Lesson 7A  Telling Time

Objectives:
• To build oral and written vocabulary about telling time
• To introduce the language patterns: What time is it? It is ____ o'clock. It is time to ____.

You’ll Need:
• Theme Card 7A
• Newcomers Word Rods, Lesson 7A (See list on page 91.)
• Activity Page 7A (one copy for each child)
• Vocabulary-Building Dialogue Card 7A
• Chart paper and a ruler

Introduce Time
Gather children in a circle. Display Theme Card 7A and have children identify the object in the center of the card (a clock). Explain that a clock helps us measure time. In English, we say that a clock tells the time. Ask children to say what they know about the current time, including what day it is, what part of the day (morning or afternoon), and what time it is.

Build Oral Language
Show the clock on Theme Card 7A. Point out the names of the three “hands” on the clock: the hour hand, minute hand, and second hand.
• For children who know how to tell time in another language, count off the minutes by fives around the clock and explain how to say and write times to the minute, such as 8:15 or 11:03.
• For children who do not already know how to tell time, explain how to tell time on the hour and the half hour. Then point to the picture of the clock at the top of the page showing 7:00 a.m. on Theme Card 7A and ask: “What time is it?” Guide the answer: “It is 7 o’clock. It is time to wake up.” Continue clockwise around the card, having children name each time and the activity.

Tell children that the middle of the day, 12:00 p.m., is called noon, and the word afternoon refers to the time after noon. Explain that we use the abbreviation a.m. for times in the morning, before noon. We use p.m. for times in the afternoon and night, after noon.

Classify Activities Create a three-column chart with the headings Morning (a.m.), Afternoon (p.m.), and Night (p.m.). Have children decide where on the chart to list each activity on Theme Card 7A, as well as other daily activities they suggest.

Introduce the Language Patterns
Display Theme Card 7A. Read the dialogue box aloud, and then have children repeat the sentences as you write them on the board:

- What time is it?
- It is 7:00 a.m.
- It is time to wake up.

Point to one of the pictures on Theme Card 7A and ask: “What time is it?” Write the question on the board. Have children dictate or write their answers to the question. Repeat for other pictures on the card.

Write Together
Lead a Shared Writing activity by leading children in writing this cumulative chant together. Write the beginning of each line of the chant. Let children finish the line for you and write it down. At the end, supply the last line of the chant. Say the chant together several times, raising your voices for the word leap. Post the chant in your classroom and recite it regularly with children.

Practice and Apply

Activity Page 7A  Distribute copies of Activity Page 7A. Read the directions aloud. If children cannot fill in clock times on their own, have them work with a partner to fill in the times and tell what they do at those times.

Vocabulary-Building Dialogue Card 7A  Read and explain the directions. Make sure children understand the concept words time and clock. Have children use the Newcomers Word Rods for Lesson 7A to complete the activities on the card.

Assess Learning
Work with one child at a time. Point to a picture on Theme Card 7A and ask “What time is it?” Have the child answer using the language patterns It is _____. It is time to _____.

Home Connection
Read aloud and explain the Family Note on Activity Page 7A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
My Day

- Show a time on each clock.
- Complete the sentence next to each clock. Tell what you do at that time.
- Draw a picture that goes with your sentence.

1. I ____________________ at ____________.
2. I ____________________ at ____________.
3. I ____________________ at ____________.

Family Note: Ask your child to read the sentences to you. Ask your child to tell you about the pictures. Talk to your child about what time the people in your family wake up each morning.
Lesson 7B  The Calendar

Objectives:
• To build oral and written vocabulary about the calendar
• To introduce the past and future tenses of verbs
• To introduce the language patterns:
  What day is today? Today is ______ (day), ______ (date).
  What will you do today? Today I will ______.
  Yesterday I ______. Tomorrow I will ______.

You’ll Need:
• Theme Card 7B
• Newcomers Word Rods, Lesson 7B (See list on page 91.)
• Activity Page 7B (one copy for each child)
• Vocabulary-Building Dialogue Card 7B
• A calendar showing the current month
• Chart paper

Review Telling Time
Have children recite the Time Chant from the previous lesson. Have children tell what they do at different times of day.

