Lesson 9A Neighborhood Places

Objectives:
• To build oral and written vocabulary about neighborhood places
• To introduce the language patterns:
  Where can you go? You can go to the _____.
  What can you do? You can ______.

You’ll Need:
• Theme Card 9A
• Newcomers Word Rods, Lesson 9A (See list on page 92.)
• Activity Page 9A (one copy for each child)
• Vocabulary-Building Dialogue Card 9A
• Drawing paper

Introduce the Theme: Community
Ask children what places they see on their way to school in the morning. Do they go by a grocery store? a gas station? a post office? Ask children what places they like to visit in their neighborhood, and discuss why they like those places. Then write the word community on the board. Explain that all the places and people around us are part of a community.

Build Oral Language
Display Theme Card 9A. Name each place as you point to it and ask children if they have visited a place like this. Ask: “What can you do at this place?” Invite them to share their experiences.

Places and Things Create a T-chart like the following to talk about the neighborhood places on Theme Card 9A.

<table>
<thead>
<tr>
<th>Places</th>
<th>Things to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>post office</td>
<td>mail a letter</td>
</tr>
<tr>
<td>hospital</td>
<td>see a doctor</td>
</tr>
<tr>
<td>library</td>
<td>read a book</td>
</tr>
<tr>
<td>grocery store</td>
<td>buy groceries</td>
</tr>
<tr>
<td>gas station</td>
<td>buy gas</td>
</tr>
<tr>
<td>restaurant</td>
<td>buy a meal</td>
</tr>
</tbody>
</table>

Help children think of other neighborhood places they know and add them to the T-chart.

Introduce the Language Patterns
Read the dialogue box on Theme Card 9A. Then build the four sentences using the Word Rods:

Where can you go?
You can go to the post office.
What can you do?
You can mail a letter.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then have children choose another place shown on Theme Card 9A. Have them use the same language patterns to suggest questions and answers about the new place. Write and say the sentences together. Repeat the routine for other neighborhood places. Have children use the T-chart on Places and Things to Do to get ideas for their sentences.

Teach Safety
Talk with children about the places in their community that help keep them safe. Discuss the location and the purpose of each of the following:
• local fire station
• local police station
• the closest emergency shelter
• local hospital and emergency room
If your community provides 911 service, talk with children about how to use this service in an emergency.

Write and Share
Have children create a guidebook for your community.
• Have children brainstorm important places in the community. Then have children choose the place they want to write about.
  • With a partner, children can draw a picture of the place and write a sentence about it using the language patterns You can go to the _____ (place). You can _____ (action).
  • Collect children’s pages in a class book titled Our Community. Ask a volunteer to make a cover for the book.
Invite a guest to the classroom and let children share the book with your guest.

Practice and Apply
Activity Page 9A Distribute copies of Activity Page 9A.
Read the directions aloud. After children have matched the places and things, have them explain their matches to a partner.

Vocabulary-Building Dialogue Card 9A Read and explain the directions. Make sure children understand the concept word neighborhood. Have children use Theme Card 9A and the Newcomers Word Rods for Lesson 9A to complete the activities on the card.

Assess Learning
Work with children individually. Point to a place on Theme Card 9A and ask: “What can you do at the _____?” Have children respond using the language pattern At the _____, you can _____.

Home Connection
Read aloud and explain the Family Note on Activity Page 9A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Family Note: Ask your child: “Why do these places and things go together?”
Talk with your child about the places your family visits in the community.
Lesson 9B  Community Workers

Objectives:
• To build oral and written vocabulary about community workers
• To introduce the language patterns:
  What does a _____ (type of worker) do?
  A _____ (type of worker) _____ (action).

You’ll Need:
• Theme Cards 9A and 9B
• Newcomers Word Rods, Lesson 9B (See list on page 92.)
• Activity Page 9B (one copy for each child)
• Vocabulary-Building Dialogue Card 9B
• Drawing paper

Review Neighborhood Places
Gather children in a small group. Display Theme Card 9A.
Have each child talk about a neighborhood place shown on the card.

Build Oral Language
Display Theme Card 9B. Explain that the people on the card have jobs that help the community. Point to and name each community worker. Invite children to share what they know about what these workers do.

  Community Workers Chart  Create a T-chart like the following to talk about the community workers shown on Theme Card 9B. Have children add other workers they know about.

