



K-1
Beginners

Hands-On ENGLISH™

An English Language Development Program

Text Work

Text Work Preview

Hands-On ENGLISH

K–1 Beginners English Language
Development Program

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.

Take a look at a preview of how *Hands-On English* uses an integrated skills approach to reading and writing that helps English learners (ELs) to comprehend and engage with both informational text and fiction. The program is organized by vocabulary, grammar forms, and language function/tasks and features ready-made sentence frames.

As you preview this packet, **note the red highlighted sections on pages 3 and 4** that showcase text work objectives. This sample is focused on text work but the full chapter covers all language skills. The included lessons, teacher slides, and printables are only a small sample of the complete chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and **please reach out** with any questions or if you'd like a closer look at **Hands-On English** or any of our other English language development programs.

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Chapter 3

Overview

I Feel Silly!

ESSENTIAL QUESTION How do you feel today?

LANGUAGE DEVELOPMENT GOALS

- Parts of the body
- Expressing feelings and emotions
- Identifying aches and pain

TEXTS

- Fiction: *Ouch!*
- Informational: *Everyday People*
- Chants/Poems: *How Do You Feel?*, *My Body*

CONTENT CONNECTIONS

- Language Arts

ACADEMIC SKILLS

- Participate in collaborative conversations with partners, peers, and adults about topics and texts
- Ask and answer questions about key details in a text
- Combine drawing, dictating, and writing to compose a simple text
- Identify words in a text that suggest feelings
- Identify a similarity between two people in two texts

FLEX ACTIVITIES & LESSONS

OBJECTIVES

Building Connections

Students illustrate and then share a personal or made up “ouch” story or “happy” story. Best completed during Lesson 5. (page 17)

Capstone Project

Students create and illustrate a mini-book about feelings and then present their book orally to the class.

EnglishMat

Themes: Feelings, Family
Students describe characters orally and/or in writing. They tell who the characters are, what they are doing, and how they feel. Best introduced after Lesson 5.

Reflection

Review the Essential Question: How do you feel today?
Students talk about the words they learned in the chapter to describe feelings and their body. Best completed after Lesson 10 or the Capstone Project.

ASSESSMENT & EVALUATION

FOR USE DURING

Form 1 Adjectives (Feelings)

Lessons 7, 10

Form 2 Verbs (Feelings) & Grammar

Lessons 7, 8, 10

Form 3 Nouns (Parts of the Body)

Lessons 6, 8, 10

Capstone Form

Capstone Project

EnglishMat Form

EnglishMat

Target Vocabulary*	Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
NOUNS Parts of the Body arm body doctor ear elbow eye face finger foot hair hand head knee leg mouth neck nose nurse stomach toe VERBS Feelings cry feel frown hurt laugh make scream smile ADJECTIVES Feelings bored brave happy hungry mad sad scared shy sick silly surprised tired	Ask about feelings Describe feelings	Interrogative (<i>how</i>) Adjectives	How do you feel? I feel _____. How does _____ feel? _____ feels _____. How does _____ make you feel? _____ makes me feel _____.	Lessons 1-3, 7, 9, 10
	Ask to identify things (parts of the body) Identify things (parts of the body)	Possessive pronoun (<i>my</i>) Articles (<i>a/an</i>) Regular plurals Demonstrative pronouns (<i>this, these</i>) Subject-verb agreement (<i>this is, these are</i>)	What is this? This is (my) _____. This is a/an _____. What are these? These are (my) _____.	Lessons 4, 7, 8, 10
	Ask about well-being Describe aches and pains	Interrogative (<i>what</i>) Possessive pronoun (<i>my</i>) Subject-verb agreement (<i>hurts/hurt</i>)	What hurts? My _____ hurts. My _____ hurt.	Lesson 6
	Work With Text**			
	Understand comprehension questions Describe details in illustrations Understand vocabulary in context Justify answers with reference to text Identify details about characters and events Identify a similarity between two texts	Interrogatives (<i>what + want, how + feel, how do you know, what word tells how, which pictures, what happened, who...in this picture</i>) Simple present Pronoun reference	What does ____ want to do? ____ wants to ____. How does ____ feel _____? (place, time) ____ feels ____. How do you know? What word tells how ____ feels? What happened to ____? Point to the part of this story that is like the ____ story.	Lessons 5, 9