Build Oral Language
Display a calendar showing the current month. Discuss the calendar with children, pointing out the name of the month, the current date, and the days of the week. Then gather children in a circle. Ask: “What day is today?” Have the child respond with the language pattern Today is ______ (day), ______ (date). Then ask: “What will you do today?” Have the child respond with the language pattern I will ______. Then have the child ask the same two questions to the next child, and continue around the circle.

Days of the Week and Holidays  Display Theme Card 7B. Point to the names of the days of the week and have children practice reciting them in order. Help children create a multilingual chart showing the days of the week in other languages.

Then point out the special days noted on the calendar on Theme Card 7B. Go through the list of holidays on the card or another list of holidays you want to remember in class. As a research project, you could let children work with partners to do Internet research on the holidays, using a search engine such as www.yahoo.com.

Introduce the Language Patterns
Read the dialogue box on Theme Card 7B. Then write the sentences on the board, using the current date and activity. Read the sentences aloud and have children repeat each sentence after you. Recall something else children said they would do today and write a new sentence using the language pattern I will ______. Invite children to write other sentences telling what they will do today.

Teach Past and Future Tenses
Introduce the words yesterday and tomorrow and explain their meanings. Use a T-chart to show examples of the past and future tenses of verbs. Point out that:
• many verbs add -ed to show the past tense;
• the word will plus the verb shows the future tense.
Then have children suggest other examples and add them to the chart. If children suggest verbs that are irregular in the past tense, explain that these verbs do not follow the rules and note the correct way to write the verbs.

Write Together
Lead a Shared Writing activity by having children create a list of the main activities the class did the previous week:
• Let children dictate or write down the activities they remember on the board.
• Guide them to organize the information into sentences for each day of the week.
• Point out the verb in each sentence and show how it is written in the past tense.
• Use chart paper to write the children’s sentences.
Read the list aloud with children several times, emphasizing the past-tense verbs.

Practice and Apply
Activity Page 7B  Distribute copies of Activity Page 7B. Read the directions aloud. Help children write the month and year on their calendars. Talk about how many days the month has, and show them where to write 1 for the first day of the month. Have children fill in the rest of the days and note special events and activities during the month.

Vocabulary-Building Dialogue Card 7B  Read and explain the directions. Make sure children understand that ate is the past-tense form of eat, and will eat is in the future tense. Have children use the Newcomers Word Rods for Lesson 7B to complete the activities on the card.

Assess Learning
Have children name the days of the week and the months of the year. Using the calendars each child made on Activity Page 7B, ask each child to talk about one calendar entry in the future tense: On ______ (date), I will ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 7B. 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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Make a Calendar

- Make a calendar for next month.
- Write the name of the month and the year. Write in the days of the month.
- Show special things you will do during the month.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</tbody>
</table>

Family Note: Ask your child to tell you about the calendar.
Talk about things your family will do during the month.
Lesson 7C  The Weather

Objectives:
• To build oral and written vocabulary about the weather
• To introduce the past, present, and future tenses of the verb to be
• To introduce the language patterns:
  Today the weather is _______, We are _______.
  Yesterday the weather was _______, We were _______.
  Tomorrow the weather will be _______, We will be _______.

You’ll Need:
• Theme Card 7C
• Newcomers Word Rods, Lesson 7C (See list on page 91.)
• Activity Page 7C (one copy for each child)
• Vocabulary-Building Dialogue Card 7C
• Writing paper

Review the Calendar
Gather children in a small group. Ask children to recite the days of the week and the months of the year. Then ask: “What day is today? What will you do today?” and have children take turns answering using the language patterns Today is _______. I will _______.

Build Oral Language
Display Theme Card 7C and read the title. Point to each illustration and invite children to talk about what they see. Explain that the pictures show different kinds of weather. Go through the captions under each illustration and have children discuss or act out the meanings of the words. Then ask children to describe today’s weather.

Weather Words
Invite children to talk about different kinds of weather they have seen. If possible, help them translate home-language words that describe the weather. Then work with children to create a list of weather words on the board. If children already have some grammar awareness, show subcategories for nouns (rain, snow, wind, etc.), verbs (rains, is raining, etc.), and adjectives (rainy, snow, etc.). Go through the words on the list and have children discuss or act out their meanings.

