



K-1
Beginners

Hands-On ENGLISH

An English Language Development Program

Created by Teachers, for Teachers

www.Hands-OnEnglish.com

Components



PROGRAM GUIDE & TEACHER'S GUIDES A-E
Lesson plans and activities



STUDENT CARDS
224 pictures, 10 identical sets for pair or small group work



BIG BOOKS A-E
Grade-appropriate informational and fictional texts, perfect for read aloud



SENTENCE FRAMES
Coded for quick reference, supports learning of new functions and forms, organized in their own storage box



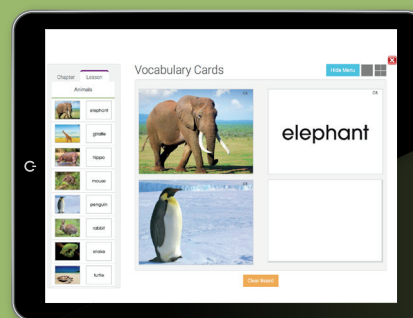
VOCABULARY CARDS
224 picture cards and 224 word cards



RESOURCE MASTERS
Printables and assessment forms for quick reference or copying



ENGLISHMATS
10 tablets, each with a different illustration, 20 mats per tablet, can be used as a classroom supplement



TEACHER'S e-Port
Web portal to display lesson materials, slides, pictures, and frames

Digital content includes:

- Slides
- Vocabulary picture & word cards
- Big Book stories
- Sentence frames
- Printables
- Assessment forms
- Phonics
- Reteaching

Prepare Students for Academic Success

Hands-On English delivers age-appropriate content grounded in state and national English Language Development and subject-matter standards, including English language arts, math, and science.

With an emphasis on engagement, the program immerses students from day one in interesting, meaningful tasks that contextualize and promote language learning.

ELD Standards

CA
ELPA 21
TX ELPS
WIDA

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

Content Standards

CCSS ELA
CCSS Math
NGSS
National Social Studies

- Introduce academic skills
- Teach essential content

Adapt the Program

Make the program your own with flexible activities. Adjust the difficulty of the lessons with ease. Accelerate the pace of instruction by focusing on the Core Lessons. Expand the program by adding chapter-specific flex activities and lessons.

Capstone Project

Deepen learning with a project that combines chapter vocabulary and grammar in a meaningful, content-based task that culminates with an oral presentation.

EnglishMat

Use art to support creative language production and practice speaking and writing skills.

Reteaching

Adjust instruction to address students' dynamic learning needs.

Chapter Reflection

Give students an opportunity to self-assess their learning.

Phonics

Integrate phonics activities to increase literacy.

10

CORE
Lessons



FLEX
Activities

Flexible

One year of instruction
Adapt to allotted ELD times
30, 45, 60 minutes

Full year, summer school,
after school

Sequence chapters to
match ELA curriculum

Program Organization

Teacher's Guide	Theme	Topics related to...	Chapters	Chapter Titles	
A	School	School and daily life	Chapter 1 Chapter 2	Let's Go to School Things We Like to Do	newcomers and low beginners
B	Communication	Our thoughts, feelings, and experiences	Chapter 3 Chapter 4	I Feel Silly! Once Upon a Time	
C	Exploration	The physical world in which we live	Chapter 5 Chapter 6	Animals Short and Tall A Place Called Home	transition beginners to academic topics
D	Changes and Patterns	Natural phenomena in the physical world	Chapter 7 Chapter 8	Bright Sun, Glowing Moon Raining Cats and Dogs	
E	Community	Society and our place in the world	Chapter 9 Chapter 10	Where We Live Our Planet Earth	challenge high beginners to reach low intermediate

Chapter Overview

Essential question

ELD goals and content connections

Academic skills

Chapter flex lessons and activities

Assessment opportunities

Chapter 5 Animals Short and Tall

ESSENTIAL QUESTION How do you describe animals?

LANGUAGE DEVELOPMENT GOALS

- Animals and adjectives
- Describing appearance and size
- Contrasting with opposites

CONTENT CONNECTIONS

- Language Arts
- Math

ACADEMIC SKILLS

- Describe objects and animals, providing relevant details about size and appearance
- Follow agreed-upon rules for speaking and role-playing characters from a story
- Relate frequently occurring adjectives to their opposites (antonyms)
- With support, identify or describe the relationship between illustrations and the text in which they appear
- Count words in given categories to answer how many questions

TEXTS

- Fiction: *Miss Hippo and Her Friends*
- Informational: *Farm Animals*
- Chants/Poems: *The Boat Race*

FLEX ACTIVITIES & LESSONS

Building Connections Students describe personal experiences or information about pets or animals in nature or on a farm. Best completed during Lesson 7. (page 21)

Capstone Project Students create a stick animal puppet and role-play a dialogue between two puppets with a classmate.

