



SCHOOL UNIT

BEGINNING | K-5

Target Form: Nouns

Target Function: Naming Places and Things

Essential Question: What is this?

Sentence Frames:

This is the _____.

It's the _____.

Key Objectives:

- Identifying objects in classroom and places at school
- Classifying objects in classroom and places at school
- Matching objects in classroom and places at school
- Using vocabulary in a new context

Click on the resource to jump straight to that page.

WARM UP

Hello Chant

SLIDES 1A-C | Hands-On English

A Classroom Scene

- List five things you see.

SLIDE 4A | Hands-On English

Theme Picture #2 | Carousel of IDEAS

Draw Your Classroom

Activity #14 | Carousel of IDEAS

VOCABULARY

INTRODUCE

Picture & Word Cards | Carousel of IDEAS

PRACTICE: Identify

Book1, p. 18-19 | Creative IDEAS

Act. 17& 19 | Carousel of IDEAS

PRACTICE: Classify

Book1, p. 23 & 32 | Creative IDEAS

PRACTICE: Matching

Book1, p. 25, 27, 29, 31 | Creative IDEAS

Act. 15A & B | Carousel of IDEAS



GRAMMAR

This is the _____.
It's the _____.

Book1, p. 20-22 | Creative IDEAS

PRACTICE: Write

Book1, p. 24, 26, 28, 30 | Creative IDEAS

Book1, p. 33-35 | Creative IDEAS

READING

What Do You Do?

Book1, p. 36 | Creative IDEAS

Around the Classroom

Book1, p. 37 | Creative IDEAS

Poem: Books

- Draw a picture

Act. 12 | Carousel of IDEAS

WRITING

Write sentences with four of the vocabulary words.

Act. 20 | Carousel of IDEAS

Fill in the dialogue.

Act. 18 | Carousel of IDEAS

Draw and write

Act. 19 | Carousel of IDEAS

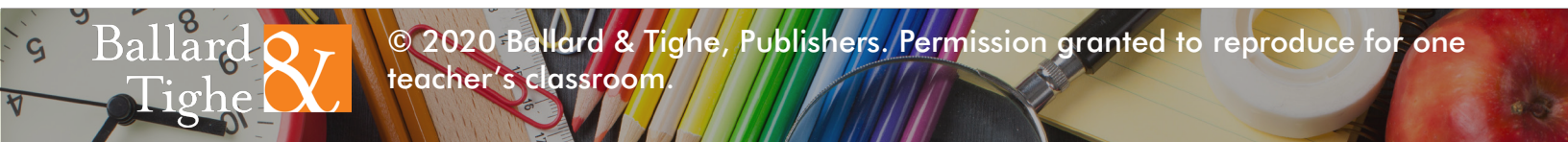
LANGUAGE DEVELOPMENT FOR OTHER LEVELS | K-12

EARLY
INTERMEDIATE

INTERMEDIATE

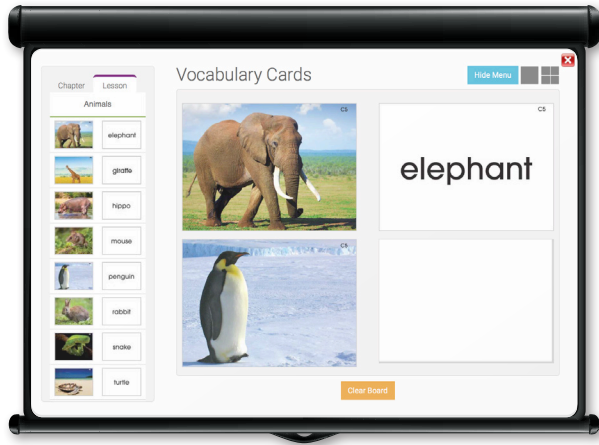
EARLY
ADVANCED

ADVANCED



ADAPTED FROM THE FOLLOWING CURRICULUM

Hands-On English | K-1



Engaging age-appropriate content that is practical and aligned to state and national English language development and subject-matter standards, including English language arts, math, and science.

- Focus on language
- Build oral competency
- Engage students with peers

Each kit comes with access to the *Hands-On English Teacher's e-Port*, a web-based teacher's portal with a wealth of materials to support in-person and remote instruction.

Frames for Fluency | K-12

Explicit oral language development with over 550 ready-made sentence frames, theme pictures, and picture & word cards for visual support.



When I grow up, I want to be a/an _____ because _____.

One detail about the character is _____.

A _____ is a person who _____.

Carousel of IDEAS | K-5

Comprehensive and explicit language instruction by proficiency level. Differentiated instruction for all types of learners. Highly scaffolded for newcomers and beginners.

Online Teacher Resources include:

- Theme Pictures
- Transparencies
- Resource Book
 - Activity Blackline Masters
 - Templates and Graphic Organizers
 - Vocabulary Pictures
 - Chapter Tests and Answer Keys

Creative IDEAS | K-5

Full-color activity books with selected response and productive tasks. Builds and reinforces vocabulary, grammatical forms, and language functions.