*Words in green = Vocabulary Cards

**These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

	Objectives	Materials	Preparation
Lesson 1 Explore the Topic	- Introduce and practice a chant: <i>How Do You Feel?</i> - Introduce the Essential Question: How do you feel today?	PROGRAM MATERIALS Frames C3F1-2 ONLINE RESOURCES Slides 1A-B	CREATE - Anchor Chart GATHER - Small objects to elicit feelings, such as toys, stuffed animals, candy, rubber snake - Crayons, markers, and paper
Lesson 2 Work with Words	- Introduce and practice using adjectives - Identify feelings orally - Ask and answer questions about feelings	PROGRAM MATERIALS Frames C3F2-4 ONLINE RESOURCES Slides 1A-B, 2 Printable 1: Our Feelings	PRINT & CUT Printable 1: One set of pictures per class
Lesson 3 Work with Language	- Describe feelings - Create an illustration and label it with a sentence about feelings	PROGRAM MATERIALS Frames C3F5-6 ONLINE RESOURCES Slides 2, 3A-L Printable 1: Our Feelings Printable 2: Pictures to Inspire	PRINT & CUT - Printable 1: One picture per student - Printable 2: One picture per pair GATHER - Hand puppet or stuffed animal - Crayons, markers, and paper - Pictures from magazines - Talking Box: 8-10 small items to elicit feelings REUSE - Anchor Chart
Lesson 4 Work with Words	- Introduce and practice using vocabulary: parts of the body - Introduce and use regular plural forms - Introduce and use demonstratives <i>this</i> and <i>these</i>	PROGRAM MATERIALS Frames C1F9-10; C3F7-9 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 4A-B, 5 Printable 3: Body Diagram	PRINT - Printable 3: One template per group GATHER - Large chart paper to trace students' body outline: one per group
Lesson 5 Work with Text	- Listen to and repeat a fictional text: <i>Ouch!</i> - Ask and answer comprehension questions about a story orally - Retell events in a story	PROGRAM MATERIALS Frames C1F9, 12, 20; C3F3-4 Big Book B ONLINE RESOURCES Slides 6, 7A-B, 8A-B Printable 4: Story Pictures	PRINT - Printable 4: One set of pictures per pair GATHER - Hand puppet or stuffed animal - Crayons, markers, and paper

	Objectives	Materials	Preparation
Lesson 6 Work with Language	- Introduce and practice a doctor-patient dialogue - Ask and answer questions about physical well-being using possessive pronouns	PROGRAM MATERIALS Frames C3F10-12 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 4A-B, 9A-C Form 3	GATHER Two hand puppets or stuffed animals
Lesson 7 Develop Academic Skills	- Identify and describe feelings orally - Create an illustration to portray a feeling, part of the body, or verb - Describe a drawing orally	PROGRAM MATERIALS Frames C1F9, 20; C3F3-4, 8-9 Vocabulary Cards ONLINE RESOURCES Slides 1A-B, 2, 4A-B, 5, 10 Printable 5: Roundtable Forms 1-2	PRINT & CUT - Printable 5: One set of templates per group of four students GATHER - Chart paper for each group - Crayons, markers, glue CREATE - For Roundtable, divide each group's chart into four numbered quadrants clockwise from one to four
Lesson 8 Work with Language	- Identify and describe parts of the body orally - Introduce and practice using articles <i>a</i> and <i>an</i> - Identify parts of the body in writing using <i>a</i> and <i>an</i>	PROGRAM MATERIALS Frames C1F9-10; C3F7-9 Vocabulary Cards Student Cards ONLINE RESOURCES Printable 3: Body Diagram Forms 2-3	PRINT - Printable 3: One template per pair CREATE - T-Chart
Lesson 9 Work with Text	- Introduce and read an informational text: <i>Everyday People</i> - Ask and answer comprehension questions about a text orally - Identify and describe a favorite person	PROGRAM MATERIALS Frames C1F12, 20; C3F5-6 Big Book B ONLINE RESOURCES Slides 11, 12A-B	GATHER Crayons, markers, and paper
Lesson 10 Review & Apply	- Ask and answer questions about the body - Ask and answer questions about feelings - Use regular plural nouns, articles (<i>a</i>, <i>an</i>), and demonstrative pronouns (<i>this</i>, <i>these</i>) in sentences	PROGRAM MATERIALS Frames C1F9-10; C3F3-9 Vocabulary Cards Student Cards ONLINE RESOURCES Slide 2 Printable 2: Pictures to Inspire Printable 6: Thank You Forms 1-3	PRINT & CUT - Printable 2: One picture per student - Printable 6: One template per student (for Extend) REUSE - Student drawings from Lesson 9 Activity 2 GATHER - Crayons and markers

Lesson 5

Work with Text

OBJECTIVES

- Listen to and repeat a fictional text: *Ouch!*
- Ask and answer comprehension questions about a story orally
- Retell events in a story

ESSENTIAL QUESTION

How do you feel today?

