please

- Draw people sharing a meal.
- Write things they say in the speech balloons.
- Cut out the speech balloons. Glue them on your picture near the people.

Please pass the ______.
Would you like some ______?
Yes, please.
Thank you.

Family Note: Ask your child to talk about the picture. Talk about the things your family says at mealtime.