<table>
<thead>
<tr>
<th>What is the person called?</th>
<th>What does the person do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>firefighter</td>
<td>fights fires</td>
</tr>
<tr>
<td>police officer</td>
<td>keeps the streets safe for us delivers the mail</td>
</tr>
<tr>
<td>mail carrier</td>
<td>fixes cars</td>
</tr>
<tr>
<td>car mechanic</td>
<td>helps customers</td>
</tr>
<tr>
<td>store clerk or salesperson</td>
<td>serves food in a restaurant</td>
</tr>
<tr>
<td>waiter</td>
<td>helps sick people</td>
</tr>
<tr>
<td>nurse</td>
<td>helps sick people</td>
</tr>
<tr>
<td>doctor</td>
<td></td>
</tr>
</tbody>
</table>

Introduce the Language Patterns
Read the dialogue box on Theme Card 9B. Then write the three sentences on the board:

  He is a car mechanic.
  What does a car mechanic do?
  A car mechanic fixes cars.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then have children choose other workers on Theme Card 9B. Have them dictate or write sentences about each worker using the same language patterns.

Teach because
Write the word because on the board and explain that this word tells us why something happens. Give examples by writing and discussing sentences like these:

  Firefighters are important because they keep us safe.
  Luis likes to visit the library because it has many books.
  I want to be a nurse because I want to help people.

Ask children to talk about what they want to be when they grow up. Have them use this language pattern: I want to be a _____ because _____.

Write and Share
Tell children they will write about what they want to be when they grow up.
• Talk about the careers children have already mentioned. You could provide additional ideas by sharing a book like Jobs People Do by Christopher Maynard (DK Publishing, 2001).
• Have each child draw a picture that shows what he or she wants to be when they grow up. Help children copy and complete a sentence under their pictures: I want to be a _____ because _____.
  • Display the drawings and invite children to talk about them.

Practice and Apply
Activity Page 9B  Distribute copies of Activity Page 9B. Read the directions aloud. Point out that in the first row, the card for hospital should be glued in the second column and the card for helps sick people should be glued in the third column. If children cannot read the cards independently, let them work with a partner who can read the cards to them.

Vocabulary-Building Dialogue Card 9B  Read and explain the directions. Make sure children understand the concept word job. Have children use Theme Card 9B and the Newcomers Word Rods for Lesson 9B to complete the activities on the card.

Assess Learning
Have children point to a worker shown on Theme Card 9B, name his or her job, and tell what he or she does.

Home Connection
Read aloud and explain the Family Note on Activity Page 9B. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Who, Where, and What?

- Cut out the cards.
- Match each person to a place and a job.
- Glue the cards where they belong.
- Talk about these jobs with a friend.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Where?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>hospital</td>
<td>helps sick people</td>
</tr>
<tr>
<td>firefighter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>post office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>store</td>
<td></td>
</tr>
<tr>
<td>helps customers</td>
<td>delivers mail</td>
<td>fights fires</td>
</tr>
<tr>
<td>fire station</td>
<td>hospital</td>
<td>mail carrier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>helps sick people</td>
</tr>
</tbody>
</table>

Family Note: Ask your child to tell you what these workers do. Tell your child about other people who work in your community.
Lesson 9C Communication

Objectives:
• To build oral and written vocabulary about communication media
• To introduce the language pattern: You can ______.

You’ll Need:
• Theme Cards 9B and 9C
• Newcomers Word Rods, Lesson 9C (See list on page 92.)
• Activity Page 9C (one copy for each child)
• Vocabulary-Building Dialogue Card 9C
• Chart paper

Review Community Workers
Gather children in a small group. Display Theme Card 9B. Ask children questions like these: “What does a nurse do? What does a mail carrier do?”

Build Oral Language
Display Theme Card 9C and ask: “What do you see?” Have children talk about what the people are doing in the pictures. For each picture they talk about, ask: “Do you do this?” Then explain the concepts of communication and information.
• Write the words communicate and information on the board.
• Explain that we communicate when we share thoughts, feelings, and information. Information gives us facts about something. We can communicate by talking face to face, or by using tools like a computer, or a book.
• Have children look at each picture on Theme Card 9C and identify the communication tool that is being used.
• Have children tell what kinds of information you get or give when you use each tool.

Communications Chart Create a T-chart like the following to talk about different ways of communicating and the tools we use to communicate. Use Theme Card 9C for ideas, and invite children to suggest other communication tools.