EnglishMat Themes: Animals, Nature, Weather
Students tell a story orally and/or in writing. They say who the characters are, what they look like, where they are, what they are doing, and what happens next. Best introduced after Lesson 5.

Reflection Review the Essential Question: How do you describe animals?
Students share something important they learned in the chapter and use new adjectives to describe an animal. Best completed after Lesson 10 or the Capstone Project.

ASSESSMENT & EVALUATION

Form 1 Nouns (Animals) Lessons 6, 8, 9, 10

Form 2 Adjectives (Appearance) Lessons 6, 8, 9, 10

Form 3 Functions & Grammar Lessons 5, 8, 9, 10

Capstone Form Capstone Project

EnglishMat Form EnglishMat

4 Chapter 5 For access to Online Resources and standards: www.HandsOnEnglish4teacher.com

Target Vocabulary*	Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
NOUNS Animals chicken cow elephant giraffe hippo horse mouse penguin rabbit rooster snake turtle Other animal barn boat farm field grass sun yard VERBS add come up describe race row wake up win ADJECTIVES Appearance big/little fat/thin short/tall fast/slow heavy/light soft/hard	Ask to describe Describe appearance Ask either/or questions Express contrast Ask about sequence of events Tell or retell a story Sequence events Ask about location Describe location Ask about likes Describe likes and dislikes	Imperative (describe) Adjectives Coordinate adjectives Interrogative (which one) Adjectives Compound sentences Conjunction (but) Interrogative (what) Adverbs of sequence Interrogative (where) Prepositions of location Compound sentences Conjunction (and) Interrogative (what) Infinitive with like Compound sentences Conjunction (but)	Describe the _____. It is a _____ (adjective). The _____ is _____ (adjective). The _____ is _____ and _____ (adjective). I'm a/an _____ (animal). I am _____ and _____ (adjectives). I am a _____ (adjective). Which one is _____ the _____ or the _____? The _____ is _____, but the _____ is _____ (adjective). What happens _____? what happens? First, _____, Next, _____, Then, _____, Last, _____. Where is the _____? Where are the _____ the _____ the _____ and the _____ the _____ (prepositions). I like to _____, but I don't like to _____.	Lessons 1, 2, 3, 6, 8, 10 Lessons 2, 3, 8, 10 Lessons 6, 8, 10 Lesson 5 Lessons 7, 8, 10 Lesson 9
Work With Text** Understand comprehension questions Describe details about topic, characters, and events Interrogatives (who, what, where, which picture) Present progressive Adjectives Conjunction (and) Adverbs of sequence Who is the main character in the story? What happens first in the text? What does _____ ask _____ to do? What are _____ doing at the end of the story? What do _____ hear _____? (time) What do _____ do?				

*Words in green – Vocabulary Cards
 **These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

Animals Short and Tall 5

38-40 target vocabulary words per chapter

Target functions and forms; ready-made sentence frames

Functions, forms, and sentence frames used in text-based lessons

Aligned to ELD Standards

Hands-On English meets today's rigorous language learning goals.

Language skills and concepts introduced within topics that allow for meaningful application

Focus on authentic uses of language

Successful & engaged English learners

Skill integration with emphasis on oral language

Intense practice of target vocabulary, language functions, and grammatical forms

...teaches **language** first and foremost, whereas other programs focus on reading. This is the only **true newcomer** program that targets vocabulary as well.

Teachers ❤️ **Hands-On ENGLISH**

—Ellen Kappus, Early Adopter, WY

Examples from ELD standards

CA

- Ask and answer yes-no questions (G1, Part 1, Emerging, 1. Exchanging information and ideas)
- Describe ideas and text elements based on grade-level texts (G1, Part 1, Emerging, 6. Reading/viewing closely)
- Plan and deliver brief oral presentations (K, Part 1, Expanding 9. Presenting)
- Offer opinions (G1, Part 1, Emerging, 11. Supporting opinions)

ELPA21

- Express a preference or opinion about familiar topics or experiences (1.4, Level 1, p. 24)
- Gather and label information (1.5, Level 1, p. 24)
- Identify key words and phrases from read-alouds (1.1, Level 2, p. 23)
- Recognize and use a small number of frequently occurring nouns, verbs, and short phrases (K.10, Level 2, p. 22)