SENTENCE FRAMES

C1F9, 12, 20; C3F3-4

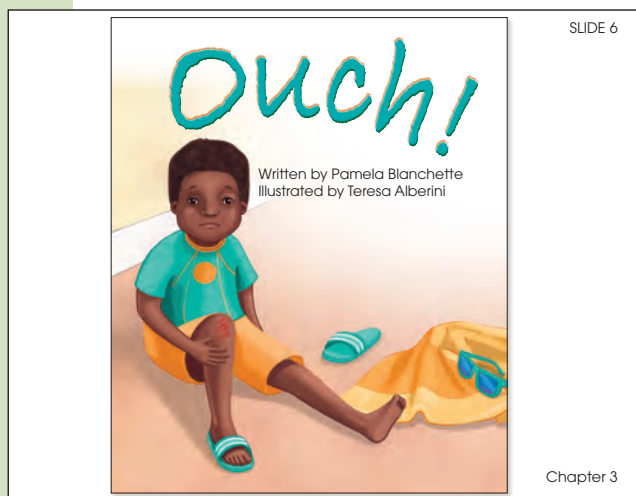
ADDITIONAL VOCABULARY

be careful, boom, fall, happened, hot, may, stomp, want

Activity 1

Text Work: *Ouch!*

Read a fictional story, and answer comprehension questions



SLIDE 6 Show the title page to students, and ask questions about the picture, such as: **Who is this? What is this? Where can you find the name of the author of this story?** Point to the author's name, and tell them the name of the author, the person who wrote the story.

FIRST READ **BIG BOOK B** Point to each word with a pointer as you read the story to show that text is read from left to right.

SECOND READ Read the story again, and have students repeat each sentence. Use the pointer to circle words that the class has learned in the chapter. For example: **Look, here is the word knee. We learned that word yesterday.**

THIRD READ **SLIDES 7A-B** As you read the story again, leave out some of the new vocabulary words and invite students to fill in the gaps with the correct words. Then, ask the comprehension questions. Have students repeat the answers in complete sentences. Ask follow-up questions to encourage students to base their answers on evidence.

1. What does Sam want to do?
He wants to _____.
2. (*point to page 3*) How does Sam feel in this picture?
How do you know?
_____ feels _____.
3. (*point to page 5*) What word tells how the mother feels in this part of the story?
4. What did Sam hurt?
He hurt his _____.
5. How does Sam feel at the end of the story?
_____ feels _____.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
Nouns: arm, elbow, foot, knee Verbs: cry, frown, hurt, smile Adjective: silly	Understand comprehension questions Describe details in illustrations Identify details about characters and events Understand vocabulary in context Justify answers with reference to text	Interrogatives (<i>what + want, how + feel, how do you know, what word tells how, what ____ words</i>) Simple present

Activity

2

Readers' Theater

Retell events in a story by acting out parts of it

MODEL Go through the story again, if necessary. Contrast what the boy does and says with what his mother does and says in different parts of the story. Then, model a short role-play with a puppet. For example, on page 2:

Boy: Mother, may I go swimming?
 Mother: Yes, you may.

Then, have a volunteer role-play the same lines with you. Do another example with another page and volunteer.

PRACTICE **PRINTABLE 4** There are three different sets of pictures from the story on the printable. Give A-B partners one set each to act out. Have students take turns playing each role. Close by having volunteers perform their lines.

- Students can take turns identifying what they see in the picture with their partners instead, practicing using the frames: *This is ____.* and *He/She feels ____.* (C1F20; C3F4)
- Students can act out additional pages of the story or add more details to the story line, such as: *The boy likes to swim.*

EXTEND: WRITING PRACTICE

BE AN ILLUSTRATOR Tell students that they are going to draw something they remember from the story. Ask them what they remember, and write words and ideas on the board for them to refer to later. If necessary, go through the story again. Model the activity, and show students the period at the end of your sentence. Explain that all sentences need a period to show it is the end of a sentence.

WRITE Help students choose something they want to draw. Then, have them draw a simple picture or scene and label it by copying or writing a sentence from the story. If time allows, have students share their drawings with a partner, asking and answering the questions below. Then, have partners introduce each other's drawings to the class using the same frames:

- | | | | |
|-------|------------------------------|-------|------------------|
| C1F12 | Who is this? | C1F20 | This is ____. |
| C1F9 | What is this? | C1F20 | This is ____. |
| C3F3 | How does <u>he/she</u> feel? | C3F4 | ____ feels ____. |



It's such a hot day. I want to go outside and play.