TIME TO THINK ANIMALS

A leopard, an eagle, an octopus, and a raccoon are named Henry, Lulu, Sam, and Coco. Discover who's who by following the clues below. Do this puzzle the same as you did pages 18, 30, and 38.

CLUES:

- Henry always wanted spots like his friend the leopard.
- Lulu and Sam are both birds.
- Only Sam can fly.

CHART OF POSSIBILITIES

	leopard	eagle	octopus	raccoon
Henry	A			
Lulu	B			
Sam	C			
Coco	D			

RESULTS: Henry is the _____,
Lulu is the _____,
Sam is the _____, and
Coco is the _____.

IDENTIFY CONDITIONAL VERBS

- What should they do?
They should change the tire.
- What should she do?
She should wash her face.
- What should the father do?
He should feed the baby.
- What should we do?
We should take the dog to a veterinarian.
- What should the pharmacist do?
She should measure the medicine.
- What should the artist do?
The artist should paint a picture.
- What should the plumber do?
The plumber should fix the pipes.

LEARN MORE:
SCHEDULE A DEMO

Hello!

Look all around you.
Who do you see?

I see a teacher!
Right in front of me!

Stand up and say:
Hello, teacher.

Hello, teacher!



Look all around you.
Who do you see?

I see a student!
Standing next to me!

Wave and say:
Hello, student.

Hello, student!



Look all around you.
Who do you see?

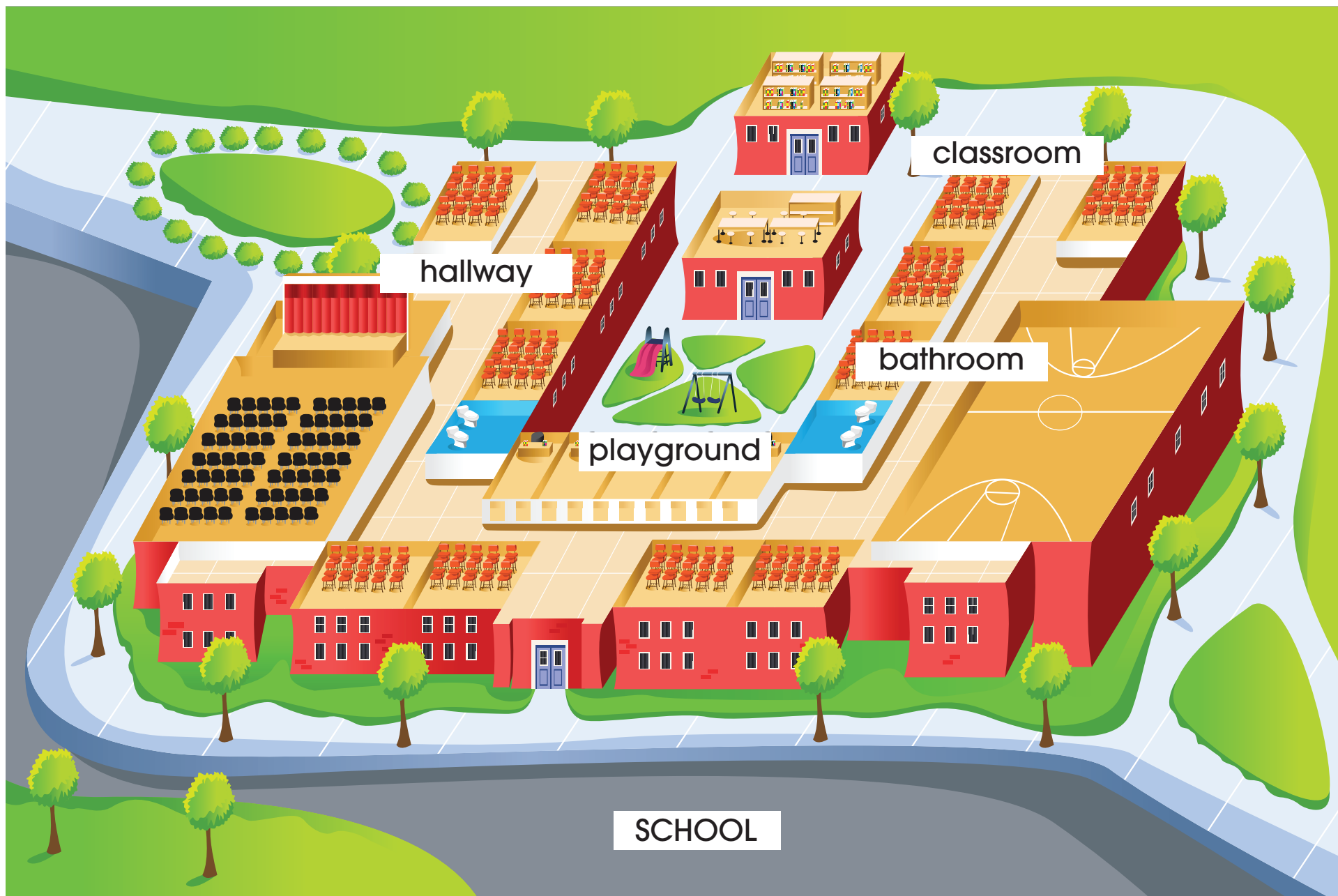
I see my class!
Smiling at me!