Introduce the Language Patterns
Display Theme Card 7C and read the dialogue box. Then build the first sentence using the Word Rods. Read the sentence aloud with children, pointing to each word. Then build the second sentence on the card and read it aloud with children. Point out the word Yesterday and explain its meaning. Build the third sentence, read it aloud with children, and explain the meaning of the word Tomorrow. Then have children suggest sentences that describe your actual weather for today, yesterday, and tomorrow. Write the new sentences on the board.

Teach Past, Present, and Future of to be
Use a three-column chart like the following to show children the past, present, and future tenses of to be:

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday the weather was cold.</td>
<td>Today the weather is warm.</td>
<td>Tomorrow the weather will be hot.</td>
</tr>
<tr>
<td>We were cold, too.</td>
<td>We are warm, too.</td>
<td>We will be hot, too.</td>
</tr>
</tbody>
</table>

In addition to teaching these model sentences, invite children to point out times when they hear others use is, are, was, were, and will be in class.

Write and Share
Have children work with partners to write predictions about what the weather will be in the coming week, using the language pattern On ______ (day), the weather will be ______ and _______. Save their predictions and compare them to the actual weather. As an option, let children write predictions about the weather in another country. Then let them use a weather web site on the Internet such as www.weather.com to check their predictions.

Practice and Apply
Activity Page 7C  Distribute copies of Activity Page 7C. 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 draw pictures of different kinds of weather on each page. Then they should complete the sentences by describing the weather in each picture.

Vocabulary-Building Dialogue Card 7C  Read and explain the directions. Make sure children understand the concept word weather. Have children use Theme Card 7C and the Newcomers Word Rods for Lesson 7C to complete the activities on the card.

Assess Learning
Cover the labels on Theme Card 7C with self-stick notes. Work with one child at a time. Point to pictures on the card and have children describe the weather in each picture using the language pattern The weather is ______ and _______.

Home Connection
Read aloud and explain the Family Note on Activity Page 7C. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Activity Page 7C

Name ____________________

My Weather Book

• Cut on the dotted lines (-----).
• Fold on the solid lines (———).
• Draw pictures that show different kinds of weather.
• Finish the sentences. Tell about the weather.

The weather is _________. □
My Weather Book □
The weather is _________. □
The weather is _________. □
The weather is _________. □
The weather is _________. □

Family Note: Have your child read *My Weather Book* to you.
Talk about your favorite kind of weather.
Lesson 7D  The Seasons

Objectives:
• To build oral and written vocabulary about the seasons
• To introduce the language patterns:
  In the _____, the weather is ______ and ______.
  We can ______.

You’ll Need:
• Theme Card 7D
• Newcomers Word Rods, Lesson 7D (See list on page 91.)
• Activity Page 7D (one copy for each child)
• Vocabulary-Building Dialogue Card 7D
• Chart paper and writing paper

Review Weather Words
Have children dictate or write weather words on cards. Play a game where each child picks a card and acts out the word for others to guess. Then ask children to describe today’s weather using the language pattern Today the weather is ______.

Build Oral Language
Display Theme Card 7D and read the title. Point to each illustration and invite children to describe the weather and the activities they see. Explain that the pictures show four seasons of the year: fall, winter, spring, and summer. Then ask children to talk about the seasons where you live. Are they the same as the seasons shown on Theme Card 7D? Are they different? What do people do during each season?

  Seasons in Other Places  Invite children to talk about seasons they have experienced in another region or country. Children can also look up information about seasons for a particular country in an encyclopedia or an online reference source. Create a timeline on the board with the months of the year. Based on children’s contributions, name and mark off seasons that occur in other places.

Introduce the Language Patterns
Display Theme Card 7D and read the dialogue box. Then write the sentences on the board:

  In the fall, the weather is cool and windy.
  We can rake leaves.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then have children use the language patterns to dictate or write new sentences about the different seasons in the place where you live.

Teach Seasonal Activities
Create a Seasonal Activities chart with a column for each season you experience where you live. Help children brainstorm activities their families do during each of the seasons.

Include:
• work activities such as raking leaves or weeding the garden;
• play activities such as swimming or playing soccer;
• indoor and outdoor activities.
Help children find the language to describe these activities. List their ideas for each season on the chart. Afterward, read through the activities together, and invite children to act them out.