<table>
<thead>
<tr>
<th>Action</th>
<th>Communication Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>books, newspapers, magazines</td>
</tr>
<tr>
<td>listen</td>
<td>radio, CDs</td>
</tr>
<tr>
<td>talk</td>
<td>telephone, microphone</td>
</tr>
<tr>
<td>play</td>
<td>computer games, video games</td>
</tr>
<tr>
<td>watch</td>
<td>television, movies, videos</td>
</tr>
<tr>
<td>write</td>
<td>letters, books, e-mail</td>
</tr>
</tbody>
</table>

Introduce the Language Patterns
Read the dialogue box on Theme Card 9C. Then build the sentence using the Word Rods:

You can listen to the radio.

Read the sentence aloud and have children repeat it. Then have children dictate similar sentences about communicating through these items shown on Theme Card 9C: television, telephone, computer, and movie. Have children use the language pattern You can ______. Build and say each sentence together.

Invite children to look at the T-chart and dictate or write more sentences about ways that people can communicate.

Teach Internet Communication
Ask children to talk about how computers help us communicate. Have children discuss the purpose and use of the following: websites, search engines, e-mail, and instant messages. If possible, demonstrate the use of these features on a school computer.

Write Together
Lead a Shared Writing activity by telling children you will write a class list that tells how each child likes to communicate. Review the different forms of communication that the class has discussed. Then ask each child to name the form he or she likes the best. Help children turn their comments into statements about each child that use the language pattern ______ likes to ______. Let children take turns writing the statements on chart paper. Then read through the list together and have children act out each statement.

Practice and Apply
Activity Page 9C Distribute copies of Activity Page 9C. 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 folded their books, they should complete the sentences on each page by writing about different forms of communication. Then they should illustrate their writing.

Vocabulary-Building Dialogue Card 9C Read and explain the directions. Make sure children understand the concept words communicate and information. Have children use Theme Card 9C and the Newcomers Word Rods for Lesson 9C to complete the activities on the card. Have them work together to create the chart that shows how they and their friends like to communicate and receive information.

Assess Learning
Have children tell you about two forms of communication they like to use and two forms they do not like to use.

Home Connection
Read aloud and explain the Family Note on Activity Page 9C. Send the completed take-home book home with children and tell children to share it with their families.
Activity Page 9C

My Communication Book

- Cut on the dotted lines (----).
- Fold on the solid lines (——).
- Draw pictures that show different ways to communicate.
- Finish the sentences. Tell how you like to communicate.

1. I like to watch ______.
2. I like to listen to ______.
3. I like to ______.
4. I like to ______.

Family Note: Have your child read My Communication Book to you. Talk about your favorite kind of communication and how you like to get information.
Lesson 9D  Shopping

**Objectives:**
- To build oral and written vocabulary about shopping
- To introduce the language patterns:
  - *Do you have _____?*
  - *How much (is/are) the _____?*
  - *It is _____. They are _____.*

**You’ll Need:**
- Theme Card 9D
- Newcomers Word Rods, Lesson 9D (See list on page 92.)
- Activity Page 9D (one copy for each child)
- Vocabulary-Building Dialogue Card 9D
- Note cards and play money

**Review Communication**
Gather children in a small group. Ask children to talk about the different ways they communicated the previous day. Have them talk about the tools they used to communicate.

**Build Oral Language**
Display Theme Card 9D. Point to the title of the card and have children talk about places where they go shopping. Then go through the items on Theme Card 9D. Help children name each item and say its price. Use a T-chart to teach children how to pronounce money symbols.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>¢</td>
<td>cents</td>
</tr>
<tr>
<td>25¢</td>
<td>twenty-five cents</td>
</tr>
<tr>
<td>$</td>
<td>dollar, dollars</td>
</tr>
<tr>
<td>$1.59</td>
<td>one dollar and fifty-nine cents OR one fifty-nine</td>
</tr>
<tr>
<td>$3.19</td>
<td>three dollars and nineteen cents OR three nineteen</td>
</tr>
</tbody>
</table>

Point to different items on Theme Card 9D and ask questions using the language pattern *How much (is/are) the _____?* Let children practice saying the prices and answering with the language pattern *The _____ (is/are) _____.*

**Shopping Game** Have pairs of children take turns as a shopper and a store clerk. The shopper should ask the price of items on the poster. The store clerk should give the prices.

**Introduce the Language Patterns**
Read the dialogue box on Theme Card 9D. Then write the sentences on the board:

- *How much are the balls?*
  - The balls are 75 cents each.