WIDA

(2012 Amplification, Strands of Model Performance Indicators)

- Associate pictures with modeled language about body parts (K, Standard 4 Science, Reading, Emerging, p. 49)
- Describe attributes of objects using gestures and words (K, Standard 3 Math, Speaking, Emerging, p. 48)
- Follow teacher-modeled rhythms and musical patterns (K, Complimentary Strand: The Language of Music and Performing Arts, Listening, Emerging, p. 51)
- Produce labeled illustrations to represent ideas and text elements (G1, Standard 2 ELA, Writing, Emerging, p. 53)

TEXAS

(Proficiency Level Descriptors)

- Demonstrate limited comprehension of grade-appropriate stories read aloud in English when accompanied by visual supports (3, Reading, Kindergarten-Grade 1, B – Intermediate)
- Express themselves with high-frequency, concrete words, phrases, or short sentences that have been recently practiced (5, Writing, Kindergarten-Grade 1, Aiii – Beginning)
- Speak simply using English commonly heard in routine academic and social settings (2, Speaking, K-12, B – Intermediate)
- Understand simple or routine directions and short, simple conversations on familiar topics (1, Listening, K-12, Bi – Intermediate)

Lesson Focus

Each chapter has six types of lessons with a different focus on language.

Explore the Topic

- one lesson that introduces the topic and essential question
- charts existing knowledge and stimulates imagination and thought
- may include introduction to vocabulary and a chant or song

Work with Words

- two lessons that focus on target vocabulary
- activities may include practice with target language functions and forms

Work with Language

- two lessons that focus on target functions and grammatical structures
- activities may include practice with target vocabulary

Work with Text

- two lessons that support work in literacy and reading
- one lesson focuses on an informational text and the other on a fictional text

Develop Academic Skills

- one lesson that focuses on developing academic skills related to the topic
- students apply target language functions, forms, and vocabulary to tasks

Review and Apply

- final lesson in the chapter that prompts students to demonstrate learning
- uses highly structured activities to review chapter learning goals

Scaffolds & Supports



whale



owl

Where do _____ live?

_____ live in _____.

Built-in scaffolds:

- sentence frames
- vocabulary cards



Level Up and Down suggestions for differentiating activities



Core Routines



Speaking



Writing



Listening



Grammar



Reading



Vocabulary

Pairs

Small Group

Whole Group

Aligned to Content Standards

Prepare Students for Life-Long Success

In the service of teaching English, students are introduced to academic content that sets the foundation for their success in school. Students learn and practice vocabulary and grammatical forms that are essential for communication in academic subject areas.

Examples of Content Alignments

ELA

- Foundational reading and writing skills
- Describing characters
- Sequencing events in a story
- Understanding details in informational texts

SCIENCE

- Habitats
- The day and night sky
- The weather and seasons
- Human impacts on Earth

MATH

- Counting to answer *how many* questions
- Collecting and recording data
- Interpreting data in graphs

SOCIAL SCIENCE

- Foundational reading and writing skills
- Describing characters
- Sequencing events in a story
- Understanding details in informational texts

Global Tasks and Functions

The facets of language taught in the program are always introduced in conjunction with the academic language functions used regularly across subject areas.

- Asking and answering questions about texts
- Classifying words into categories
- Comparing and contrasting people, places, animals, and things
- Describing the location and appearance of people, animals, and places
- Expressing opinions and ideas
- Giving advice
- Retelling a story or parts of a story
- Sequencing events in a story or a process

Students with their Chapter 5 Capstone Projects. Students engage in a role-play dialogue with a partner using descriptive adjectives about their puppet. ►



Authentic Application of Skills

There are many opportunities in the program for students to apply their new language skills in meaningful contexts. The activities in the Core Lessons make it easy to link ideas and concepts to promote learning and transfer.

BUILDING CONNECTIONS

Discuss the seasons where students live now. For example, if there is no snow, talk about what winter is like there. Then ask students if they have experienced seasons or weather in other places or if they know someone who has, such as a parent or guardian. Bring in pictures of seasonal weather in countries where the students are from, if possible, to stimulate conversation. Have them ask someone at home about weather and seasons in other places and report back to the class.

- Link ideas and concepts to external contexts
- Connect learning to home

Capstone PROJECT

Create and label a stick animal puppet. With a partner, role-play a dialogue between two puppets that includes a greeting, self-introduction, description of appearance and/or size, and identifying something it likes to do.