Write Together
Introduce children to the haiku form of poetry, in which the first line has five syllables, the second has seven, and the third has five. Write the model shown here on the board and count out the syllables for each line with students. Invite children to write their own haiku about a season. They can follow the model closely, substituting a few words, or they can invent their own haiku. Remind them to look at the Seasonal Activities chart for ideas. For more guidance, refer to a resource such as Haiku Activities: Asian Arts and Crafts for Curious Kids by Patricia Donegan (Tuttle Press, 2004).

Practice and Apply
Activity Page 7D  Distribute copies of Activity Page 7D. Read the directions aloud. Before children draw their pictures and complete the sentences, let them talk with a partner about summer and winter.

Vocabulary-Building Dialogue Card 7D  Read and explain the directions. Make sure children understand the concept word season. Have children use Theme Card 7D and the Newcomers Word Rods for Lesson 7D to complete the activities on the card.

Assess Learning
Work with one child at a time. Show each child Theme Card 7D. Ask the child to choose a season and talk about it, describing the weather and naming some activities that are typical of that season. They can use the language pattern In the _____, the weather is ______. I can ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 7D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Activity Page 7D

Summer and Winter

- Draw a picture of each season.
- Write sentences. Tell what you can do in each season.

**Summer**

**Winter**

In the summer,
I can ________________.
I can ________________.

In the winter,
I can ________________.
I can ________________.

**Family Note:** Ask your child to tell you about these seasons’ pictures. Tell your child about your favorite season in the United States or another place.
Lesson 8A  Everyday Clothes

Objectives:
• To build oral and written vocabulary about everyday clothing
• To introduce the language patterns:
  What is (he/she) wearing? (He/She) is wearing ______.
  I am wearing ______. You are wearing ______.

You’ll Need:
• Theme Card 8A
• Newcomers Word Rods, Lesson 8A (See list on page 91.)
• Activity Page 8A (one copy for each child)
• Vocabulary-Building Dialogue Card 8A
• Pictures of clothing from around the world
• Drawing paper

Introduce the Theme: Clothing
Gather magazine or Internet pictures of contemporary clothing from around the world. Use the pictures to start a discussion about the clothes that people wear. Have each child choose a picture and talk about it. The child can name the colors of the clothing, name the different pieces of clothing in English or the home language, and tell something they like or don’t like about the clothing.

Build Oral Language
Display Theme Card 8A. Ask children to name the items of clothing they recognize on the card. After talking about all of the clothing, point to the girl pictured on the card and ask: “What is she wearing?” Have children answer using the language pattern She is wearing ______, naming the colors as well as the various items of clothing the girl is wearing. Do the same for the boy pictured on the card, using the language pattern He is wearing ______. Then have children match an item someone in class is wearing to the same kind of item on the card. Have them use the same language patterns to talk about what the other child is wearing.

Classify Clothing  Create a chart with the headings Clothing at School, Clothing at Home, and Special Clothing.
• For the first column, have children name the items of clothing they usually wear to school.
• For the second column, have children name items of clothing they may only wear at home, such as pajamas.
• For the third column, ask children to name the clothing that they wear for holidays and other special times.
Encourage children to include clothing that is part of their home culture.

Introduce the Language Patterns
Display Theme Card 8A and read the dialogue box. Point to the tan pants the boy on the card is wearing. Then build the sentences using the Word Rods:

What is he wearing?
He is wearing a tan pants.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then ask: “What else is he wearing?” (Demonstrate the meaning of else by pointing to other items the boy is wearing.) Replace tan pants with another item children suggest. Repeat for other items the boy is wearing. Then build similar sentences to describe what the girl is wearing.

Teach I am wearing/You are wearing
Write sentences on the board that model the language patterns I am wearing ______. You are wearing ______. Point out that if there is only one of an item, we use a or an before the name: I am wearing a blue sweater. If there is more than one, we do not use a or an: I am wearing green socks. Then have children turn to the person next to them and name an item the child next to them is wearing, and an item another person in the circle is wearing.
• Have children try to come up with new items rather than naming the same ones.

Write and Share
Have each child draw a picture of a person who is dressed in various items of clothing. Help them label each item. Children could also write a sentence at the bottom of the picture using the language pattern (He/She) is wearing ______. Display the pictures and invite children to talk about what the people in their pictures are wearing.

Practice and Apply
Activity Page 8A  Distribute copies of Activity Page 8A. Read the directions aloud. After children have drawn clothing on the figure, remind them to add labels that identify the pieces of clothing. They can refer to Theme Card 8A.