Sit down and say:
Hello, class.

Hello, class!



Virtual School Tour







Name: _____

Date: _____

Use Your Head!

Directions: Close your eyes and imagine a classroom in your head. Draw that classroom in the box.

A large, empty rectangular box with a black border, intended for the student to draw their imagined classroom.

U1 Ch2



desk

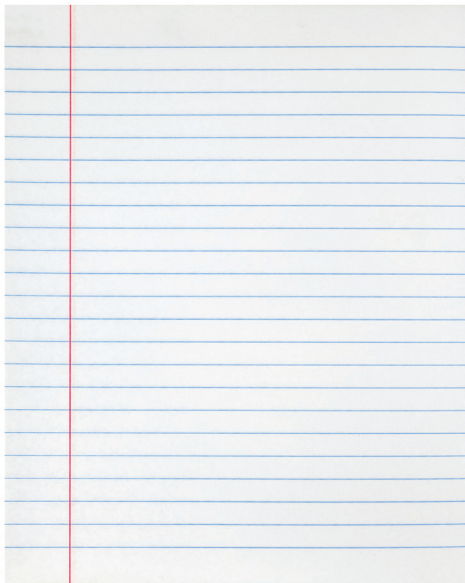


flag

U1 Ch2



bat



paper



chalk



water

U1 Ch2



crayons

U1 Ch2



window



jump rope



clock



eraser



slide

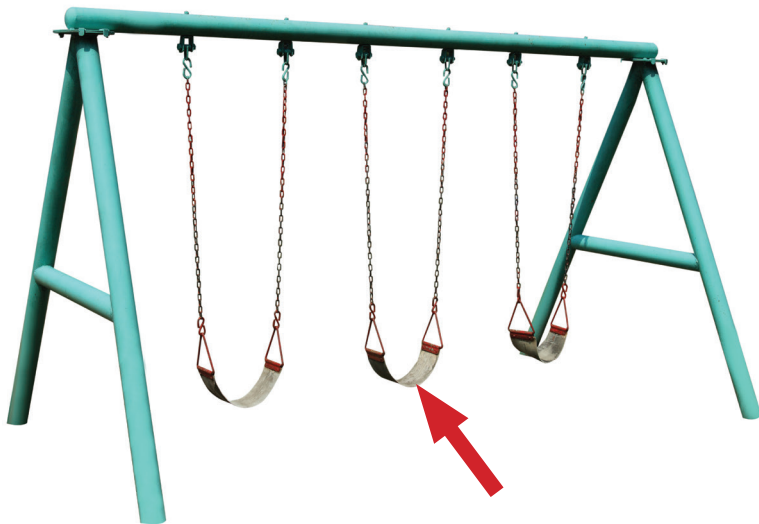


room

U1 Ch2



book



swing

U1 Ch2



pencil

U1 Ch2



table

U1 Ch2



chair



playground



bathroom



door



ball

IDENTIFY



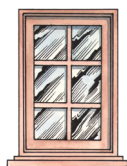
bell



clock



flag



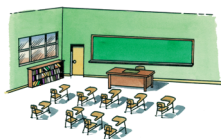
window



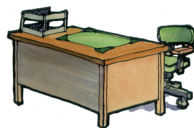
chalk



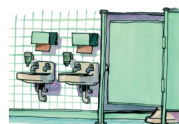
crayons



room



desk



bathroom



book



table



chair



eraser



water



paper



pencil



door

Teacher: Instruct students to identify and write the names of the objects.

IDENTIFY



slide



swing



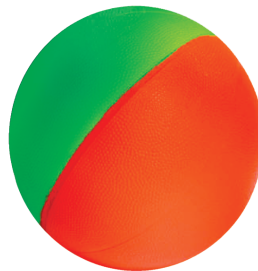
playground



jump rope



bat



ball

Teacher: Instruct students to identify and write the names of the playground objects.



Name: _____

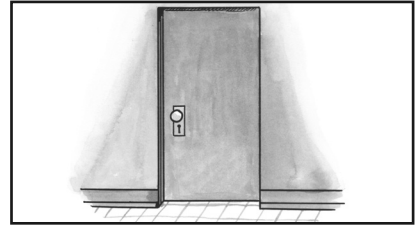
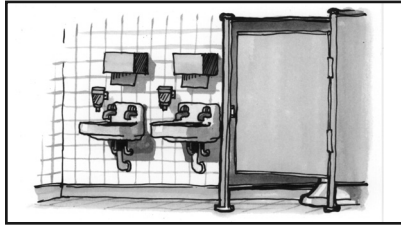
Date: _____

School Words

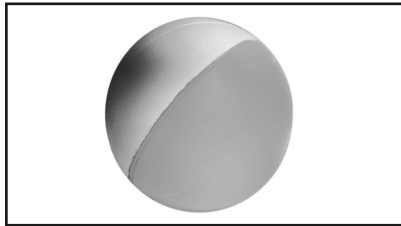
Directions: Label the pictures using the words in the word bank. Then draw pictures for the words at the bottom of the sheet.