"Mother, may I go swimming?" I ask.
 "Yes, Sam you may," she replies.

Yay, happy day! I do my happy dance. I jump up and down, up and down.

SLIDE 8A

SLIDE 8B

Chapter 3

BUILDING CONNECTIONS

SLIDES 8A-B Ask students if they have an "ouch story" or a "happy story" to share. Show the slides and discuss other examples of what might be a good ouch or happy story. Have students bring an object from home or draw a picture of something to illustrate their story and then share with the class.

Lesson 9

Work with Text

OBJECTIVES

- Introduce and read an informational text: *Everyday People*
- Ask and answer comprehension questions about a text orally
- Identify and describe a favorite person

ESSENTIAL QUESTION

How do you feel today?

SENTENCE FRAMES

C1F12, 20; C3F5-6

ADDITIONAL VOCABULARY

better, every day, family, home, many, people



Activity 1

Text Work: *Everyday People*

Read an informational text, and answer comprehension questions



SLIDE 11 Show the title page to students. Ask questions about the picture, such as: **Who is this? What is he/she doing?** Elicit responses, and have students repeat the correct answers in complete sentences.

FIRST READ **BIG BOOK B** Do a picture walk through the text, asking students questions about the pictures on each page.

SECOND READ Read the text again, pointing to the words and sentences. Call students' attention to the period: **A period tells you it's the end of the sentence. You stop for a moment before you begin reading the next sentence.**

THIRD READ Read the text again, this time having students repeat after you. Make a game of stopping at the end of each sentence by freezing your body when you come to a period. Have students imitate you.

SLIDES 12A-B Ask the comprehension questions. Have students repeat the answers in complete sentences.

1. Which pictures show people we see at school?
This one shows _____.
2. (*point to page 13*) What happened to the girl?
The girl hurt her _____.
3. (*point to page 14*) Who are the people in this picture?
They are a _____.
4. How do the people feel?
They feel _____.
5. Remember the *Ouch!* story? Point to the part of this story that is like the *Ouch!* story.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
Nouns: arm, nurse Verbs: feel, hurt, laugh, make, smile Adjectives: brave, happy, hungry, sick, silly, tired	Understand comprehension questions Identify a similarity between two texts Describe details in illustrations	Text-based questions (<i>which pictures, how + feel</i>) Simple present Pronoun reference

Activity

2

Be an Illustrator

Create an illustration and description of a favorite person



BIG BOOK B Read page 16, and then ask students: **Who do you like to see?** Brainstorm people they like to see with the class, for example, a parent, teacher, or brother. Write a list on the board. Then, tell students they are going to draw a picture of who they like to see.

THINK-PAIR-SHARE Have students decide who they will draw, share with a partner, and then share a few ideas with the class.

WRITE Give students paper and crayons or markers, and have them draw a picture. Then, have students write a sentence under the picture that describes the person, such as: *This is my doctor*. Provide an example, and show students the period at the end of your example. Ask what it is, and remind them that it signals the end of a sentence.

- Students can write a word or phrase to identify the person underneath their drawings.
- Students can add a sentence saying how the person in their drawing makes them feel, such as: *He makes me feel silly*.

EXTEND: ORAL PRACTICE

Have A-B partners ask and answer questions about their pictures using the frames:

- C1F12,20** Who is this? This is _____.
 What is his/her name? His/Her name is _____.
- C3F5-6** How does _____ make you feel? _____ makes me feel _____.

Close by having volunteers share their pictures using the frames.



Ouch!

Written by Pamela Blanchette
Illustrated by Teresa Alberini



Ouch!

Comprehension Questions

1. What does Sam want to do?
He wants to _____.
2. (*point to page 3*) How does Sam feel in this picture? How do you know?
_____ feels _____.
3. (*point to page 5*) What word tells how the mother feels in this part of the story?

Ouch!

Comprehension Questions

4. What did Sam hurt?
He hurt his _____.
5. How does Sam feel at the end of the story?
_____ feels _____.







Everyday People



Everyday People

Comprehension Questions

1. Which pictures show people we see at school?

This one shows _____.

2. *(point to page 13)* What happened to the girl?

The girl hurt her _____.

3. *(point to page 14)* Who are the people in this picture?

They are a _____.