PROJECT SUPPLIES

- Printable 8: One mask per student
- Printable 9: One template per pair
- Crayons and markers
- Glue and craft sticks for animal masks





- Create a project with new language
- Develop presentation and conversational skills

Apply new language skills to academic tasks

Examples:

- Conduct a survey and analyze the results
- Ask *how many* questions

Lesson 9

Develop Academic Skills

OBJECTIVES

- Survey classmates about their preferences for seasons
- Ask for and give reasons for preferences
- Analyze the results of a survey
- Ask and answer questions about a survey

ESSENTIAL QUESTION

What is the weather like today?

SENTENCE FRAMES

CBF16-21

Activity 1 Class Poll: Seasonal Preferences

Conduct a poll, and analyze the results



SLIDE 17 Show students the slide with the four seasons. Then, tell them they are going to ask their classmates which season is their favorite and record their answers on a chart. Review the anchor chart about seasons, and ask students questions to describe each one. Ask questions to practice comparative adjectives, such as: *Is it colder in the winter or in the summer? Is it wetter in the spring or the summer?* (Answers may depend on regional differences. Accept reasonable answers.)



SLIDE 18 Show students the chart they will use to conduct the poll. Conduct a sample poll with the class using the frames. Record the results on the board.

CBF16 What is your favorite ____?

CBF17 My favorite ____ is ____.

FORMATIVE ASSESSMENT

- Form 1: Nouns (Seasons & Weather)
Form 4: Functions & Grammar
- Ask about & express likes
 - Ask and answer *how many* questions
 - Subject-verb agreement with *like*

PRINTABLE 10 Give A-B partners a copy of the printable, and have them ask each other the question first and record their answers. Then, have pairs ask other pairs the question and record their answers on the charts. Pairs should ask at least two other pairs. For small classes, students can do the charts individually and possibly ask adults the questions as well.

Season	How many students like this season?	Notes
Winter	0000000000	
Spring	0000000000	
Summer	0000000000	
Fall	0000000000	

Bring the class back together, and have students count how many students they talked to and how many like each season. Have students record the total on their printables. Then, ask each pair questions using the frames below:

CBF20 How many students like ____?

CBF21 ____ students like ____.

Building Literacy Skills

Hands-On English includes a strong ELA component alongside ELD. In every chapter, students work with fictional and informational texts, discussing key ideas, answering comprehension questions, and drawing and writing about the texts. In other activities, art is used to develop speaking and writing skills. The program also includes optional phonics activities. Taken together, these components support the development of skills needed to read and write for a variety of purposes in daily and academic life.

Work with Text

Each chapter has two *Work With Text* lessons that present a text from the Big Books. The texts are written at grade level using vocabulary and structures taught in the chapter. They provide a means for contextualizing and extending the content students are learning.



- ▲ 10 FICTION TEXTS
- ▲ 10 INFORMATIONAL TEXTS +1 POEM



Comprehension Questions

- Main idea
 - Key and supporting details
 - Retell, sequence
 - Character, setting, events
-
- Original informational and fictional texts related to chapter themes
 - Students hear, repeat, and interact with the texts in a range of activities
 - Lessons help students understand the roles of the author and illustrator
 - Comprehension questions provide a starting point for helping students answer questions about texts

Building Literacy Skills

EnglishMats

Each chapter provides an opportunity to help students develop their creative writing and storytelling skills. There is one EnglishMat illustration per chapter. The mats are large and inviting, providing ample space for students to write on the front and back.

Content Connection

- Describe a character
- Describe a scene
- Tell a story

Phonics

The program provides two types of optional phonics activities that can be accessed from the *Hands-On English Teacher's* e-Port. Each chapter has a sight word activity and sound-letter correspondence activities. The purpose is to build on instruction students are getting in their ELA classes or to provide basic phonics skills development if students need it.

Sight Word Mini-books

Students practice writing sight words in two mini-texts drawn from chapter materials. Teachers are provided a lesson plan, directions for the best time to introduce the mini-books, and the printables.

Art

Build speaking & writing skills

The image shows the front and back of an EnglishMat. The front side features a colorful illustration of a red car packed with luggage and people, driving on a road. The back side is a writing template with sections for 'Vocabulary', 'Conversation Corner', and a large area for writing. The template includes fields for 'Author:' and 'Title:'. The illustration on the front side includes a 'Vocabulary' list and a 'Conversation Corner' section.

