



K-1
Beginners

Hands-On ENGLISH™

An English Language Development Program

Vocabulary and Oral Language Tasks

Vocabulary & Oral Language Tasks 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 the *Hands-On English* vocabulary and oral language tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust vocabulary instruction while integrating uses in reading and writing tasks that lead to oral language development. 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 5** that outlines lessons 1 and 2 which explore vocabulary and oral language objectives. This sample is focused on vocabulary and oral language 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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Hands-On ENGLISH™

K-1
Beginners

An English Language Development Program

Chapter 3: I Feel Silly!
Chapter 4: Once Upon a Time

Teacher's Guide **B**



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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 1

ESSENTIAL QUESTION
How do you feel today?

Explore the Topic

OBJECTIVES

- Introduce and practice a chant: *How Do You Feel?*
- Introduce the Essential Question: How do you feel today?

SENTENCE FRAMES
C3F1-2

Activity 1 **Let's Move: How Do You Feel?**
Introduce and practice a chant



MODEL SLIDES 1A-B Ask students questions about the illustrations on the slides: **What do you see? What is he/she doing?**

TOTAL PHYSICAL RESPONSE Then, ask students to look at and listen to you carefully. Model the chant for the class, acting out the movements using exaggerated facial expressions, movement, and tone, such as a really big smile for *happy*, stomping both feet for *mad*, and so forth. Model it a second time, having the class imitate the actions. For the third time, have students imitate the actions while saying the chant.

SLIDE 1A

How Do You Feel?

Happy, mad, silly, and sad!

What do you do when you feel glad?

I smile when I'm happy!

Smile, smile, smile!

I laugh when I'm silly!

Ha, ha, ha!

Chapter 3

SLIDE 1B

Happy, mad, silly, and sad!

What do you do when you feel bad?

I frown when I'm mad!

Stomp, stomp, stomp!

I cry when I'm sad!

Wah, wah, wah!

Happy, mad, silly, and sad!

Happy, mad, silly, and sad!

Chapter 3

TEACHING TIP
Create a daily feelings chart for the class. When students enter each day, they can put their names or images under the feeling that matches how they feel. If possible, take pictures of your students, and affix their pictures to magnets or Velcro to use for the chart and other activities in the chapter.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
Verb: feel Adjectives: happy, mad, sad, silly	Understand questions about feelings Describe feelings	Interrogative (<i>how</i>) Adjectives

Activity 2

Essential Question: How Do You Feel?

Introduce the essential question and brainstorm about feelings



Anchor Chart

Tell students: **Think about the chant that we just did. We used the words happy, mad, silly, and sad. Those words describe our feelings. How do you feel today?**

MODEL Start a “Feelings” anchor chart with the four feelings words from the chant, leaving room to add others. Review the words, and act them out as you did in the chant. Ask students to raise their hands if they feel happy, mad, silly, or sad as you model the words. Follow up with questions about why students feel a particular way. For example: **Why do you feel happy today? Why do you feel silly?** If students have trouble responding, show them objects, such as a ball or a small stuffed animal, and ask: **Does this make you feel happy?** Write or draw their responses on the anchor chart next to the corresponding feeling words.

 Ask students if they know any other words in English to describe feelings and record them on the anchor chart.

PRACTICE With a student volunteer, practice the following:

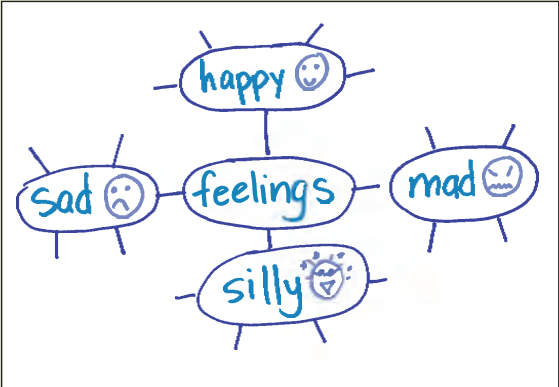
- C3F1 Teacher: How do you feel?
- C3F2 Student: I feel ____.
- Class: (echoes and acts out feeling in an exaggerated way)
I feel ____.

Repeat the dialogue but with a student asking you the question this time. Do this with a few volunteers until the words from the chant have been reviewed and practiced.

 **MAGIC MIRROR** Have students stand in a circle facing each other. Say “Magic Mirror” while outlining the frame of a mirror in front of you with your hands. Then, act out an emotion and say: **Magic mirror, I feel ____.** Have students act out the word you use and repeat the sentence frame: I feel ____.

EXTEND: WRITING PRACTICE

WRITE Have students draw a face showing an emotion they feel and then write a sentence describing that emotion underneath it using the frame. For example: *I feel mad.* Students who cannot write well can write or copy a word.



