



K-1
Beginners

Hands-On ENGLISH™

An English Language Development Program

Writing Tasks

Writing Task 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 the preview of a *Hands-On English* writing task to see the systematic approach that helps teachers scaffold instruction, using the previously taught vocabulary, oral language skills, and grammar forms and function to prepare ELs to begin writing their own sentences. 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 section on page 1** that showcases writing objectives. This sample is focused on writing 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

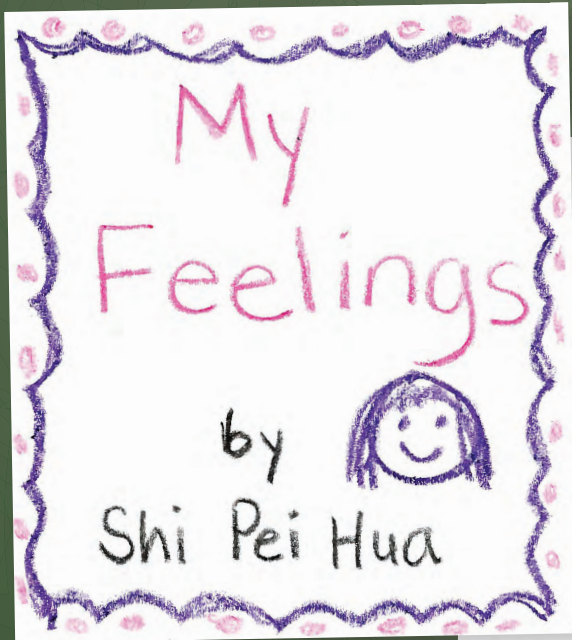
Target Vocabulary*	Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
NOUNS Parts of the Body arm body doctor ear elbow eye face finger foot hair hand head knee leg mouth neck nose nurse stomach toe VERBS Feelings cry feel frown hurt laugh make scream smile ADJECTIVES Feelings bored brave happy 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.

Capstone PROJECT

Illustrate and describe two pages in a mini-book about feelings. Create a cover for the book, and present the book orally to the class.



This picture makes me feel
hungry.



This is me. I feel hungry
in this picture.

PROJECT SUPPLIES

- Printable 7: One template per student
- Printable 8: An assortment of pictures for students to choose from (optional)
- Crayons and markers
- Talking Box from Lesson 3

INTRODUCE THE PROJECT **SLIDES 13A-B, 14-15**

Tell students that they are going to create a mini-book about feelings. Show the sample book on the slides, and model the presentation using the frames on Slide 15. Then, ask questions about the pictures: **What does this picture show? How does it make you feel?** Explain that everyone may have a different feeling about drawings or pictures. For example, a picture of a person swimming may make one person feel happy and another person feel scared. Show students the Evaluation Criteria on Slide 14, and explain that they need to include these parts in their project.

Capstone Evaluation Criteria

SLIDE 14

Did you ...

1. make a title page?
2. name a feeling?
3. draw and write about the feeling?
4. share your book with the class?

Chapter 3

ILLUSTRATE THE LEFT PAGE **SLIDE 2** **PRINTABLES 7-8** Review the emotions on Slide 2. Then, show the Talking Box objects from Lesson 3, and use a talking stick to ask and answer questions with students:

C3F5-6 How does _____ make you feel? _____ makes me feel _____.

Show students Printable 7, and tell them they are going to draw a picture on the left page and tell how it makes them feel in a sentence. If time is limited, students can glue one of the pictures from Printable 8 instead. Model this for students before you give them each a copy of the printable. Guide students to draw or paste a drawing on the left page and complete the sentence: This picture makes me feel _____. If time allows, close by having volunteers share their drawings and read their sentences.

ILLUSTRATE THE RIGHT PAGE **SLIDE 13B** (Head Templates) Tell students they are now going to draw a picture of their face and complete a sentence describing how they feel in the picture. Show the sample on Slide 13B and explain that in this mini-book, the feeling on the left page matches the illustration on the right page. Students should draw a face that matches the feeling on the left page. Model drawing an expressive face in the head template and completing the sentence under the head template. For example: This is me. I feel happy in this picture.

CREATE A COVER **SLIDE 13A** Show students the sample book cover. Tell them that they are going to create a cover for their book. They will write a title and their name as shown in the sample. Optionally, students can add an illustration to the cover, such as a face with an expression on it.

PRESENTATION PRACTICE **SLIDE 15** With the slide and your own sample book, model the entire presentation first, and practice the frames as a group. Then, model with a student before A-B partners work together to practice the presentation. If time allows, have two A-B partners demonstrate their presentations to each other in small groups.

PRESENTATION DAY Remind students about the Evaluation Criteria. Have students sit in a circle with their mini-books. Go around the circle, and have students stand up to point to the cover, then the left page, and finally the right page, using the frames to describe their books. Evaluate students while they present. For larger classes, have students share with each other in small groups. Give each group a talking stick so that all students take their turn.