Word Bank

ball	chair	crayons
✓ bathroom	clock	door



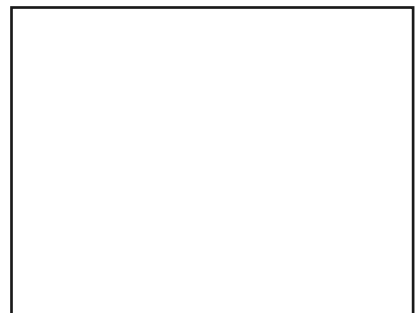
bathroom



flag



pencil



window

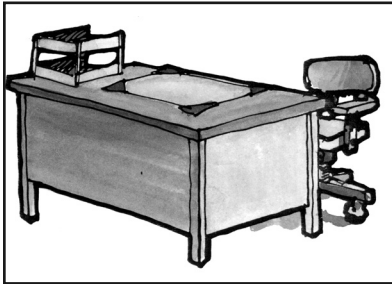


Name: _____

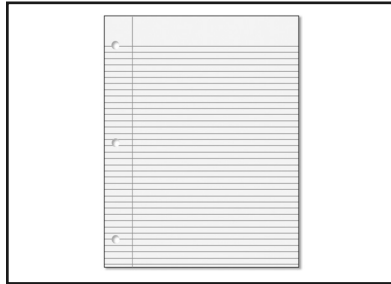
Date: _____

Letter Detective

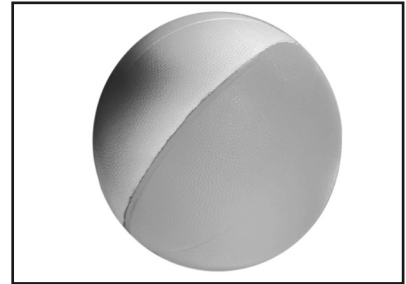
Directions: Write the missing letter in the blank.



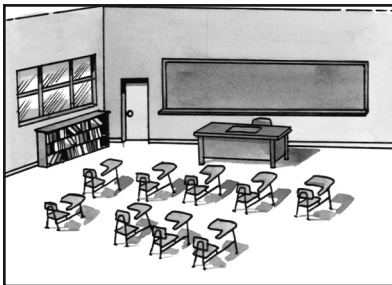
__d__esk



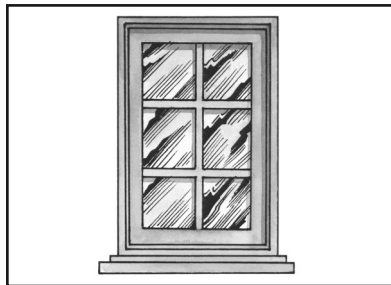
pa____er



bal_____



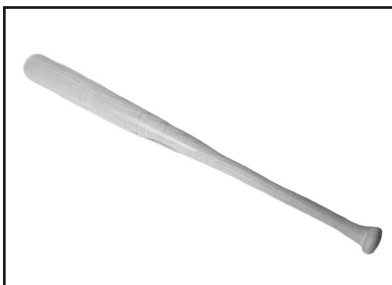
roo_____



windo_____



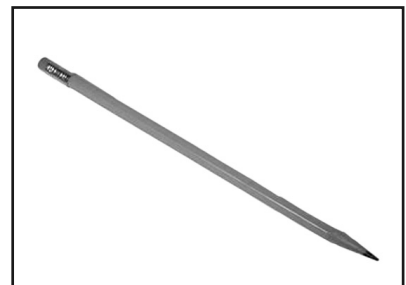
____lag



____at



t____ble



____encil

CLASSIFY

1.    

man

girl

paper

baby





2.    

mother

crayons

boy

sister





3.    

pencil

ball

book

children

4.    

brother

chalk

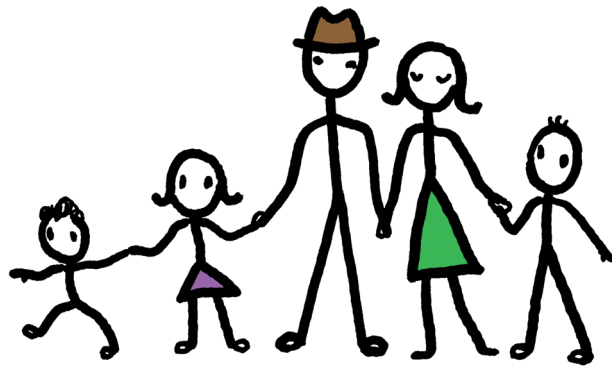
eraser

clock

Teacher: Instruct students to circle the pictures in each box that go together. Then have students write the words below the pictures they have circled.

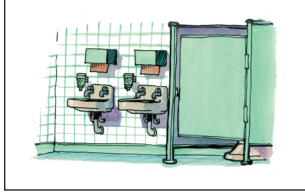
CLASSIFY

SCHOOL



Teacher: Instruct students to cut out the pictures, and paste them in the appropriate boxes.