Everyday People

Comprehension Questions

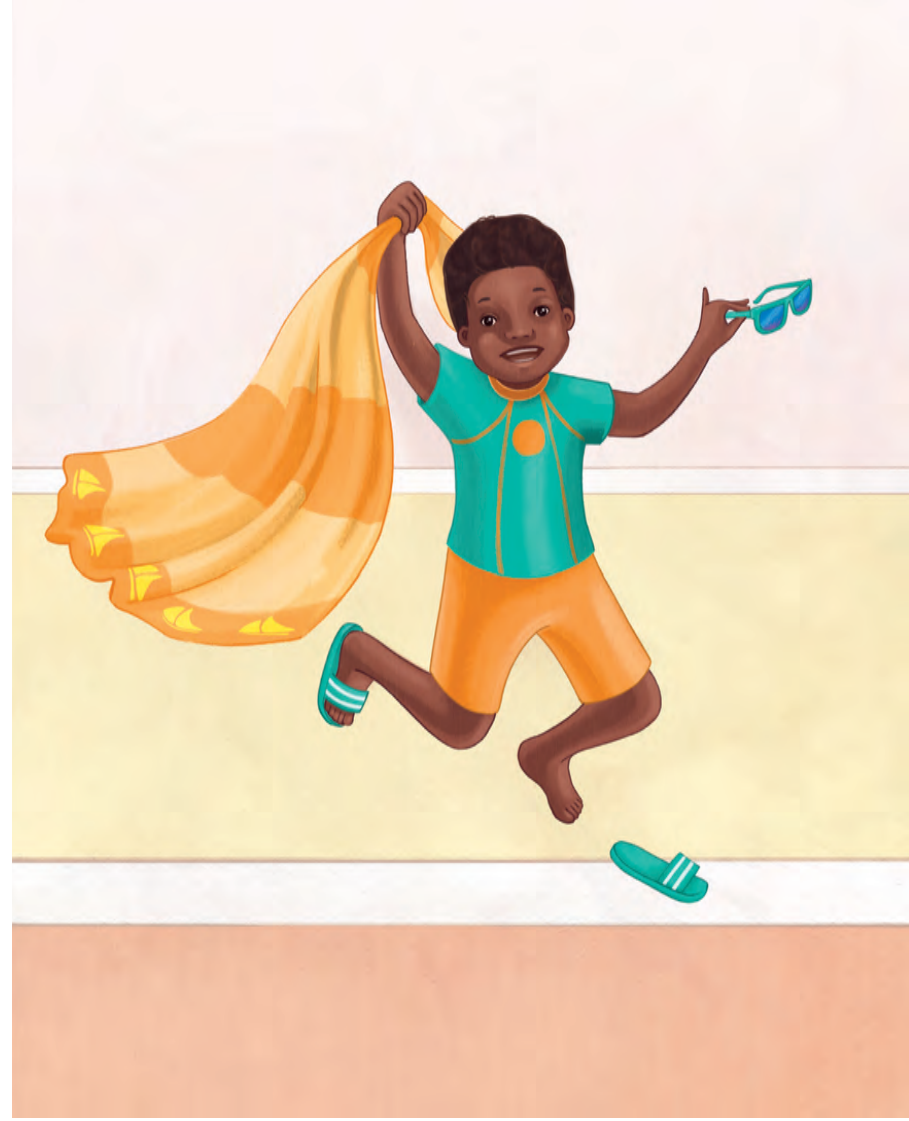
4. How do the people feel?

They feel _____.