↓ Simplify the presentation:

(show book) This is my book.

C3F6 (show left page) It makes me feel _____.

C3F2 (show right page) I feel _____.

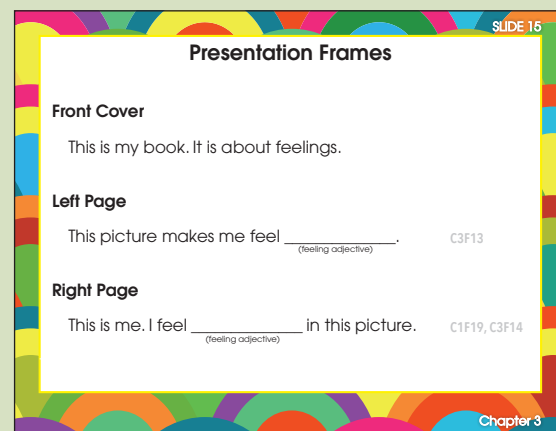
↑ Have students add an extra set of pages to illustrate and describe additional feelings and include the additional information in their presentations.

SENTENCE FRAMES

C1F19; C3F2, 5-6, 13-14

TEACHING TIP

Give students the opportunity to add artistic flair to their mini-books. Bring in small flat objects that students can glue on the cover of the left page to enhance their illustrations, such as small feathers, gum wrappers, and so forth.