ENGLISHMAT™

Author: _____

Title: _____

Vocabulary

- car
- catch
- driving
- excited
- family
- fishing pole
- suitcases
- swim
- vacation
- visit

Conversation Corner

Describe the characters.
How do they feel?
What are they doing now?
Where are they going?
What will they do there?

Vocabulary

- car
- catch
- driving
- excited
- family
- fishing pole
- suitcases
- swim
- vacation
- visit

Conversation Corner

Describe the characters.
How do they feel?
What are they doing now?
Where are they going?
What will they do there?

ENGLISHMAT™ MAT 9

Lines for author's name and title of work

Area for writing or organizing ideas

Five conversation questions for guided discussion

Extra lines for writing

The EnglishMats are a great **writing resource** for kids—a way for students to take a piece of the classroom home with them.

Teachers ❤️ **Hands-On ENGLISH**

—Emily Varlas, Early Adopter, CA

Monitoring Progress

Hands-On English provides teachers information about student language development and progress toward learning goals in a timely manner. For that reason, formative assessment is embedded within instructional activities so that instructional time is optimized.

Formative Assessments

Lesson 8

Work with Language

OBJECTIVES

- Contrast the features of animals from two texts
- Use compound sentences with *but* to make contrasts
- Use prepositions to describe location

SENTENCE FRAMES
CAF13, 15, 17, CSF2, 6, 8

VOCABULARY CARDS

Nouns
chicken cow elephant giraffe
hippo horse mouse penguin
rabbit rooster snake turtle

Adjectives
big/little fat/thin short/tall
fast/slow heavy/light soft/hard

FORMATIVE ASSESSMENT
Form 1: Nouns (Animals)
Form 2: Adjectives (Appearance)
Form 3: Functions & Grammar

Activity 1 Compare Animals: Write It
Use opposites to contrast two different animals in writing

REVIEW [VOCABULARY CARDS] Remind students about *Miss Hippo and Her Friends* and the text about the farm. Ask them to name the animals they remember from the texts. Review animals and adjectives using the anchor chart and vocabulary cards.

[SLIDES 11A-D] Ask students questions about the animals' features as you review the adjectives using the *which* question frame: **Which animal is big: the cow or the penguin? The cow is big, but the penguin is little.** Remind students that *big* and *little* are opposites and ask for other examples of opposites.

CSF2 Which one is _____ the _____ or the _____?
(adjective)

CSF5 The _____ is _____ but the _____ is _____.
(adjective)

WRITE [PRINTABLE 6] There are four different versions of Printable 6. Give each student one page. Show students how to complete the first sentence using opposites.

To help students complete the gaps in the sentences on the printable, review the places students saw the animals in the two texts: *on the farm, in the grass, in the yard, in the field, in the pasture.* (Note that pasture is not a target word so additional scaffolding may be needed). Go through some examples, using the pages from the two texts, asking and answering the question about pairs of animals:

CAF13 Where is the _____?
CSF8 The _____ is _____ the _____, and the _____ is _____ the _____.
(preposition)

Tell students they can use *and* to join the two sentences. Have students circle the word *and* and then complete their sentences.

Multiple opportunities for assessment in each chapter

Easy-to-use scoring

Chapter 5

Formative Assessment Form 3: Functions & Grammar

Use during • Lesson 5 • Lesson 8 • Lesson 9 • Lesson 10
(Not all items appear in every lesson)

Scoring
0 = student did not use the function/grammatical form or used it incorrectly
1 = student used the function/grammatical form correctly

Student Name	FUNCTIONS			GRAMMAR				TOTAL
	Describe size & appearance	Express contrast	Describe location	Coordinate adjectives (____ and ____)	Compound sentences (and, but)	Adverbs of sequence	Interrogative (where)	
								/8
								/8
								/8
								/8
								/8

Summative Assessments

There are two types of summative assessments provided in the program. Both the Capstone Project and the EnglishMat activities provide excellent opportunities to evaluate the content and language students produce.

EnglishMat 5 Evaluation Criteria

SLIDE 18

Did you talk/write about ...

- who is in the picture and what they look like?
- where they are?
- what they are doing?
- what happens next?