5. Remember the *Ouch!* story? Point to the part of this story that is like the *Ouch!* story.

Set 1

Printable 4: Story Pictures

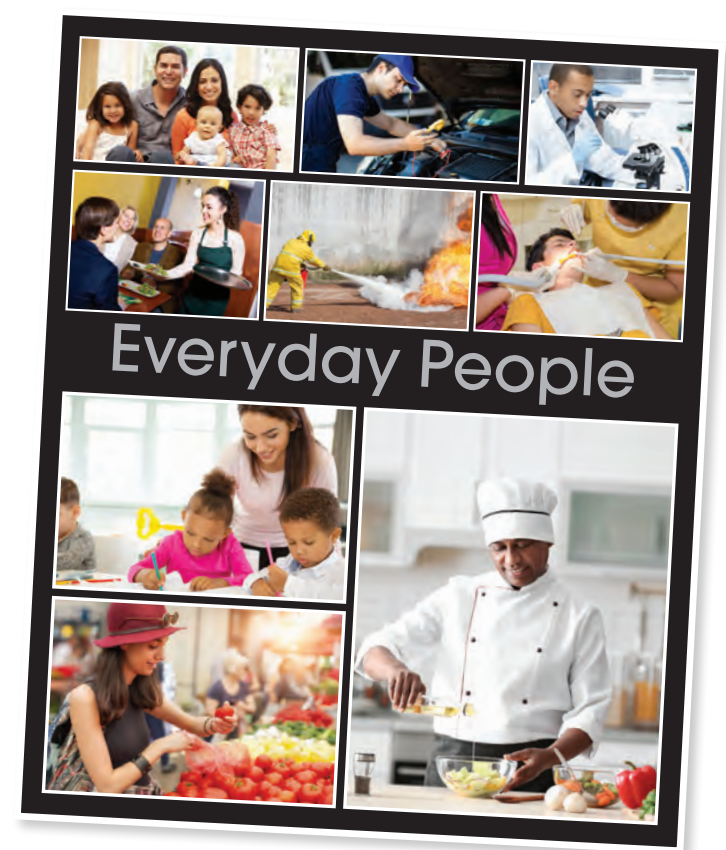
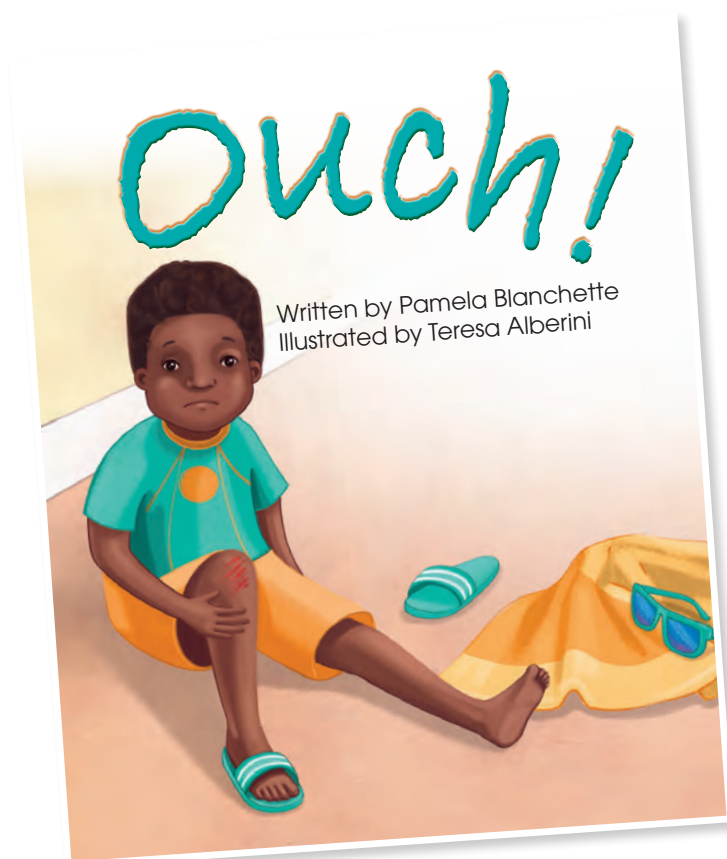