Read the sentences aloud, reminding children that the word *cents* means the same as the symbol ¢. Explain that *each* means you will pay 75¢ for one ball. Have children repeat each sentence after you. Then have children write questions and answers about other items on Theme Card 9D.

**Teach Words About Selling**
Tell children that stores sometimes give special prices so that people will buy more things. Point to these phrases on Theme Card 9D and explain what they mean:
- **2 for $3.00** If you buy two folders, you will pay a total of $3.00. Point out that $3.00 is less than the price of two folders bought separately, which would be $3.18.
- **Buy 2, Get 1 Free** If you buy two pencils, you will get a third pencil without paying any more money. Help students calculate that you can get three pencils for 50¢.
- **On Sale** The backpack is on sale for $19.99. Its regular price is $24.99. When an item is on sale, the price is less than the regular price. This is also called the *sale price.*
- **Reduced!** The price of an item has been reduced, or made smaller. The price of an item is less than it was before.

**Write and Share**
Have children write and illustrate note cards for a shopping game. Give each child 5 to 10 cards and $10 in play money. Tell each child to choose a store: a bakery, a bookstore, a toy store, etc. Children should make cards for items they will “sell.” On each card, children should write the name and price of the item and draw a picture of it. Encourage them to use phrases like “On Sale” or “Buy 2, Get 1 Free.”

Children can set up their stores by displaying their cards in one area of the classroom. Let one child “shop” at a time, visiting each store, asking questions about the items, and making purchases with play money and collecting the cards. After each child has had a turn to shop, invite children to talk about what they sold and what they bought.

**Practice and Apply**
**Activity Page 9D** Distribute copies of Activity Page 9D. Read the directions aloud. Show children how to write a price for the milk in the first box and how to finish the sentence. When children have finished the page, have them work with partners to ask and answer questions about the prices of the store items.

**Vocabulary-Building Dialogue Card 9D** Read and explain the directions. Make sure children understand the concept word *price.* Have children use Theme Card 9D and the Newcomers Word Rods for Lesson 9D to complete the activities on the card.

**Assess Learning**
Have children ask and answer questions about Theme Card 9D, using the language patterns *Do you have _____? How much (is/are) the _____? It is _____. They are _____.*

**Home Connection**
Read aloud and explain the Family Note on Activity Page 9D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
### How Much Is This?

- Write a price for each item.
- Complete the sentences for each item.
- Ask and answer these questions with a friend.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>How much is the item?</th>
<th>The item is ______.</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>_______</td>
<td>How much is the milk?</td>
<td>The milk is ______.</td>
</tr>
<tr>
<td>bread</td>
<td>_______</td>
<td>How much is the ______?</td>
<td>The ______ is ______.</td>
</tr>
<tr>
<td>eggs</td>
<td>_______</td>
<td>How much are the ______?</td>
<td>The ______ are ______.</td>
</tr>
<tr>
<td>grapes</td>
<td>_______</td>
<td>How much ______?</td>
<td>The _____________.</td>
</tr>
<tr>
<td>cereal</td>
<td>_______</td>
<td>How much ______?</td>
<td>The _____________.</td>
</tr>
<tr>
<td>tomatoes</td>
<td>_______</td>
<td>How much ______?</td>
<td>The _____________.</td>
</tr>
</tbody>
</table>

**Family Note:** Ask your child to tell you the prices of these items. Help your child find out the real prices of these items in a store.
Lesson 10A  Transportation

Objectives:
• To build oral and written vocabulary about transportation
• To introduce the language patterns:
  Where does a ______ travel?
  A ______ travels (in/on) _______.

You’ll Need:
• Theme Card 10A
• Newcomers Word Rods, Lesson 10A (See list on page 92.)
• Activity Page 10A (one copy for each child)
• Vocabulary-Building Dialogue Card 10A
• Chart paper

Introduce the Theme: Going Places
Gather children in a circle. Have children talk about places they have visited. Use what you know about their backgrounds to prompt them: “Marisa, can you tell us about places in Mexico?”

Build Oral Language
Ask children how they have traveled from place to place: by car, on a bus, in an airplane, etc. Write the word transportation on the board and explain that transportation is a way to travel from one place to another. Cars, buses, and airplanes are forms of transportation.

Then display Theme Card 10A. Point to the different forms of transportation and have children name them. Ask if children have tried these forms of transportation, or if they want to try them.