Lesson 2

Work with Words

ESSENTIAL QUESTION
How do you feel today?

OBJECTIVES

- Introduce and practice using adjectives
- Identify feelings orally
- Ask and answer questions about feelings

SENTENCE FRAMES

C3F2-4

Activity 1 Let's Move: How Do You Feel?

Practice a chant



REVIEW **SLIDES 1A-B** Review the chant with the class first by modeling it with physical movement and facial expressions. Have students repeat it line by line with movements and then do it again using “call and response” with two groups of students chanting different sections from the chant.

If time allows, create new verses to add to the chant, such as:

I scream when I’m scared. Eek, eek, eek!
I eat when I’m hungry. Yum, yum, yum!
I sleep when I’m tired. Zzz, zzz, zzz!

Activity 2 Words for Our Feelings

Introduce vocabulary used to describe emotions and feelings



SLIDE 2 For each picture on the slide, act out the emotion as you say the word. Have students imitate you.

Our Feelings

happy sad mad bored

tired silly shy sick

brave scared hungry surprised

Chapter 3

Introduce the verbs *cry*, *frown*, *laugh*, *scream*, and *smile* as you introduce the feeling words:

What do you do when you feel happy? I **smile**.
What do you do when you feel silly? I **laugh**.
What do you do when you feel sad? I **cry**.
What do you do when you feel scared? I **scream**.
What do you do when you feel mad? I **frown**.

Make these verbs a part of the actions you do when miming the emotions.

SIMON SAYS Say: **Simon says, I feel ____**. Have students mime the actions they just practiced and say: I feel _____. (C3F2)

TEACHING TIP

Some students might feel more confident and comfortable if a partner is with them during the mime activities.

MODEL **PRINTABLE 1** Put the pictures from Printable 1 in front of you and say: **First, I’m going to pick up a picture from the pile. I’m not going to say what it is. Watch my face and body as I act out the feeling on the picture. When I freeze, you tell me what I am feeling.**

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
Verbs: cry, feel, frown, laugh, scream, smile Adjectives: bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired	Ask about feelings Describe feelings	Interrogative (<i>how</i>) Adjectives

Pick up a picture, and act out the emotion using facial expressions and body gestures. For example, pretend to be scared with your eyes and mouth wide open and your body shaking, and then freeze and hold the expression. Have students identify the emotion.

PRACTICE Do a few examples, and then randomly call upon students who feel comfortable acting in front of the class. Have the volunteers pick a picture from the pile and act out the emotion. Ask students: **How does ____ (name) feel? Raise your hand if you know the answer.** Then, elicit the response from the student: He/She feels _____. Have students echo repeat the correct answer while acting out the emotion. Repeat with as many volunteers as possible.

C3F3 How does ____ feel?

C3F4 _____ feels _____.

↓ Have students work in pairs during this activity and focus on naming the emotions.

↑ After other students have mimed an emotion, have students ask: *How does he/she feel?*

EXTEND: ORAL PRACTICE

 **DUCK, DUCK, GOOSE** **PRINTABLE 1** If this is the first time doing this routine, model it several times as needed. Have students sit in a circle facing each other. Put the pictures from Printable 1 in the middle of the circle.

1. Walk around the circle saying “Duck, duck!” and then choose a volunteer to be “Goose.” This student picks a picture and acts out the emotion on the card without revealing what is on the card.
2. Then, the student goes around the outside of the circle saying “Duck, duck!”, selects the next “Goose” by touching a student on the shoulder and asking: How do I feel?
3. The new “Goose” replies: You feel _____.
4. Then, that student picks a new picture, and the game continues.

Help students as needed. Repeat until all the pictures have been chosen.

How Do You Feel?

Happy, mad, silly, and sad!

What do you do when you feel glad?

I smile when I'm happy!

Smile, smile, smile!

I laugh when I'm silly!

Ha, ha, ha!



Happy, mad, silly, and sad!

What do you do when you feel bad?

I frown when I'm mad!

Stomp, stomp, stomp!

I cry when I'm sad!

Wah, wah, wah!

Happy, mad, silly, and sad!

Happy, mad, silly, and sad!



Our Feelings



happy



sad



mad



bored



tired



silly



shy



sick



brave



scared



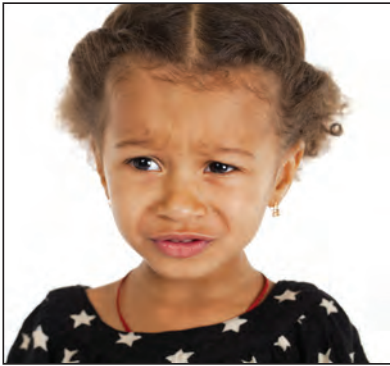
hungry



surprised



happy



sad



mad



bored



tired



silly



shy



sick



scared



brave



hungry



surprised