Set 3

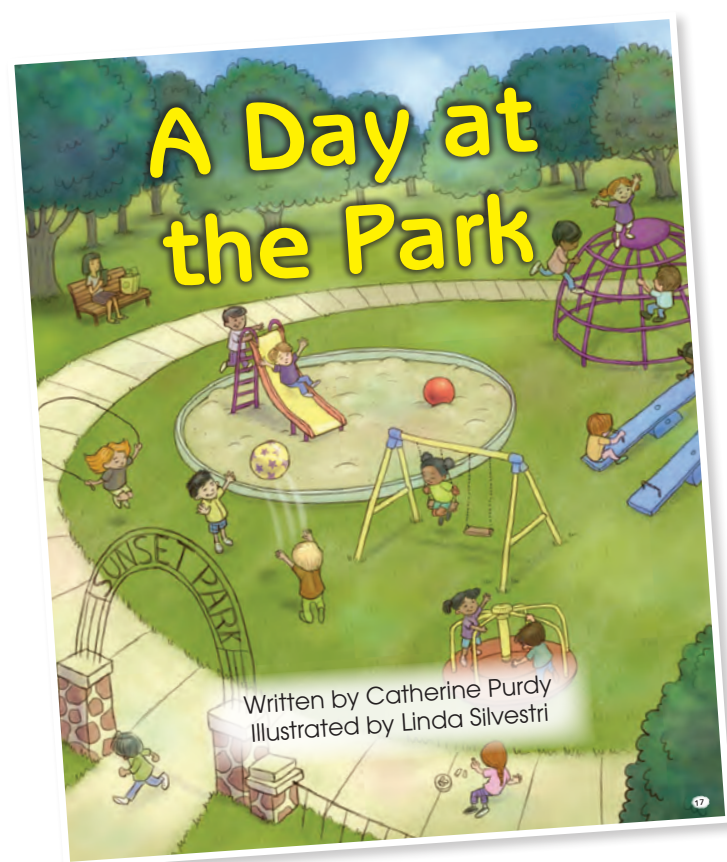
Printable 4 (cont'd): Story Pictures





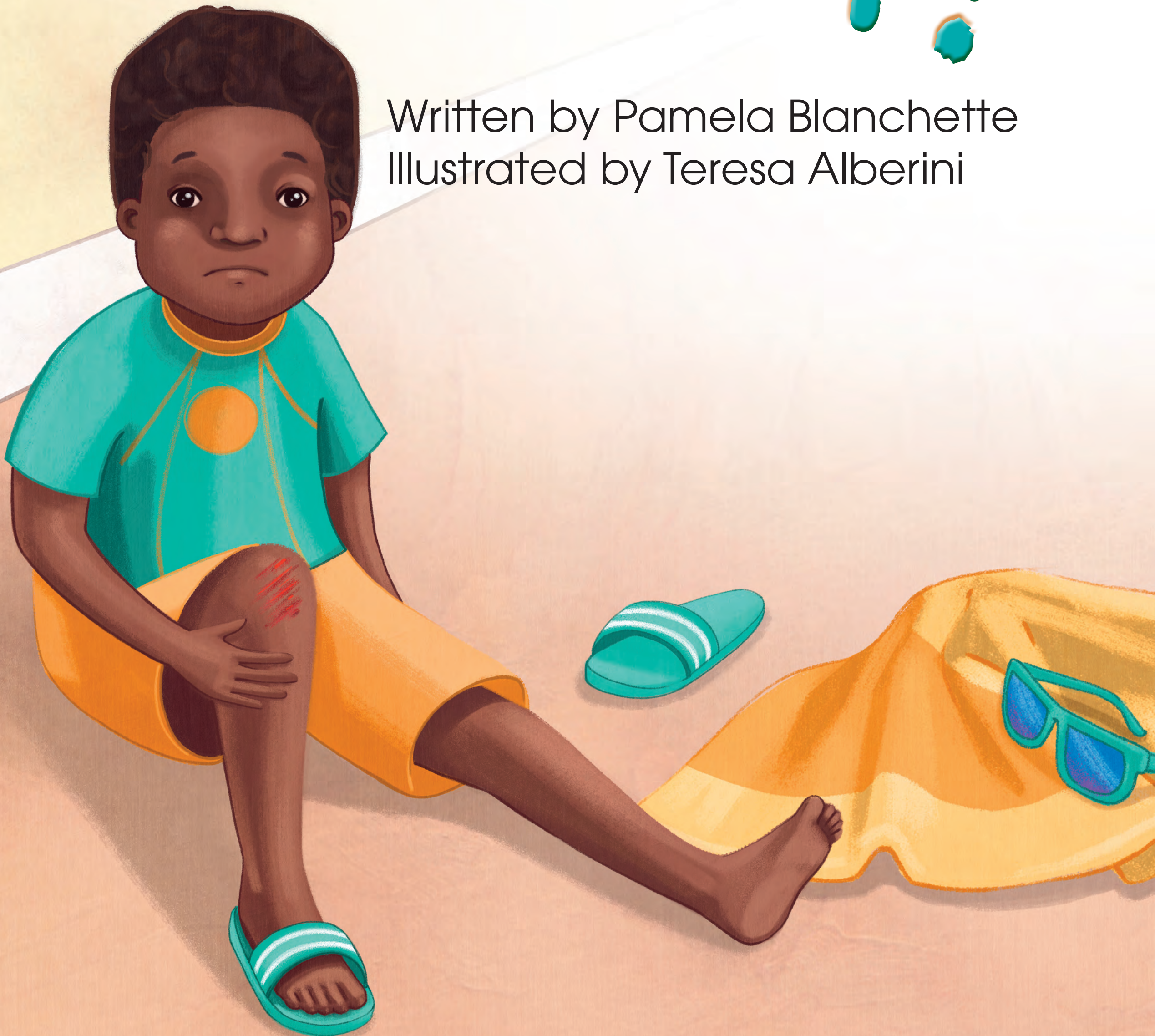
Hands-On ENGLISH™

Big Book **B**



Ouch!