Vocabulary-Building Dialogue Card 8A  Read and explain the directions. Make sure children understand the concept word clothes. Have children use the Newcomers Word Rods for Lesson 8A to complete the activities on the card.

Assess Learning
Have children build sentences with the Newcomers Word Rods for Lesson 8A that follow these language patterns: I am wearing ______. You are wearing ______. (He/She) is wearing ______.

Home Connection
Read aloud and explain the Family Note on Activity Page 8A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class. As an option, invite family members to visit the classroom with clothing from their home culture.
Special Clothes

- Draw clothing for a special day.
- Write the name of each piece of clothing on your picture.
- Tell a friend about the clothing.

Family Note: Ask your child questions about this picture. Talk about the clothing you and your child wear on special days.
Lesson 8B Getting Dressed

Objectives:
• To build oral and written vocabulary about getting dressed
• To introduce the language patterns:
  - Tie your _______. Untie your _______.
  - Button your _______. Unbutton your _______.
  - Zip your _______. Unzip your _______.
  - Put on your _______. Take off your _______.

You’ll Need:
• Theme Card 8B
• Newcomers Word Rods, Lesson 8B (See list on page 91.)
• Activity Page 8B (one copy for each child)
• Vocabulary-Building Dialogue Card 8B
• Note cards

Review Everyday Clothes
Gather children in a small group. Ask each child in turn to talk about an item he or she is wearing, using the language pattern I am wearing _______.

Build Oral Language
Display Theme Card 8B and have children talk about what is happening in each picture at the top of the card. Read the sentence under each picture and pantomime what it says. Have children repeat the sentence and the action. Then point to each picture on the bottom of the card. Ask volunteers to say sentences about what is shown in these pictures: I button my sweater. I zip up my jacket. I tie my robe. I put on my hat. Have children repeat the new sentences together and pantomime the actions.

Simon Says
Play a game of Simon Says by giving commands about getting dressed (Tie your shoes, Button your shirt, etc.). Have children pantomime the actions. To develop listening skills, have children imitate the action only when you say “Simon says” before giving a command. If you don’t say it, children should stand still.

Introduce the Language Patterns
Display Theme Card 8B and point to the first picture. State the action as a command: “Button your shirt.” Build the sentence using the Word Rods. Read the sentence aloud, pointing to each word, and have children repeat the sentence after you. Follow the same routine for the other pictures on Theme Card 8B:

  - Zip up your sweatshirt.
  - Tie your shoes.
  - Put on your gloves.

Teach the prefix un-
Use a T-chart like the following to show children how some verbs can take the opposite meaning by adding the prefix un-:

<table>
<thead>
<tr>
<th>Getting Dressed</th>
<th>Getting Undressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I button my shirt.</td>
<td>I unbutton my shirt.</td>
</tr>
<tr>
<td>I zip up my jacket.</td>
<td>I unzip my jacket.</td>
</tr>
<tr>
<td>I tie my shoes.</td>
<td>I untie my shoes.</td>
</tr>
<tr>
<td>I put on my hat.</td>
<td>I take off my hat.</td>
</tr>
</tbody>
</table>

Read each pair of sentences and pantomime the actions. Emphasize the prefix un- in the second sentence. Use the last pair of sentences to show that we do not always add un- to verbs to get the opposite meaning.

Write and Share
Have children dictate or write two sentences on a card that show opposite actions with an item of clothing: put on/take off, button/unbutton, etc. Put the cards in a pile for a game. Each child draws a card, reads it silently (with your assistance if necessary), and acts out the sentences for others to guess.

Practice and Apply
Activity Page 8B Distribute copies of Activity Page 8B. Read the directions aloud. Encourage children to try to use each word in the word box only once.

Vocabulary-Building Dialogue Card 8B Read and explain the directions. Make sure children understand the concepts of commands and getting dressed. Have children use the Newcomers Word Rods for Lesson 8B to complete the activities on the card.

Assess Learning
Have children demonstrate putting on and taking off a jacket or sweater, and have them tell you what they are doing using language patterns such as I put on my _____. I button my _____. I take off my _____. I unbutton my _____.

Home Connection
Read aloud and explain the Family Note on Activity Page 8B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Getting Ready

- Read the sentences.
- Choose words from the box to complete the sentences.
- Share your sentences with a friend.