EVALUATION

Capstone Form

Our Feelings



happy



sad



mad



bored



tired



silly



shy



sick



brave



scared

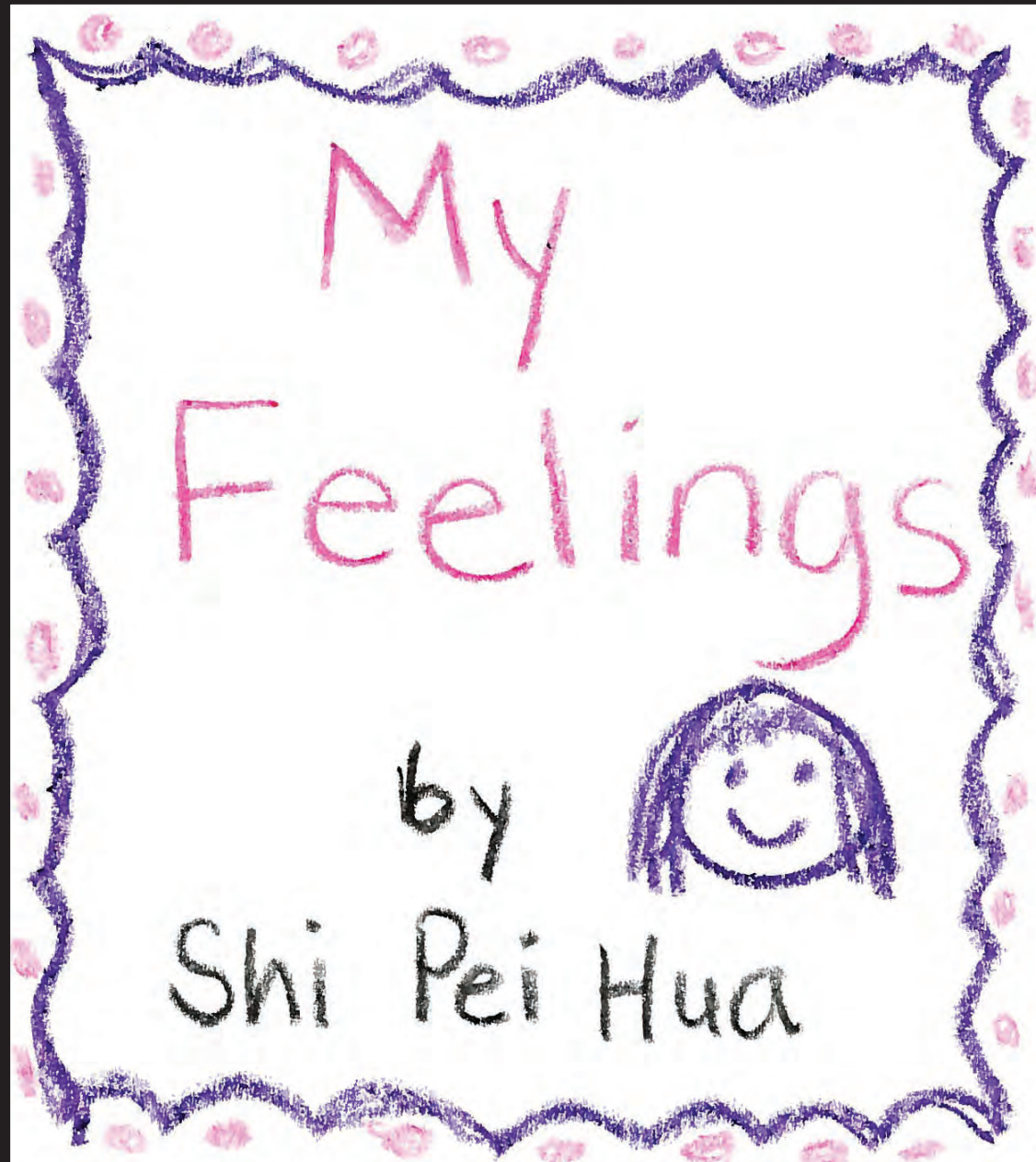


hungry

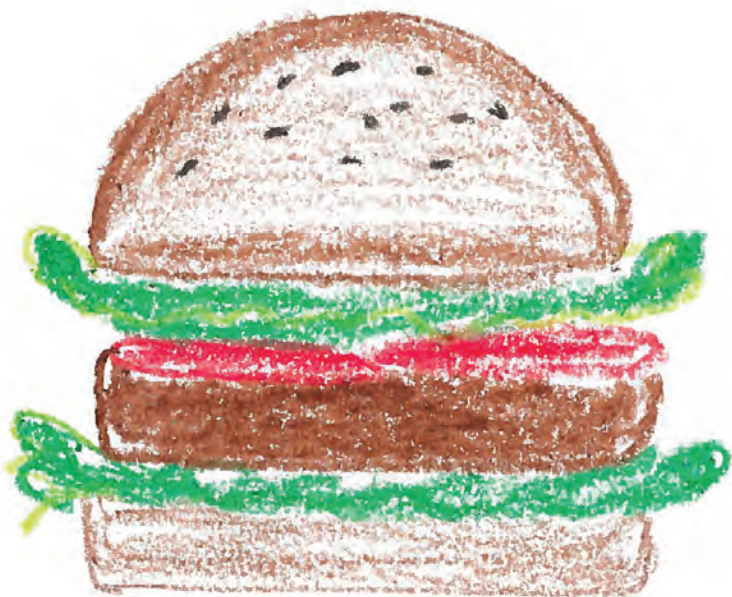


surprised

Capstone Sample Project: Cover



Capstone Sample Project: Inside



This picture makes me feel
hungry.



This is me. I feel hungry
in this picture.

Capstone Evaluation Criteria

Did you ...

1. make a title page?
2. name a feeling?
3. draw and write about the feeling?
4. share your book with the class?

Presentation Frames

Front Cover

This is my book. It is about feelings.

Left Page

This picture makes me feel _____.
(feeling adjective)

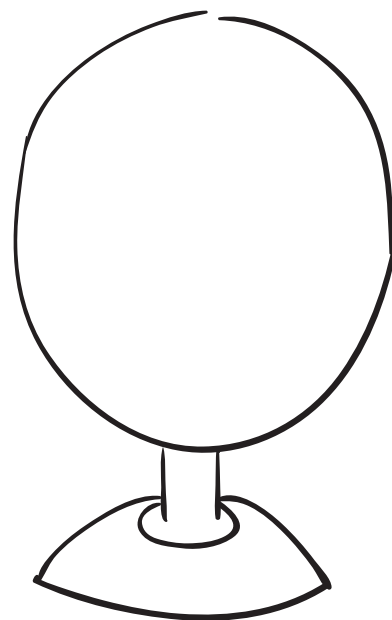
C3F13

Right Page

This is me. I feel _____ in this picture.
(feeling adjective)

C1F19, C3F14

FOLD

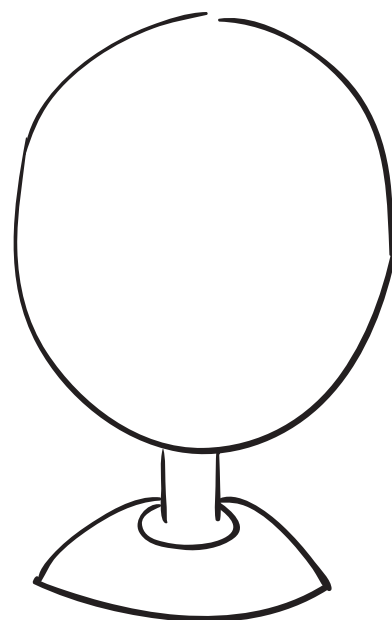


This picture makes me feel _____.

This is me. I feel _____
in this picture.



FOLD



This picture makes me feel _____.

This is me. I feel _____
in this picture.





Capstone Evaluation Form

Content

0 = student did not include the element
1 = student included the element

Language

0 = did not meet task and level expectations
1 = met task and level expectations minimally
2 = clearly met or exceeded task and level expectations

Date: _____

Class:

Teacher:

[illegible]