Written by Pamela Blanchette
Illustrated by Teresa Alberini



It's such a hot day. I want to go outside and play.



“Mother, may I go swimming?” I ask.
“Yes, Sam you may,” she replies.



Yay, happy day! I do my happy
dance. I jump up and down,
up and down.

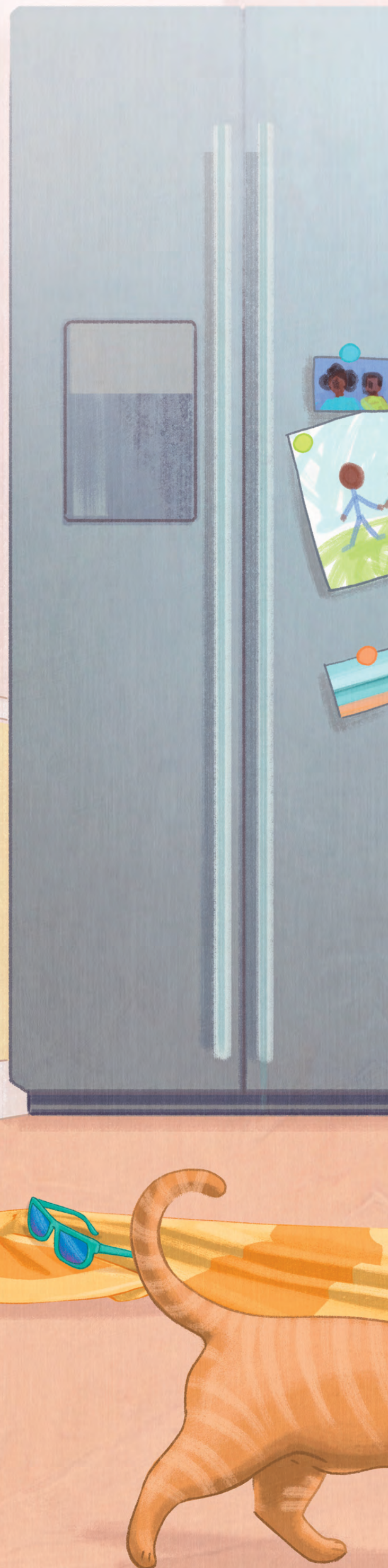
And boom! Down I fall!
“Ouch!” I cry, looking at
my knee.





Mother frowns at me. She asks,
“What happened?”

I get up and stomp my feet.
“I want to swim!”



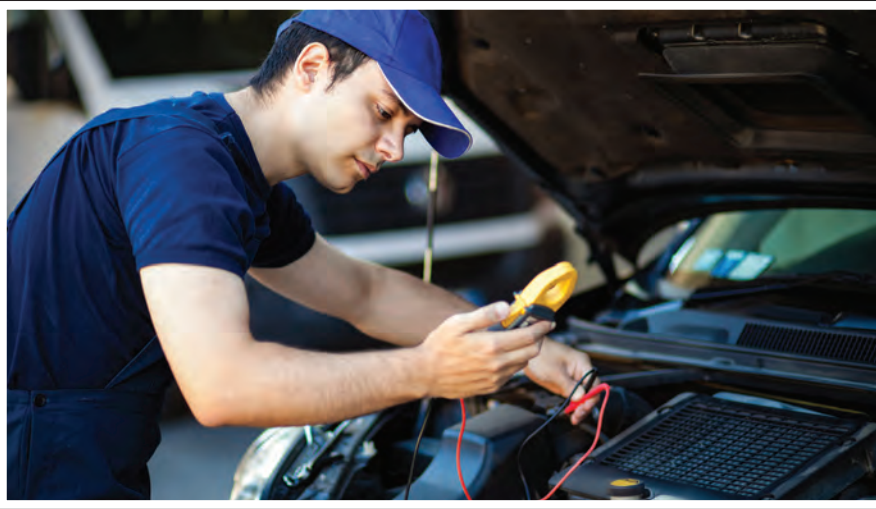
“You can swim, but be careful!”
She points to my arm. “Look, you
hurt your elbow, too!”



Mother put three Band-Aids on me.
“Ok, silly boy. Go swim!”



I smile and run out the door.



Everyday People



Every day, we see many people.



We see a bus driver.



He is smiling.

We see our teacher.



She is laughing.

We hurt our arm. Who do we see?



We see the school nurse.
She makes us feel better.

We see our family.



They are hungry and silly.

We feel tired. What do we do?



We go to sleep.

Who do you like to see every day?
Who makes you feel happy?
Brave? Silly?