Put on  

| put on | tie  | zip  | button |

I ___________________________ my shoes.

I ___________________________ my shirt.

I ___________________________ my socks.

I ___________________________ my jacket.

Family Note: Ask your child to tell you how he or she gets dressed for school.
Lesson 8C Outdoor Clothes

Objectives:
• To build oral and written vocabulary about outdoor clothing
• To introduce the language patterns:
  I am going to the ______. What should I wear?
  You should wear ______.

You’ll Need:
• Theme Card 8C
• Newcomers Word Rods, Lesson 8C (See list on page 91.)
• Activity Page 8C (one copy for each child)
• Vocabulary-Building Dialogue Card 8C
• Drawing paper

Review Getting Dressed
Gather children in a small group. Give a command about getting dressed for children to pantomime. Then let children take turns giving commands for others to pantomime. Have them give some commands with verbs that use the prefix un-: untie, unbutton, etc.

Build Oral Language
Display Theme Card 8C and ask children to identify the places shown on the top half of the card. Talk about what each place is like, including the weather. Then have children look at the clothing shown at the bottom of the card. Have children discuss each set of clothing and match it to one of the places. Then read the sentences in the dialogue box. Use the sentences as a model for asking and answering questions about each scene and set of clothing.

Phone Calls
Have pairs of children act out phone conversations. One child should pretend to call another and ask what to wear to a certain place. The other child should answer the question by naming items of clothing. Children can use the sentences in the dialogue box as a model for their conversations.

Introduce the Language Patterns
Read the dialogue box on Theme Card 8C again. Write each sentence on the board:

I am going to the beach. What should I wear?
You should wear a swimsuit and a tee shirt.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then erase swimsuit and tee shirt and have children suggest other items to wear to the beach, such as sandals and a hat. Have children use the same language patterns to dictate questions and answers about what to wear to other places shown on Theme Card 8C. Write their new sentences on the board.

Teach should and shouldn’t
Write the following sentences on the board:

You should wear a hat. You should not wear a hat.

Ask children to tell you what each sentence means. Point out that the word should tells us to do something, and the words should not tell us not to do something. Then show how the words should not can be written as the contraction shouldn’t. Use a T-chart like the following to show children how to use the words should and shouldn’t.

<table>
<thead>
<tr>
<th>should</th>
<th>should not = shouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should wear a coat.</td>
<td>You should not wear a coat.</td>
</tr>
<tr>
<td>You should wear sandals.</td>
<td>You shouldn’t wear sandals.</td>
</tr>
</tbody>
</table>

Have children practice talking about clothing using the words should and shouldn’t.

Write and Share
Have children create a class book about clothing you should and should not wear in some near and faraway places.
- Begin by having children think of some near and faraway places: school, a shopping mall, a desert, the equator, etc.
- Discuss what the places are like and list them on the board.
- Have children choose one place to write about with a partner. Let them talk together about the clothing you should and should not wear in that place.
- Have children dictate or write two sentences for a class book, such as At the North Pole, you should wear mittens. You shouldn’t wear shorts. Each sentence should go on its own page. Have children illustrate their sentences.
- Compile the pages into a book and read it aloud.

Practice and Apply
Activity Page 8C Distribute copies of Activity Page 8C. Read the directions aloud. Help children decide on the place they want to draw. Remind them to think about the clothing they should wear in that place, and to draw themselves wearing that clothing. When children have completed the page, invite them to show their pictures and talk about the place and the clothing they drew.

Vocabulary-Building Dialogue Card 8C Read and explain the directions. Have children use Theme Card 8C and the Newcomers Word Rods for Lesson 8C to complete the activities on the card.

Assess Learning
Ask each child a question such as: “I am going to the beach. What should I wear?” Assess whether the child can answer using the language pattern You should wear ______ and naming appropriate clothing. As an extra challenge, have the child say a sentence about something you should not wear.

Home Connection
Read aloud and explain the Family Note on Activity Page 8C. 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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Travel Clothes

- Draw a picture of a place you want to visit.
- Draw yourself in the picture. Show what you should wear.
- Complete the sentence. Tell what you should wear at this place.

When I go ____________________________,
I should wear ____________________________.

Family Note: Talk about a place you would like to visit with your child.
Talk about the clothes you would need for the trip.
Lesson 8D Get Ready for Sports!