Classify Transportation  Ask children: “Where does a car travel? Where does a ship travel? Where does a jet travel?” Point out that each travels in a different place: a car travels on land, a ship travels on the water, and a jet travels in the air.

Make a three-column chart with the headings On Land, On the Water, In the Air. Have children classify each item on Theme Card 10A according to where it travels.

Introduce the Language Patterns
Read the dialogue box on Theme Card 10A. Then write the two sentences on the board:

Where does a ferry travel?
A ferry travels on the water.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then write and say a new sentence:

Where does a truck travel?

Have children state the answer as a complete sentence: A truck travels on land. Write the new sentence on the board.

Repeat the routine for jet and in the air. Then have children choose other forms of transportation on Theme Card 10A. Have them dictate or write similar questions and answers about each one.

Review in and on
Use a T-chart like the following to show children how to use in and on when talking about travel.

<table>
<thead>
<tr>
<th>in</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>We swim in the water.</td>
<td>A boat travels on the water.</td>
</tr>
<tr>
<td>A jet travels in the air.</td>
<td>A car travels on land.</td>
</tr>
</tbody>
</table>

Use gestures to show how we usually use in to indicate being inside of something, as swimmers are in the water. We usually use on to indicate being on top of something, as a boat is on top of the water. Be aware that there are exceptions to this: for example, people may speak of being in or on a plane, and in or on a ship.

Write Together
Lead a Shared Writing activity by creating a class list that names something each child would like to ride.

• First, have children brainstorm different forms of transportation that they would like to try.
• Have children dictate or write sentences that tell about something they would like to ride. The sentences can follow the language pattern ______ wants to ride (in/on) a ______.
• Once all the sentences are recorded on chart paper, read the list several times aloud together.

Practice and Apply
Activity Page 10A  Distribute copies of Activity Page 10A. Read the directions aloud. If children are not able to read the text independently, have them work with a partner who can read the words to them. If children cannot write the sentence independently, provide a model they can copy. Then have children talk about what they want to ride.

Vocabulary-Building Dialogue Card 10A  Read and explain the directions. Make sure children understand the concept word transportation. Have children use Theme Card 10A and the Newcomers Word Rods for Lesson 10A to complete the activities on the card.

Assess Learning
Ask each child to say or write sentences using the language patterns A ______ travels on land. A ______ travels on the water. A ______ travels in the air.

Home Connection
Read aloud and explain the Family Note on Activity Page 10A. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Family Note: Talk with your child about travel. Tell your child whether you like to travel on land, on the water, or in the air.

What do you want to ride?

- Look at the words in the word box.
- Decide whether each one travels on land, on water, or in the air.
- Write the words in the part of the circle where they belong.
- Then write a sentence. Tell what you want to ride.

airplane  car  ferry  helicopter  jet  minivan
motorcycle  sailboat  ship  train  truck  bike

Land

Air

Water
Lesson 10B  Outdoor Safety

Objectives:
• To build oral and written vocabulary about outdoor safety
• To introduce the language patterns:
  A _____ keeps you safe.
  When you _____, you need a ______.

You’ll Need:
• Theme Card 10B
• Newcomers Word Rods, Lesson 10B (See list on page 92.)
• Activity Page 10B (one copy for each child)
• Vocabulary-Building Dialogue Card 10B
• Chart paper

Review Transportation
Gather children in a circle. Have each child name a form of transportation and tell whether it travels on land, on the water, or in the air.

Build Oral Language
Ask children: “When you ride in a car, what keeps you safe?” Write the word safe on the board and explain its meaning. Then display Theme Card 10B and point to the safety belt. Say: “A safety belt keeps you safe in a car.” Have children tell or show how a safety belt keeps you safe. Then tell children to look for other things on Theme Card 10B that keep us safe. Guide them to find the life jacket, the helmet, the knee pads, and wrist guards. Discuss how each item keeps us safe.

Safety Signs
Talk about each of the safety signs shown on Theme Card 10B.
• The first two signs on the left tell you something to do (stop and yield). Explain these actions. Have children demonstrate them while pretending to ride bikes.
• The next two signs on the left tell something you should not do (no swimming, no bike riding). Explain what the signs mean and have children think of places where you might need these signs.
• The four signs on the right side give information. Explain what each sign means, writing the words pedestrian, crossing, railroad, and warning on the board. Discuss how these signs help keep us safe.