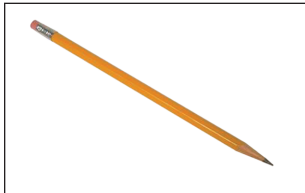
MATCH UP



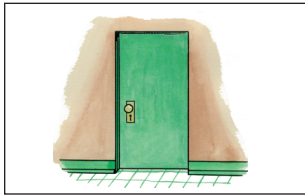
bathroom



chair



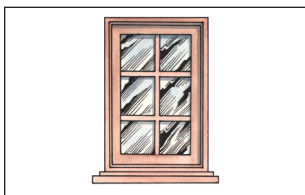
pencil



door

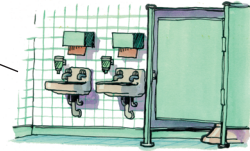


water



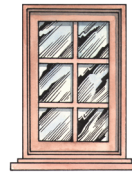
window





bathroom



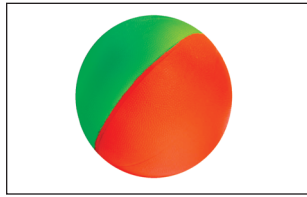






Teacher: Instruct students to draw lines to connect the matching pictures, and then write the words.

MATCH UP



ball



table



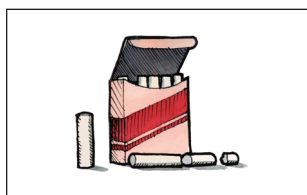
bat



flag



playground



chalk





ball



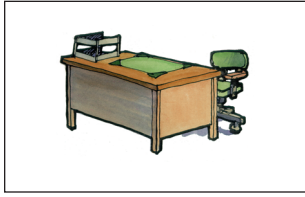






Teacher: Instruct students to draw lines to connect the matching pictures, and then write the words.

MATCH UP



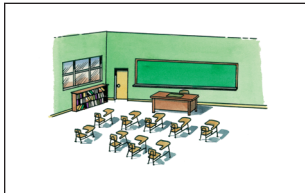
desk



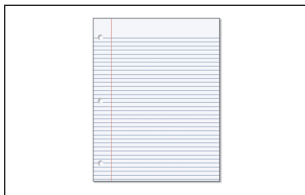
clock



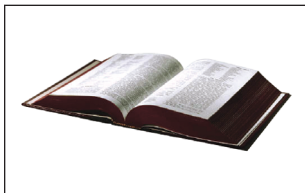
eraser



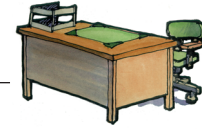
room



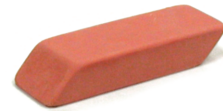
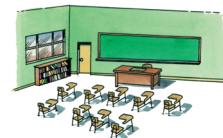
paper



book

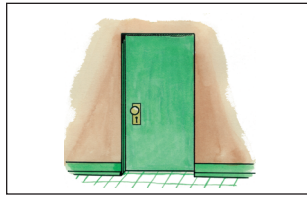


desk



Teacher: Instruct students to draw lines to connect the matching pictures, and then write the words.

MATCH UP



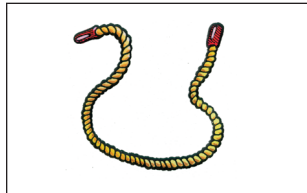
door



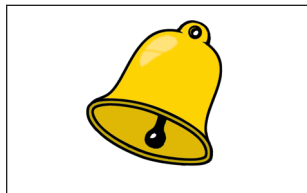
slide



crayons



jump rope



bell

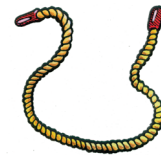


swing





door







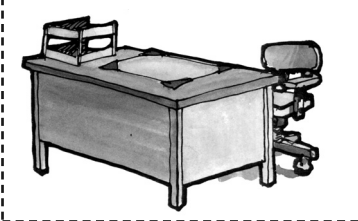
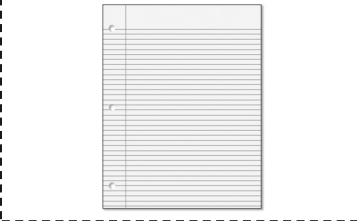


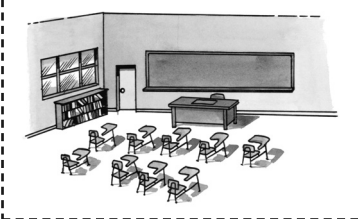
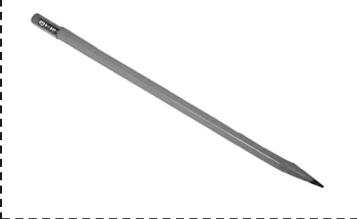