Objectives:
- To build oral and written vocabulary about sports clothing
- To introduce the language patterns:
  - I wear ______, ______, and ______ for ______ (name of sport).
  - I use a ______.

You’ll Need:
- Theme Card 8D
- Newcomers Word Rods, Lesson 8D (See list on page 91.)
- Activity Page 8D (one copy for each child)
- Vocabulary-Building Dialogue Card 8D
- Drawing paper

Review Outdoor Clothes
Gather children in a small group. Say: “Let’s pretend we are going on a hike today. What should we wear?” Have children answer using the language pattern We should wear ______. Name other places you could go and have children tell what you should wear.

Build Oral Language
Ask children what sports they like to play. Write the names of the sports on the board. Point to one of the names and ask children: “What should you wear to play ______?” Let children suggest the clothing that is needed. Then display Theme Card 8D. Have children look at what each child is wearing and name the sport. Then have children go through the parts of each uniform, pointing to them and naming them. Write the word equipment on the board and explain its meaning. Have children name the equipment they see on Theme Card 8D.

Sports Web
Create word webs for the sports children suggested above. Write the name of the sport at the center of the web, and show subcategories for clothing and equipment. Have children dictate or write words for the webs, listing them under the correct subcategory.

Introduce the Language Patterns
Display Theme Card 8D and read the dialogue box. Then write the sentences on the board:

I wear a jersey, shorts, socks, and shoes for basketball.
I use a basketball.

Read the sentences aloud, pointing to each word, and pausing after each comma. Have children repeat each sentence after you. Then have children dictate new sentences that tell about another sport shown on Theme Card 8D. Write the sentences on the board.

Teach Commas in a Series
Circle the commas in the sentences written on the board. Explain that we use commas when we list more than two things in a sentence. The commas help us read the list by separating the items for us. Write the following on the board:

I wear a jersey shorts socks and shoes.

Read the sentence without pausing between the items. Say: “This is hard to understand. I can understand it better if I add commas.” Insert commas after jersey, shorts, and socks. Point out that we put commas after each item in a list except the last item. Use a T-chart like the following to show when to use commas:

<table>
<thead>
<tr>
<th>One or Two Things (no commas)</th>
<th>Three or More Things (use commas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wear knee pads.</td>
<td>I wear knee pads, a jersey, and shorts.</td>
</tr>
<tr>
<td>I use a bat and a baseball.</td>
<td>I use a bat, a baseball, a cap, and a glove.</td>
</tr>
</tbody>
</table>

Write the following sentences on the board and have children decide where any commas are needed:

I use a bat a ball and a glove.
I wear a jersey and shorts.

Write and Share
Have children draw themselves dressed to play a particular sport. Have them label the clothes and the equipment in the picture. Then have them dictate or write sentences below their drawings using these language patterns: I wear ______, ______, and ______ for ______ (name of sport). I use a ______. Help them use commas correctly. Invite children to talk about their drawings with a partner.

Practice and Apply
Activity Page 8D Distribute copies of Activity Page 8D. Read the directions aloud. Have children work with a partner to decide which words to write for each sport. Afterward, have them talk to another pair of children to compare what they wrote.

Vocabulary-Building Dialogue Card 8D Read and explain the directions. Make sure children understand the concept words sport and equipment. Have children use Theme Card 8D and the Newcomers Word Rods for Lesson 8D to complete the activities on the card.

Assess Learning
Have children name a sport and write or say a sentence about what you need to wear when playing that sport. They can use the language pattern You wear ______, ______, and ______ for ______ (name of sport).

Home Connection
Read aloud and explain the Family Note on Activity Page 8D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Game Time

- Look at the words in the word box. Look at the box for each sport.
- Write all the words that go with the sport in the box.
- You can use words more than once.

<table>
<thead>
<tr>
<th>baseball</th>
<th>soccer ball</th>
<th>baseball glove</th>
<th>socks</th>
<th>bat</th>
</tr>
</thead>
<tbody>
<tr>
<td>shin guards</td>
<td>volleyball</td>
<td>knee pads</td>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>basketball</td>
<td>baseball hat</td>
<td>shorts</td>
<td>jersey</td>
<td></td>
</tr>
</tbody>
</table>

Family Note: Talk to your child about the clothing and equipment you need to play another sport.