Chapter 5

Student-friendly rubrics

Easy-to-use scoring

Formative Assessment Form 3: Functions & Grammar

Use during • Lesson 5 • Lesson 8 • Lesson 9 • Lesson 10
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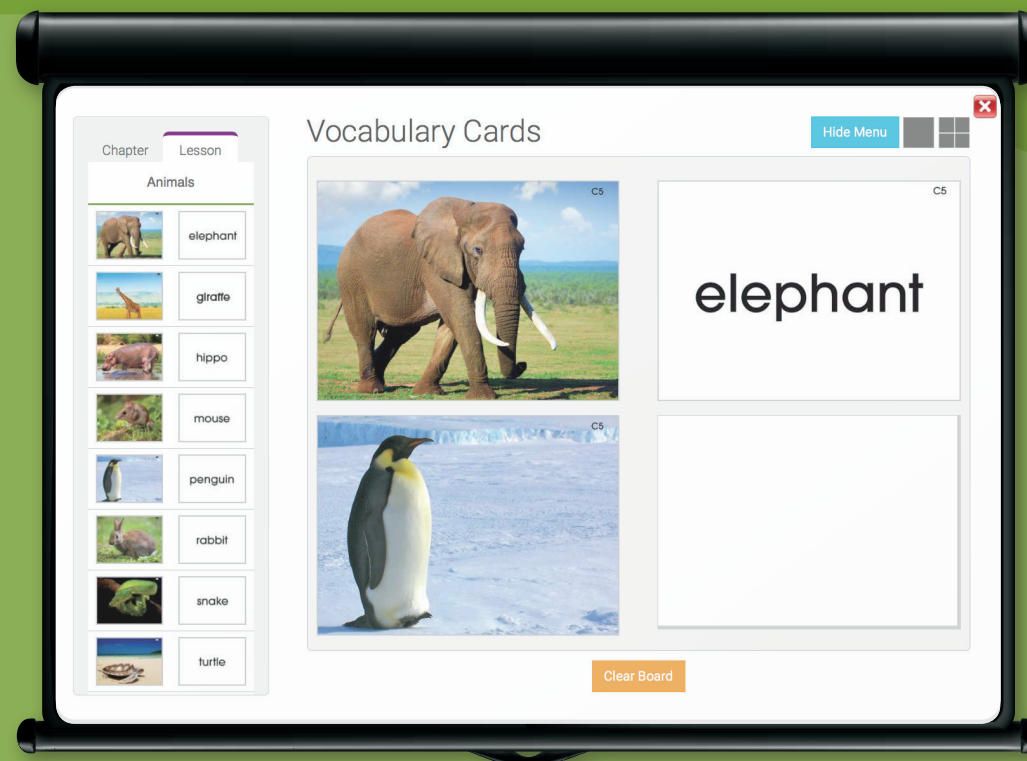
Student Name	FUNCTIONS			GRAMMAR				TOTAL
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								/8
								/8
								/8
								/8
								/8

TEACHER'S e-PORT

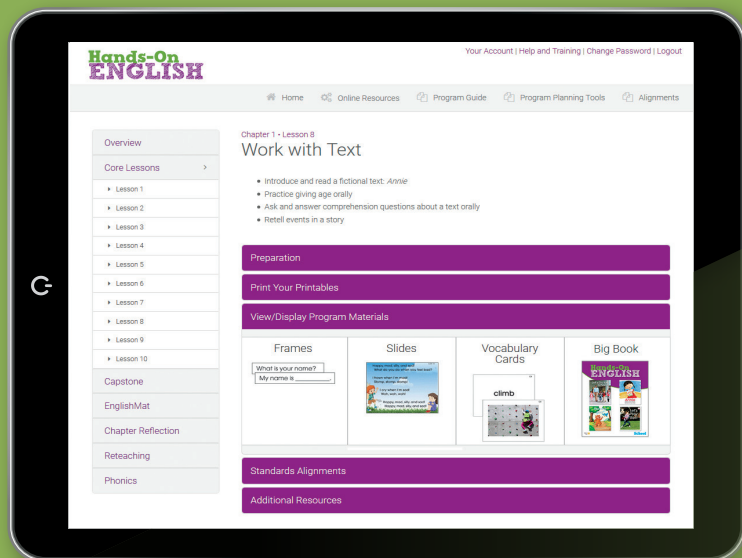
Each kit comes with access to the Hands-On English Teacher's e-Port, a web-based teacher's portal with a wealth of materials and information about the program. Teachers can look up standards alignments, access the Program Guide, view program pacing guides, and access Online Resources for teaching.



▲ Print and view printables



▲ Project the pictures and words on a screen and drag and drop to practice vocabulary and play learning games



◀ Project slides, sentence frames, and Big Book stories on the screen, laptop, or tablet

For pricing and alignments:
www.Hands-OnEnglish.com
 Contact your Educational Sales
 Consultant for a demo:

(800) 321-4332
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