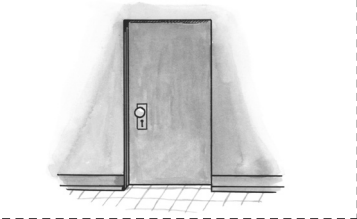

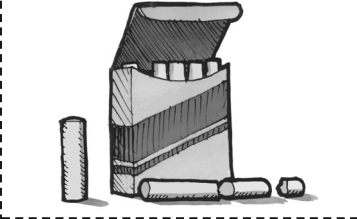
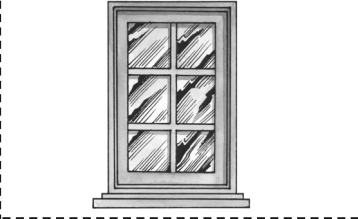
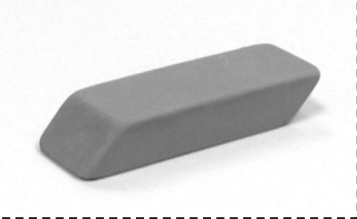
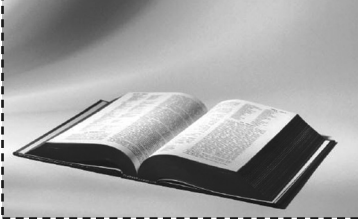

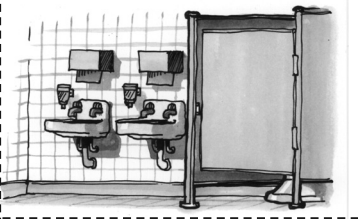
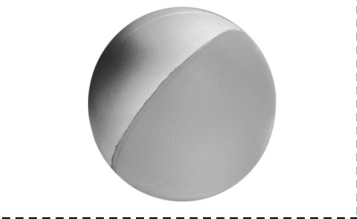



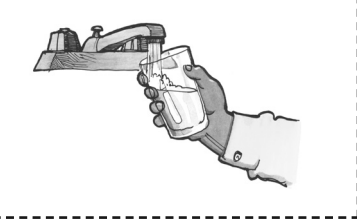




Teacher: Instruct students to draw lines to connect the matching pictures, and then write the words.



Mingle and Match

✂

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Teacher: See the *Teacher's Guide* for detailed instructions.



Mingle and Match



desk	paper	crayons	clock
room	pencil	chair	door
flag	chalk	window	eraser
book	table	bathroom	ball
bat	playground	jump rope	water
	slide	swing	

Teacher: See the *Teacher's Guide* for detailed instructions.

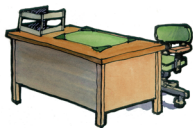


3

BUILD UP

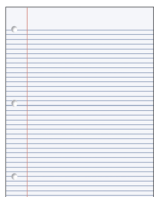
Listen  and Repeat 

1.



This is the **desk**.

2.



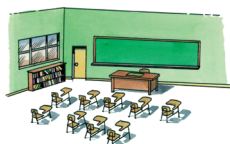
This is the **paper**.

3.



This is the **clock**.

4.



This is the **room**.

5.



This is the **pencil**.

6.



This is the **chair**.

7.



This is the **door**.

8.



This is the **flag**.

Teacher: Instruct students to listen to and repeat the sentences. Use the Book 1 CD, Track 3, or have students repeat after you.

BUILD UP



3

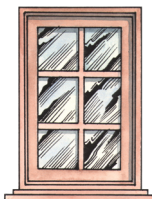
Listen  and Repeat 

9.



This is the **chalk**.

10.



This is the **window**.

11.



This is the **eraser**.

12.



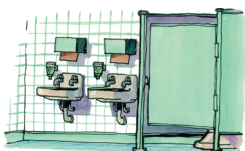
This is the **book**.

13.



This is the **table**.

14.



This is the **bathroom**.

15.



This is the **ball**.

16.



This is the **bell**.

(continued on next page)

BUILD UP



3

Listen  and Repeat 

17.



This is the **bat**.

18.



This is the **playground**.

19.



This is the **jump rope**.

20.



This is the **water**.

21.



This is the **slide**.

22.



This is the **swing**.

23.



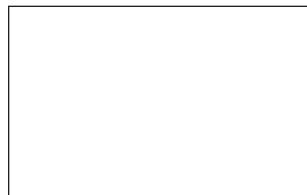
These are the **crayons**.

CUT UP

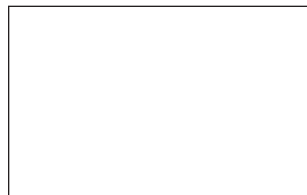
1. It's the **pencil**.



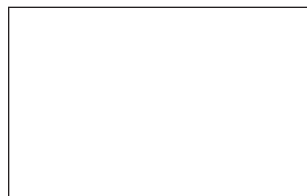
2. It's the **window**.