Introduce the Language Patterns
Display Theme Card 10B and read the dialogue box. Then build the sentences using the Word Rods:

When you ride a bike, you need a helmet.

Read the sentence aloud, pointing to each word, and have children repeat it. Then replace a bike with in a boat, and take away helmet. Read the beginning of the sentence: “When you ride in a boat, you need a . . .” Let children name the item to complete the sentence (life jacket). Then read the sentence aloud with children. Repeat the routine for in a car (safety belt).

Teach Safety Rules
Present and explain safety rules that children may find posted in your community. Write each rule on the board or post them on a sign. Include rules stated with language that may be hard to understand, such as the following:
• Walk your bike.
• Buckle up. (or, Click it or ticket.)
• No pedestrians.

Write and Share
Play a safety game with children. Display Theme Card 10B and the additional safety rules you have posted. Have each child write a safety rule or sign on a card. Then have partners pick a card and act out the rule or sign. (For “No Swimming” and the other “no” rules, one child can shake his or her head while the other pantomimes the activity.) Then have others guess the safety rule or sign.

Practice and Apply
Activity Page 10B  Distribute copies of Activity Page 10B. Read the directions aloud and show how to do the first one as an example. If children are not able to read the text independently, have them work with a partner who can read the words to them. Then have children talk about each sign with a partner.

Vocabulary-Building Dialogue Card 10B  Read and explain the directions. Make sure children understand the concept word safe. Have children use Theme Card 10B and the Newcomers Word Rods for Lesson 10B to complete the activities on the card. Ask children to show their pictures and talk about them.

Assess Learning
Work with children individually. Display Theme Card 10B. Point to the picture and ask: “What things in the picture keep us safe?” Have children find and explain at least two of the following safety items: the safety belt, the life jacket, the helmet, the knee pads, and wrist guards. They can use the language pattern When you _____, you need a ______. Then point to three safety signs on the card and ask children to say or show what each sign means.

Home Connection
Read aloud and explain the Family Note on Activity Page 10B. Send the page home with children after they have completed it. Invite children to share their families’ safety rules with the class.
• Look at the safety signs.
• Match each safety sign to the words that tell about it. Draw a line.
• Tell a friend what each sign means.

Family Note: Talk about how your family keeps safe at home. Tell your child about safety rules in your family.
Lesson 10C Places to Go

Objectives:
• To build oral and written vocabulary about places to go
• To introduce the language patterns:
  Where would you like to go?
  I would like to go ________.
  I would ________.

You’ll Need:
• Theme Card 10C
• Newcomers Word Rods, Lesson 10C (See list on page 92.)
• Activity Page 10C (one copy for each child)
• Vocabulary-Building Dialogue Card 10C
• Chart paper and note cards

Review Outdoor Safety
Display Theme Card 10B and ask children to name items in the picture that keep us safe. Then point to two safety signs and have children explain what they mean.

Build Oral Language
Display Theme Card 10C. Have children name things they recognize in the pictures. Then choose one of the places and say: “I would like to go to a forest. I would look for wild animals.” Then ask the child next to you: “Where would you like to go? What would you like to do?” Help the child answer the questions using the language patterns I would like to go to _______. I would _______. Have the child ask the same questions to the next child, and so on around the circle. Children can talk about places that are not on the card.

Places and Activities Chart
Create a T-chart with the headings Places and Activities. List the places and activities children named previously. Then have children brainstorm more places and activities to add to the chart.

Introduce the Language Patterns
Read the dialogue box on Theme Card 10C. Write the three sentences on the board:

  Where would you like to go?
  I would like to go to the beach.
  I would play in the waves.

Read the sentences aloud, pointing to each word, and have children repeat each sentence after you. Then have children name another place they would like to go. Have them dictate or write sentences about the place using the same language patterns: I would like to go to _______. I would _______. Have them refer to the T-chart to suggest more sentences.

Teach would
Use a T-chart like the following to show children how would changes the meaning of a verb.

<table>
<thead>
<tr>
<th>verb</th>
<th>would + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I swim in the pool.</td>
<td>I would swim in the pool.</td>
</tr>
<tr>
<td>I go on a jet.</td>
<td>I would go on a jet.</td>
</tr>
</tbody>
</table>

Read each pair of sentences aloud.
• With the first sentence, make the tone of your voice very definite to show the action really happens.
• With the second sentence, make the tone of your voice more tentative to show that the action is possible, but hasn’t happened yet.

Point out that children will often hear questions with would, such as Would you like a snack? Would you like to play? Help children practice answering questions like these.

Write Together
Lead a Shared Writing activity by telling children to imagine the class had its own jet and could travel anywhere in the world. Have children write a description of a class trip they would like to take.
• First, have children choose 3 to 5 places they would like to visit on the class jet. They can mention specific countries or general locations, like the desert, the ocean, etc.
• Use a world map or globe to help children plan the order of their visits. Introduce sequence words like first, next, then, and last as children put their trip plans in order.
• Once children have a travel plan, have them dictate or write sentences on chart paper that name each place they would visit and state an activity. Use these language patterns: ________, we would go to _______. We would ________.

After the description is recorded on chart paper, read it together several times. Invite children to draw pictures showing things they would do on the trip.

Practice and Apply
Activity Page 10C Distribute copies of Activity Page 10C. 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. Children should complete the sentences on each page by writing about places they want to go. Then they should draw pictures to illustrate their writing.

Vocabulary-Building Dialogue Card 10C Read and explain the directions. Help children decide on a place they want to go. Have children use the Newcomers Word Rods for Lesson 10C to complete the activities on the card.

Assess Learning
Have children complete these two sentence prompts orally or in writing: I would like to go _______. I would _______.

Home Connection
Read aloud and explain the Family Note on Activity Page 10C. Send the completed take-home book home with children and tell children to share it with their families.
Family Note: Have your child read My Places Book to you. Talk about places you would like to visit.
Lesson 10D  Following a Map

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

You’ll Need:
• Theme Card 10D
• Newcomers Word Rods, Lesson 10D (See list on page 92.)
• Activity Page 10D (one copy for each child)
• Vocabulary-Building Dialogue Card 10D
• Note cards

Review Places to Go
Gather children in a small group. Ask each child to talk about a place they would like to visit and what they would like to do there. They can use the language patterns I would like to go to ______. I would ______.

Build Oral Language
Display Theme Card 10D. Explain that it shows a map of a town. Ask children to name places they see on the map. Then point out and explain various features of the map:
• street names and building names
• places such as the river, the park, and the pond
• the map key, including the symbols and the compass rose
Have each child pick a building on the map and tell what street it is on, using the language pattern The ______ is on ______.

Map Riddles  Have children play a riddle game about places on the map.
• Start the game with a riddle like the following: “I’m thinking of a place. It is on Clark Street. It is next to Hair Heaven. What is it?” (Jess’s Dresses)
• Continue making up riddles for more places, or let children take turns choosing places and making up riddles about them.

Introduce the Language Patterns
Display Theme Card 10D and read the dialogue box. Then write the two sentences on the board:

  Where is the library?
  The library is on Green Street.

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

  Where is the hospital?

Have a child say or write the answer on the board: The hospital is on First Avenue. Have children practice dictating or writing other questions and answers about places on the map.

Teach Map Words
Use the map to explain the meanings of the following words:
• street words: block, street, drive, avenue, alley
• direction words: north, south, east, west
• location words: near, by, next to
Have children practice giving directions with these words, such as: The library is one block from the post office. The hospital is west of the school. The Pizza Palace is next to the hospital.

Write Together
Have children write questions on note cards about the map on Theme Card 10D, using the sentence frame Where is the ______? Children can take turns picking cards and answering the questions. As an option, have children write the answers to the questions they pick.

Practice and Apply
  Activity Page 10D  Distribute copies of Activity Page 10D. Read the directions aloud. Suggest that children lay out the building cards on the map before gluing them. When children have completed their maps, have them work with a partner to ask and answer questions about each other’s maps.

Vocabulary-Building Dialogue Card 10D  Read and explain the directions. Make sure children understand the concept word map. Have children use Theme Card 10D and the Newcomers Word Rods for Lesson 10D to complete the activities on the card. For the riddle activity, children can either write or say their riddles depending on their levels of writing skills.

Assess Learning
Have two children ask and answer each other’s questions about the map on Theme Card 10D. Observe whether they are able to use directional words such as east and west in their answers.

Home Connection
Read aloud and explain the Family Note on Activity Page 10D. Send the page home with children after they have completed it. Invite children to share their families’ responses with the class.
Activity Page 10D

My Town

- Make a map for a town.
- Write names for the streets.
- Cut out the cards. Glue the buildings to your map.
- Ask and answer questions about your map.

Family Note: Ask your child questions about the map, like “Where is the school?” Let your child answer your questions.