3. It's the **door**.



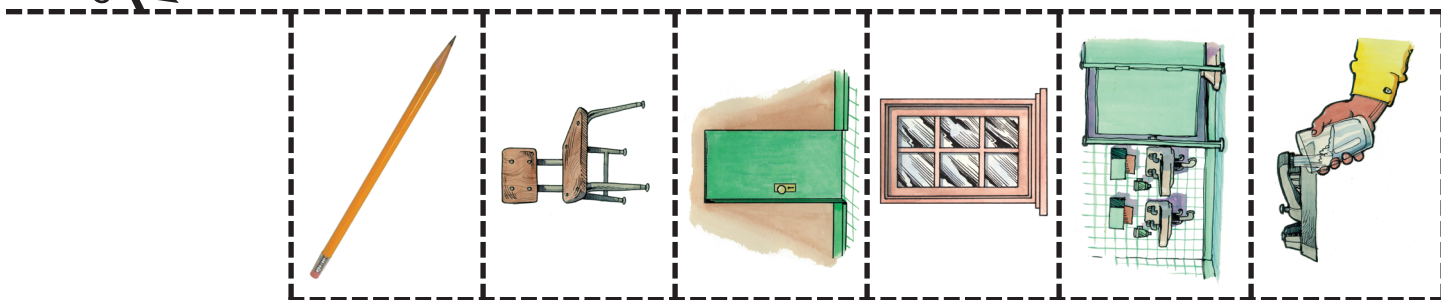
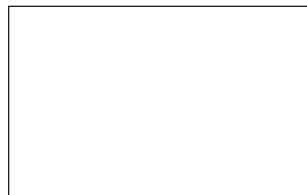
4. It's the **water**.



5. It's the **chair**.



6. It's the **bathroom**.



Teacher: Instruct students to cut out each picture, and paste it in the box next to the sentence it matches.

CUT UP

1. It's the **flag**.

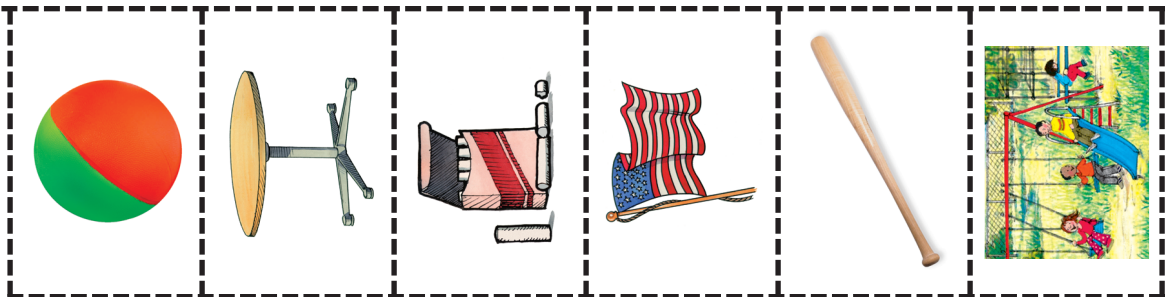
2. It's the **chalk**.

3. It's the **table**.

4. It's the **ball**.

5. It's the **bat**.

6. It's the **playground**.



Teacher: Instruct students to cut out each picture, and paste it in the box next to the sentence it matches.

CUT UP

1. It's the **eraser**.

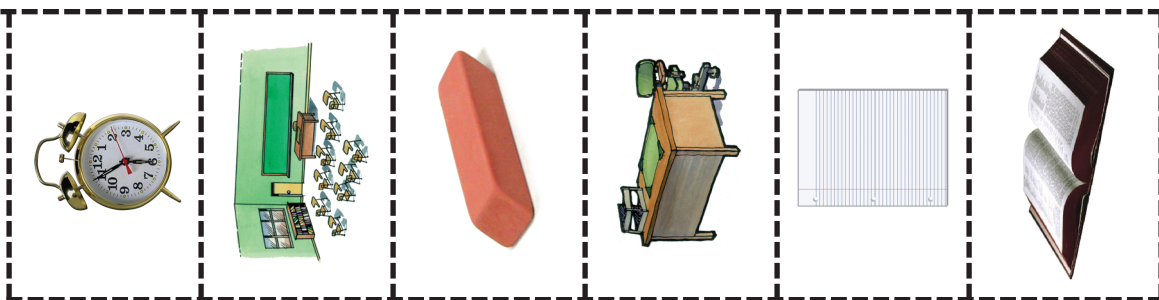
2. It's the **room**.

3. It's the **desk**.

4. It's the **clock**.

5. It's the **paper**.

6. It's the **book**.



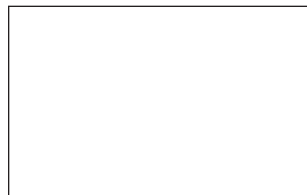
Teacher: Instruct students to cut out each picture, and paste it in the box next to the sentence it matches.

CUT UP

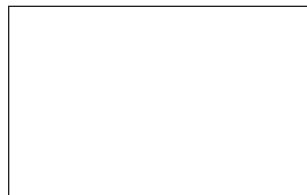
1. This is the **jump rope**.



2. This is the **slide**.



3. This is the **door**.



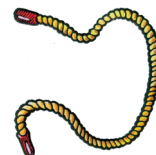
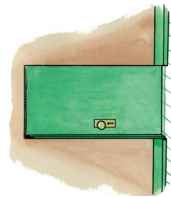
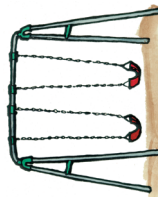
4. This is the **bell**.



5. This is the **swing**.



6. These are the **crayons**.



REVIEW

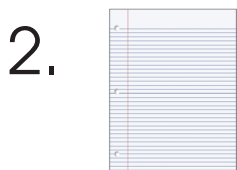


3

Listen,  Repeat,  and Write 



This is the **desk**.



This is the **paper**.



This is the **clock**.



This is the **room**.



This is the **pencil**.



This is the **chair**.



This is the **door**.



This is the **flag**.




(continued on next page)

Teacher: Instruct students to listen to, repeat, and write the sentences. Use the Book 1 CD, Track 3, or have students repeat after you. If using the CD, press the pause button when you hear the beep and instruct students to write the sentence or key word. When students are finished writing, resume the CD.

REVIEW



3

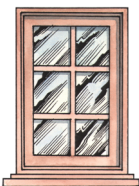
Listen,  Repeat,  and Write 

9.



This is the **chalk**.

10.



This is the **window**.

11.



This is the **eraser**.

12.



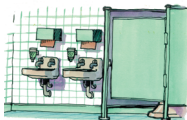
This is the **book**.

13.



This is the **table**.

14.



This is the **bathroom**.

15.



This is the **ball**.

16.



This is the **bell**.

REVIEW



Listen,  Repeat,  and Write 

17.  This is the **bat**.

18.  This is the **playground**.

19.  This is the **jump rope**.

20.  This is the **water**.

21.  This is the **slide**.

22.  This is the **swing**.

23.  These are the **crayons**.



4



What Do You Do?

Pencil, pencil
What do you do?
I write lots of words for you.

Eraser, eraser
What do you do?
I get rid of marks for you.

Crayons, crayons
What do you do?
We make different colors for you.

Clock, clock
What do you do?
I display the time for you.

Everybody, everybody, scream and shout!
We're all useful; there's no doubt!



Teacher: Have students listen to the Creative Beat twice. Use the [Book 1 CD, Track 4](#), or read the lyrics aloud. If students are able, have them recite the beat along with the CD or with you. Encourage students to use hand and body motions that correspond to the lyrics.



5



Around the Classroom

Look around the classroom.
What do you see?
I see things for you and me!

There is one white clock.
Do you see one white clock?
I see one white clock!

There are two red doors.
Do you see two red doors?
I see two red doors!

There are three big tables.
Do you see three big tables?
I see three big tables!

There are four small windows.
Do you see four small windows?
I see four small windows!

There are five green chairs.
Do you see five green chairs?
I see five green chairs!

Look around the classroom.
What do you see?
I see things for you and me!

Teacher: Have students listen to the Creative Beat twice. Use the [Book 1 CD, Track 5](#), or read the lyrics aloud. If students are able, have them recite the beat along with the CD or with you. Encourage students to use hand and body motions that correspond to the lyrics.

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Name: _____

Date: _____

Books

Directions: Read the poem. Then draw a picture of yourself reading a book.



I read them in my chair.
I bring them in my bed.
I color them with my crayons.
I imagine them in my head.

My father puts them on his desk.
My mother looks at them when she cooks.
My sister keeps them in her room.
What would we do without our books?



My School Book



<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>

Teacher: Have students choose four items in their classroom and draw one in each box. They should write a sentence about each picture on the lines below the picture. Write a model sentence on the board for students to follow (e.g., This is a _____). Have students cut the sheet apart to use as pages in their book. Staple the pages together to make little books.



Name: _____

Date: _____

Let's Talk



Student #1: Hello.

Student #2: Good morning.

Student #1: What is the name of your school?

Student #2: _____.

What grade are you in?

Student #1: _____.

How old are you?

Student #2: _____.

Teacher: See the *Teacher's Guide* for detailed instructions.



Name: _____

Date: _____

A School Activity

Directions: In the box, draw a picture of yourself doing an activity at school. On the lines, write the names of the things you use when you do the activity.

A large, empty rectangular box with a black border, intended for a student to draw a picture of themselves doing an activity at school.

EARLY INTERMEDIATE



Look at the picture and answer the questions.

1. What is happening in this classroom?
2. What is the teacher doing?
3. What are the girls at the table doing?
4. What subject do you think they are studying?
5. Write five sentences explaining what is happening in this picture.

INTERMEDIATE



Look at the picture and answer the questions.

1. Do you think the students are enjoying class? Why or why not?
2. What do you think they are learning?
3. Do you enjoy class?
4. What do you like best about school?
5. Write a paragraph in response to one of the questions above.

EARLY ADVANCED



Pretend you are one of the students in this class and then answer the questions.

1. Which student are you?
2. What are you thinking?
3. What are you going to do next?
4. Write a paragraph describing one of the students in the picture. Be creative!

ADVANCED



Look at the picture and answer the questions.

1. What do you think the teacher is saying to the student?
2. Why do you think some students have books and others have crayons, pencils, or scissors?
3. Write a reader's theater using characters from this picture. Characters should explain what they are doing.